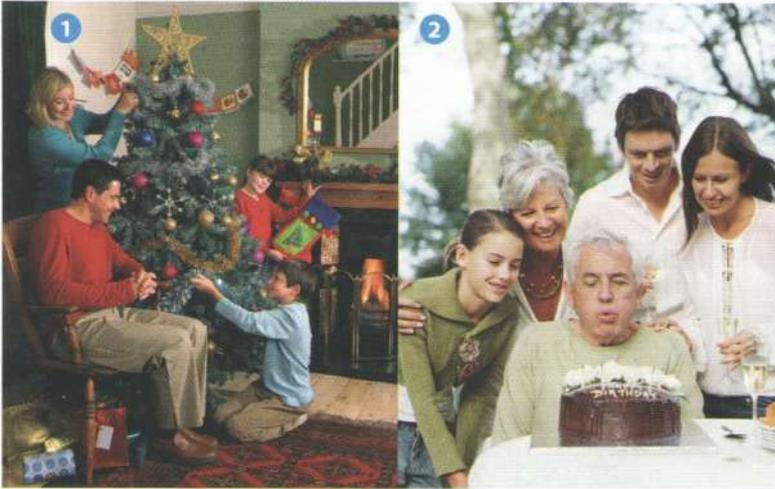


VOCABULARY

Family and society

- 1 Work in pairs. Describe the pictures (1–2). What is the relationship between the people in each picture?



- 2 Fill in the gaps (1–10) in the article with words or phrases from the box.

birth rate breadwinners childbirth childcare
divorce rates households nuclear family offspring
registered partnership single-parent families

WHAT IS A 'TYPICAL FAMILY'?

The British find it hard to define. It seems that the conventional model of a(n) ¹_____ (a married couple with children) is not the only option people choose. Many people simply live together with a partner for a time before moving on to a different relationship. And even those who decide to live with a partner often prefer a(n) ²_____ (also referred to as a civil union) to a legal marriage contract. Also, the number of ³_____ (mothers or fathers raising kids alone) has tripled in the past 30 years.

Britain also has one of the highest ⁴_____ in Europe: two in every five marriages will probably fail. But some things are more resistant to change. Household chores (e.g. ironing) are still mainly carried out by women, while men are the ⁵_____, earning a higher salary than their female partners. In addition to the discrimination in wages, women are also responsible for providing ⁶_____.

The average age of first-time mothers in the UK is now 29 – compared to 26 in the 1970s – and women are having fewer ⁷_____. This in turn has led to a decline in the ⁸_____, which is now averaging 1.8 children per couple. With rates of ⁹_____ and marriage down, and divorce and single-person ¹⁰_____ up, is Britain at risk of becoming a nation of loners?

- 3 Work in pairs. Discuss the questions.

- 1 Are family trends similar in Ukraine?
2 Who usually takes care of children in Ukrainian families? Do you think this is changing?

Housework and repairs

- 4 Complete the questions (1–6) with the correct words (a, b, c or d).

- 1 Do you _____ your bed every day?
a clear b do c take d make
2 Who _____ the windows in your home?
a cleans b clears c shines d polishes
3 How often do you help _____ the house?
a order in b settle for c tidy up d make up
4 How willing would you be to help _____ a new bookcase?
a assemble b install c gather d fix
5 Would you be prepared to _____ a leak in the roof?
a complete b fix c renovate d recover
6 Have you ever _____ any painting or decorating jobs? What did you do?
a gone b made c taken d done

- 5 Work in pairs. Ask and answer the questions in exercise 4.

Relationships

- 6 Match the words from the box with their definitions (1–8). Use each word only once.

acquaintance close friend colleague ex fiancée
mate next of kin sibling

- 1 an informal word for a friend _____
2 someone that you know, but aren't very close to _____
3 someone's former wife, husband or partner _____
4 someone that you know very well _____
5 someone that you work with _____
6 a brother or sister _____
7 a woman who is engaged to a man _____
8 a formal word for someone's closest living relative or relatives _____

- 7 Write sentences using the words from exercise 6.

*Oksana Shutko is my step-sister's colleague.
Passports usually contain information about a person's next of kin.*

8 Complete the sentences (1–8) with phrases from the box.

broke up close relationship drifted apart
in a relationship in common keep in touch
settle down ups and downs

- 1 I _____ with my cousins through social media.
- 2 Tina phones her mum every day. They have a _____.
- 3 We used to be inseparable, but gradually _____.
- 4 Don't cheat _____. It's better to be honest.
- 5 When is Elsa going to _____ and get married?
- 6 Even though we have our _____, I still love you.
- 7 Jake and his girlfriend recently _____ after a big fight.
- 8 I have a lot _____ with my grandmother.

Conflicts

9 Match the words in bold (1–7) with their definitions (a–g).

- 1 How would you react if a friend **broke a promise** you'd asked them to keep?
 - 2 What would you do if they **threatened** to tell a secret you'd told them?
 - 3 Have you ever **accepted the blame** for something you didn't do? If yes, why?
 - 4 In what type of situations, if any, do you like people to **leave you alone**?
 - 5 How much does it bother you if someone **makes fun of** you?
 - 6 How important do you think it is to **obey** rules at home?
 - 7 How would you react if a friend wanted to **punish** you by not talking to you?
- a laugh at somebody or make other people laugh at them, usually in an unkind way
b stop annoying or talking to somebody
c make somebody suffer because they have done something wrong
d say that something is your fault
e not do what you said you would definitely do
f do what you are told to do
g tell someone you will cause trouble if they don't do what you want

10 Work in pairs. Take turns to ask and answer the questions in exercise 9.

11 Choose the correct word to complete the sentences (1–5).

- 1 To avoid conflicts with others in society, it is important to **conform/confirm** to rules.
- 2 My parents got into a big **argument/contest** about housework, which they didn't resolve.
- 3 Ross didn't invite Martha to his party, which **accused/offended** her.
- 4 Our school has a new policy to deal with **bullying/cheating** in the playground.
- 5 Robert and I **brought up/fell out** with each other over a misunderstanding.

12 Look at the picture. Describe the situation. Use any suitable words from exercises 1–11 to say what you think is happening and what the people are saying to each other.



13 Work in pairs. Take turns to answer the questions.

- 1 How close are you and your family? Who are you closest to? Why?
- 2 What's the best age to have children? Why?
- 3 Do you do housework at home? If yes, what do you do? Who does the most in your family?
- 4 What's more important: having a lot of friends or having just one or two? Why?
- 5 How important is it to you to spend time with your extended family? How often do you see each other?
- 6 Have you ever had a big disagreement with a friend? What happened?

Multiple-choice

1 Look at the pictures (1–4). Match the expressions from the box to each picture.

co-operation emotional support
having fun shared experiences

2 Work in pairs. Talk about what you think is most important in a good friendship. Use the expressions from exercise 1 or your own ideas.

3 Read the first paragraph of a text about friendship. Choose the correct answer (A, B, C or D).

The most important people for many teenagers are ...

- A people in their family.
- B friends of their family.
- C a boyfriend or girlfriend.
- D their teenage friends.

WHAT ARE *friends* FOR?

To many teenagers, their most important relationship is not the one they might have with a boyfriend or girlfriend. It's their relationship with their friends. Indeed, most teenagers prefer to spend more time with their friends than with their family. But what does friendship mean?

There is a poem in Sanskrit, the classical language of India, which says that friendship must consist of the following elements: giving, taking, sharing secrets, knowing where your friends are, and giving and sharing food with them. This ancient definition seems like a very apt description. Shared interests and opinions are essential. It isn't easy to get on with someone who can't stand your taste in music or fashion.

Most of us have friends – but it's likely that only a few of them can be described as close friends. Robin Dunbar, a British professor of evolutionary psychology, believes that the maximum number of people we can have in our social group at one time is 150. Many of these are casual friends or *acquaintances*. We don't meet them very often, but we might invite them to a big party, for instance. But – according to Dunbar – we don't normally have more than five close friends.

So who is a best friend? It is someone who's there for you when you're feeling miserable – to give you advice when you want it and to just listen when you need someone to talk to. It might be someone you have known all your life, or someone you've recently met.



It might be someone you only see once a year, but when you do get together it feels like you saw him or her only last week. But can you have a best friend of the opposite sex? In theory, the answer should be yes, but in practice, things can get complicated!

These days, social networking sites offer many opportunities to get to know people online. These are usually people who are into the same things as you are (such as music and films), and can give you advice about the different issues you face. For some people, especially those who aren't so self-assured, making friends online is easier. Online friends aren't going to be as demanding as your friends from the real world might be. Moreover, if you get bored with a conversation online, or if someone's messages are getting on your nerves, you can just ignore them. On the other hand, it may not be realistic to expect your online friends to give you real support when you need it – so a balance of online and real-world friends is probably ideal!

EXAM STRATEGY

- Find and underline the part of the text which contains information about each question.
- Decide which options are definitely incorrect. Then read the relevant part of the text again carefully to decide which of the remaining options is the correct answer.

4 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

- 1 What does the Sanskrit poem describe?
A Why friendships were different in the past.
B Why sharing a meal is important.
C What the history of friendship is.
D What every friendship should have.
- 2 What does the word *acquaintances* in paragraph 3 mean?
A people you do not know well
B people you are related to
C people you are very close to
D people you work with
- 3 What should a true friend do, according to the text?
A Hide your secrets from other people.
B Always be ready to give you advice.
C Be there to help you whenever you feel miserable.
D Enjoy the same kind of music as you.
- 4 According to the text, what is **NOT TRUE** about a best friend?
A You might have known them for a long time.
B It isn't important to have grown up with them.
C It's essential that you see them frequently.
D You don't need to see them regularly.
- 5 What does the author say about online friends?
A They are easier to make if you aren't confident.
B You have to share the same hobbies with them.
C They will never judge you, even if you're boring.
D They are harder to ignore than friends in real life.

5 Work in pairs. Do you agree with the definition of friendship from the text?



Words in context

6 Match the words (1–6) from the text with their definitions (a–f).

- | | |
|----------------|-----|
| 1 essential | ___ |
| 2 complicated | ___ |
| 3 demanding | ___ |
| 4 miserable | ___ |
| 5 apt | ___ |
| 6 self-assured | ___ |
- a expecting a lot of attention from others
b suitable or appropriate
c difficult to understand or deal with
d permanently unhappy
e having a lot of confidence in themselves and their abilities
f completely necessary, extremely important

Collocations with *get*

7 Complete the sentences with the appropriate form of *get* and a word or phrase from the box.

bored complicated on my nerves on with to know

- 1 Martha keeps singing the same song. She's really _____!
 - 2 When Tim's sister fell in love with his best friend, things quickly _____.
 - 3 I don't understand why Lily and Dan _____ each other so well – they are so different!
 - 4 If you didn't complain all the time, I wouldn't _____ and stop listening.
 - 5 Did they _____ each other at university?
- #### 8 Work in pairs. Look at the pictures below and discuss how friendships are changing, and what you think about this.



LANGUAGE REVIEW

infinitive and gerund (-ing form)

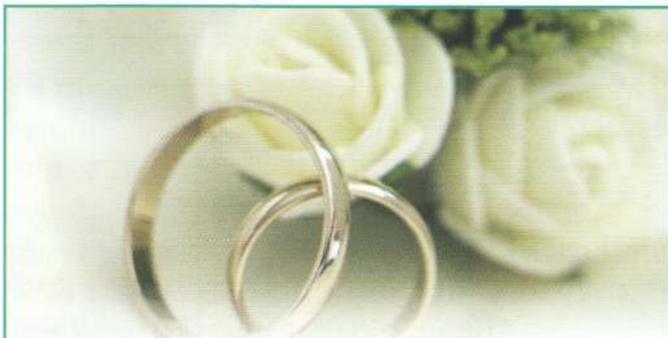
1 Complete the sentences with the correct form of the verbs in brackets: the infinitive or gerund.

- Do you mind _____ (turn) off the music?
I'm trying _____ (get) some sleep!
- _____ (live) as part of a community is important to help you avoid _____ (feel) lonely.
- My dad has never forgotten _____ (meet) my mum for the first time, but he did forget _____ (buy) her an anniversary present this year.
- If you want _____ (get) the author's autograph, it will mean _____ (queue) for at least an hour.

Grammar reference pages 114–116

Grammatical multiple-choice cloze

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).



The right time to get married?

Nowadays, young people are waiting longer than ever before ¹ to get married. While there is ² perfect age to marry, it is often not until people reach thirty that they are able to make such a big commitment. Delaying marriage until their thirties ³ people more time to develop personally and professionally. As a result, by the time they marry, they ⁴ to provide financial stability for their partners and children. Also, because they are emotionally more mature, they may also find it ⁵ to reach a compromise when it is necessary in their relationship.

- | | | | |
|-------------|---------------|-------------|---------------|
| 1 A decide | B decided | C to decide | D deciding |
| 2 A no | B not | C never | D none |
| 3 A allowed | B had allowed | C allows | D is allowing |
| 4 A can | B are able | C have | D need |
| 5 A easily | B easiest | C easier | D the easiest |

Lexical multiple-choice cloze

EXAM STRATEGY

Read the whole text first without filling in the gaps to find out what it is about. Then read it again and choose the correct answer.

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).

TV Dads

The earliest portrayals of dads on TV were simplistic, sticking to the image of what an ideal father might be ¹. The dads of the 1950s worked full-time, while mums stayed at home to ² up the children. Jim Anderson from the sitcom *Father Knows Best* returned from his job, took off his jacket and rolled up his sleeves to solve all the problems ³ home. The roles of dads started to change as feminism gained popularity and women began to be seen as strong and independent working mothers. And in the 1970s these shows were ⁴ by new ones that mirrored changes in society. Suddenly, blended families and work-from-home dads appeared on the screen. Male ⁵ started taking responsibility for providing emotional support at home, ⁶ if they could not hope to get it right all the time. Then, the late 1980s featured the rise of the idiotic dad. Homer Simpson in *The Simpsons* was the first of many ⁷ dads who needed more looking ⁸ than his children. After moving from wise dads to clueless dads, today's TV fathers are beginning to find a ⁹. With cutting-edge shows and reality television, we are getting a more realistic ¹⁰ of fatherhood. Now, TV series show dads who are breadwinners, nurturers and great dads!

- | | | | |
|--------------|------------------|-------------|-------------|
| 1 A as | B like | C for | D such |
| 2 A make | B raise | C bring | D take |
| 3 A in | B around | C on | D at |
| 4 A taken | B made | C opened | D replaced |
| 5 A actors | B characters | C directors | D producers |
| 6 A even | B perhaps | C despite | D just |
| 7 A impolite | B understandable | C immature | D unclear |
| 8 A to | B round | C through | D after |
| 9 A harmony | B balance | C peace | D calm |
| 10 A view | B look | C approach | D belief |

LISTENING

True/false

1 Work in pairs. Discuss the questions.

- 1 How well do you know your neighbours?
- 2 Do you think you could ask your neighbours for help if you needed it?

EXAM STRATEGY

Understanding the situation and the relationship between the speakers can be helpful in interpreting a listening text. Listen carefully for clues like how people address each other, whether they use formal or informal language, or what expressions they use.

2 1.02 Listen to the beginning of a conversation. Who is Emma talking to? Choose the most likely answer (A, B, C or D). What helped you decide?

- A a neighbour
- B a teacher
- C a radio interviewer
- D another student

3 EXAM TASK 1.03 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

- | | T | F |
|--|-----|-----|
| 1 Emma wants to find out how her grandmother's community has changed. | ___ | ___ |
| 2 Emma says there are advantages and disadvantages to living in a close community. | ___ | ___ |
| 3 Emma describes online friendships as natural. | ___ | ___ |
| 4 Not all of the people at Synchronicity share the same living space. | ___ | ___ |
| 5 It is very unusual for people to live in communes in the USA. | ___ | ___ |

4 Complete the sentences with words from the box. The words all appeared in the recording.

business common sense space

- 1 In villages, people often know too much about everyone else's _____.
- 2 Going through a crisis together often inspires a strong _____ of community.
- 3 It's _____ knowledge that Jess and Sam are going out together.
- 4 Ben is freelance, but he rents an office _____ with two friends.

5 Work in groups. Describe the pictures (1–3), then discuss the questions.

- 1 Do you feel like part of the community where you live? Why?/Why not?
- 2 If you could organize an event to bring your community together, what would it be?



Informal email: asking a friend for a favour

1 Work in small groups. Discuss the questions.

- 1 Do you ever ask your friends to do you a favour? What do you usually ask them to do for you?
- 2 Which favours do you most frequently ask for? Number them 1–4, where 4 is the most frequent.

lend you money or clothes _____
 speak to someone for you _____
 give you a lift _____
 meet you at a bus or train station _____

2 Match the sentence beginnings (1–4) with the correct endings (a–d).

- 1 Would you mind talking to one of my friends _____
 - 2 Could you possibly meet _____
 - 3 If you have time, could you send me _____
 - 4 Do you think you could lend me _____
- a the links you mentioned?
 b who is quite unhappy and anxious?
 c a couple of jumpers during my visit?
 d us at the bus station?

3 Work in pairs. Read the exam task below and the email written by Ivan, an exam candidate. Discuss the questions.

- 1 Does Ivan's email include all the information needed?
- 2 What information does he include in addition to the points in the list?

EXAM TASK You are staying in London and have received this email from your English friend Ben. Write an email of at least 100 words to another friend in which you:

- ▶ say why you can't have Ben to stay,
- ▶ ask your friend to put him up for the night,
- ▶ describe Ben.

I'm coming to London on Monday 4th October because I've got an interview the next day, and I was wondering if I could stay with you that night. I'm happy to sleep on the sofa! If it isn't OK, just say, and I'll ask somebody else.

Ben

Hi Aleks,

I was wondering if you could do me a big favour. My friend, Ben, is coming to London on Monday. He's asked if he could stay the night, but my brother's staying with me then, so there won't be any room for Ben. Could he stay the night with you? He's a really nice guy – and he would be very happy to sleep on the sofa!

I know your flat's small, so it's fine if you don't have room.

Ivan

4 Work in pairs. Write a fuller description of Ben. Describe his personality and habits.

5 Read Ivan's email again. Find and underline one indirect question. Now put the words in the correct order to make indirect questions.

- 1 you / I / they / arriving? / when / be / Could / will / ask

- 2 some / you / was / advice. / if / wondering / give / could / me / I

- 3 would / whether / ask / come / me. / I / to / with / wanted / you

- 4 let / you / can / Could / know / if / help? / you / me

EXAM STRATEGY

Use expressions like those in exercise 2 to make your request more polite.

6 EXAM TASK You have received the following email from your English friend, Joanna. Write an email of at least 100 words to another English friend in which you:

- ▶ explain why you can't meet Joanna at the airport,
- ▶ ask if your friend could meet her,
- ▶ describe Joanna.

Hi,

Sorry I haven't been in touch recently. I've been so busy! I'm coming to Kyiv on Saturday 1st August and I'm staying for a week in a youth hostel in the city centre.

I was wondering if you might be able to meet me at the airport and come with me to the hostel. My flight gets in at 6.40 p.m. If you can't, no problem.

Joanna

Writing bank page 146

7 Check your work.

- Have you written about all three points in the task?
- Have you given enough detail in your description of Joanna?
- Have you checked your work for grammar, vocabulary and spelling mistakes?
- Have you written at least 100 words?

Conversation

1 Work in pairs. Ask and answer the questions about teenagers, parents and grandparents.

- 1 Describe one of your parents or grandparents. Is he or she strict or easy-going with you? Give some examples of how he or she behaves towards you.
- 2 Do you always obey your parents' rules? Why?/Why not? What happens if you disobey them and your parents find out?
- 3 Have you ever had an argument with one of your parents or grandparents? What was the argument about? What happened?
- 4 'Teenagers would hate it if there weren't any rules to break.' Do you agree? Why?/Why not?
- 5 If you have your own children, which rules will you have for them when they are your age? Why have you chosen these rules?
- 6 'Always following the rules means that you never have to think for yourself.' Do you agree? Why?/Why not?

Debate

2 Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for the statement, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

Student A: Begin the debate with one point.

Student B: Respond with an argument against Student A's point.

Student A: Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

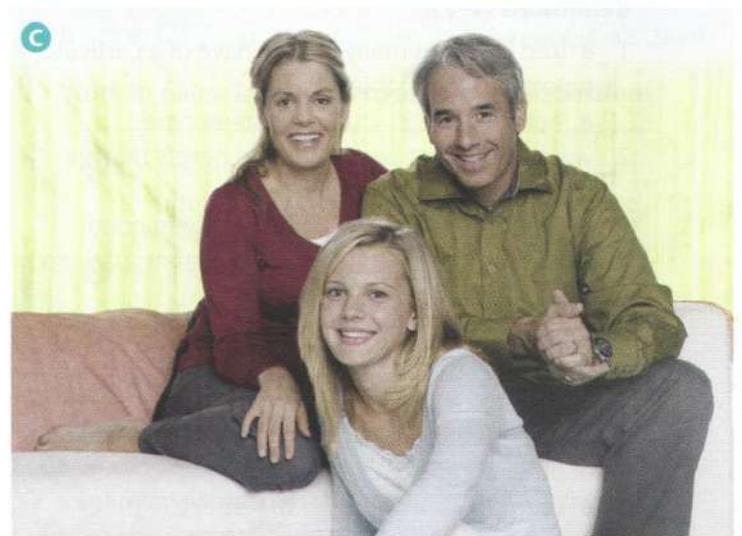
The best way to live as a family is for grandparents, parents and children to live together.

- relationships between family members
- number of people in the home
- housework and home repairs

Speaking bank: debate ideas page 143

Picture description

3 Work in pairs. Look at the pictures (A–C). Take turns to compare the pictures and talk about the different families.



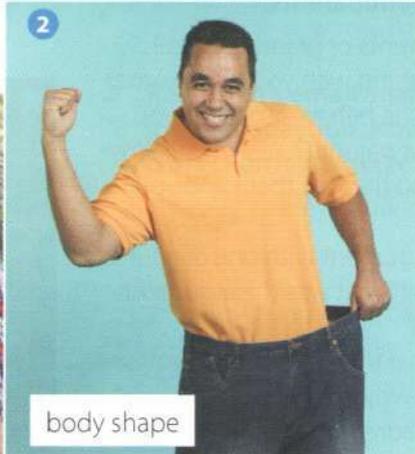
2

People and society

VOCABULARY



1 age



2 body shape



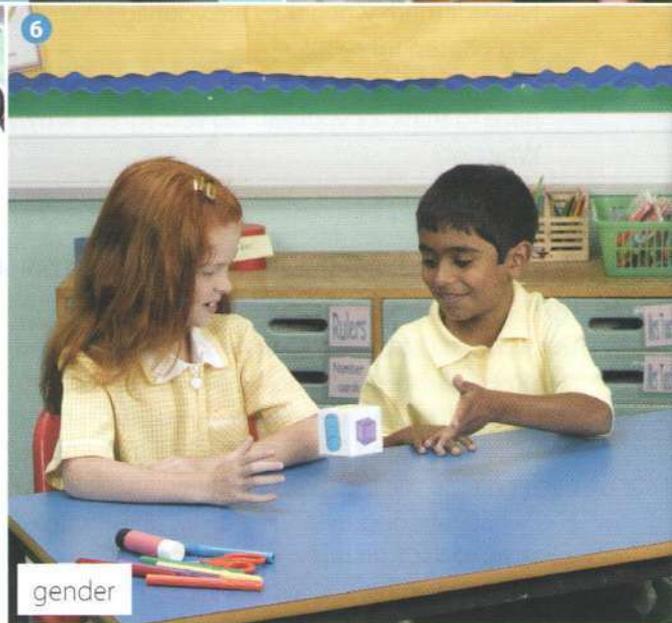
3 race



4 social background



5 wealth



6 gender

Attitudes and behaviours

1 Work in pairs. Look at the pictures (1–6) and answer the questions.

- 1 What influences people's impressions of another person?
- 2 How fair are these impressions?

2 Match the correct words (a or b) with their definitions (1–7).

- | | | |
|--|----------------|-----------------|
| 1 a fixed idea that many people have of a particular type of person or thing | a equality | b stereotype |
| 2 willing to accept behaviour and beliefs that are different to your own | a broad-minded | b narrow-minded |
| 3 judging people on the basis of their ethnic background | a nationalism | b racism |
| 4 the unfair treatment of people, especially women, because of their gender | a ageism | b sexism |
| 5 behaving carefully to avoid offending the feelings of other people or cultures | a regard | b respect |
| 6 an unreasonable dislike for a person or group | a preference | b prejudice |
| 7 concerned with reducing suffering and improving life for others | a humanitarian | b upbringing |

3 Complete the sentences (1–6) with verbs from the box.

bring fit look rebel stand take

- 1 At what age do you think young people should _____ on the responsibilities of an adult? Why?
- 2 In what ways might students change their behaviour to _____ in with others at school?
- 3 How can writing petitions and organizing protests _____ about changes in society?
- 4 Do you always _____ up for yourself when someone treats you unfairly? Why?/Why not?
- 5 Why is it important to _____ at things from other people's point of view?
- 6 Can it be a good thing for teenagers to _____ against authority? Why?/Why not?

4 Work in pairs. Ask and answer the questions in exercise 3.

Celebrations

- 5 Fill in the gaps (1–6) in the text with words from the box.

anniversary celebrate decorate festive
reception tradition



Our family has a long-running ¹ _____. Each year we all come together to ² _____ my grandmother's birthday. In the morning, we ³ _____ the house with her favourite flowers: lilies-of-the-valley. The mood is really ⁴ _____ as the day also happens to be both my parents' wedding ⁵ _____ and my own birthday. Grandma loves this day! She's already looking forward to the elegant ⁶ _____ we're planning for her 100th birthday next year.

Social issues and charity

- 6 Choose the correct word to complete the sentences (1–8).

- Some **elderly people** move to *care/caring* homes when their families can't look after them.
- Are you going to *donate/present* any money to charity this month?
- Some British schools support talented children from *underprivileged/undeserving* backgrounds, whose families can't afford **tuition fees**.
- This organization is *advertising/campaigning* to raise awareness about **child trafficking**.
- The government has introduced new social *reforms/rules* to address **unemployment**.
- We are currently *funding/raising* money to build a new **homeless** shelter.
- Will Sam *offer/volunteer* as a teaching assistant at the primary school this year?
- Corporate *encouragement/sponsorship* is a major source of revenue for many charities.

- 7 Work in pairs. Discuss the questions.

- What charities do you know in Ukraine? What do they do?
- Look at the words in bold in exercise 6. What do you think are the most important social issues affecting Ukrainians? Why?

Politics

- 8 Match the words in bold in the sentences (1–6) with their definitions (a–f).

- Deputies will strongly **oppose** these plans.
 - Our discussion **focuses on** three main issues.
 - No one was **persuaded** by the arguments put forward by the president.
 - The main **objective** of this health policy is to improve public hospitals.
 - Education is a top **priority** for our government.
 - Two politicians will **face** tough questions in the TV interview today.
- make somebody do something by giving them good reasons for doing it
 - accept and deal with something that is difficult or unpleasant
 - disagree strongly with somebody's plan, policy, etc. and try to change it or prevent it from succeeding
 - give attention, effort, etc. to one particular subject, situation or person rather than another
 - something that you think is more important than other things and should be dealt with first
 - something that you are trying to achieve

- 9 Do you know the answers to these questions about Ukraine? Discuss in pairs.

- Who's currently the head of state in Ukraine?
- Is there a coalition government, or a single party in power?
- Who leads the government?
- How many Deputies of Verkhovna Rada were elected in the last general election?
- Which political parties form the Opposition in Verkhovna Rada?
- Who is the mayor of your town or city?
- In the last election, where was your local polling station?
- How old do you have to be to vote in a general election?

- 10 Work in pairs. Take turns to answer the questions.

- Do you know anyone who's been a victim of discrimination? What happened? How did the person deal with the situation?
- What steps do you think could be taken to eliminate prejudices?
- Which special occasions do your family celebrate together? What do you usually do?

- Would you prefer to donate money or do voluntary work to support a good cause? Why?
- Do you think it is important to vote in elections? Why?/Why not?
- How does Ukraine benefit from membership in international organizations? How do you personally benefit?

Gapped text

1 Work in pairs. Look at the pictures (1–6) and discuss the question.

Which information is most important to you when buying clothes, and which is least important? Why?



price



brand name



working conditions



quality

2 Read the article ignoring the gaps. What is fair trade?

EXAM STRATEGY

After filling in the gaps, read the whole text and check:

- that it is logical and easy to understand,
- that the missing sentences match the text before and after the gaps grammatically.

3 EXAM TASK Read the text. Choose from (A–H) the phrase which best fits each space (1–6). There are two choices you do not need to use.

- A feed, clothe and provide healthcare
- B including bananas, cotton, sugar and tea
- C from selected independent shops
- D by fair-trade groups in India and Nepal
- E before deciding to spend their money
- F take all the profits for themselves
- G and purchased on the high street
- H and investment in community projects



where it was made



care instructions

When is trade really fair?

Do you ever pause to wonder, before you purchase a new T-shirt or a pair of jeans, about the people who harvested the cotton – their working conditions and rate of pay? An increasing number of people around the world are questioning such issues ¹ ____ . Consequently, the clothing industry is beginning to take note, with manufacturers producing and shops selling a wide range of fair-trade items.

So, how exactly can we define fair trade? Essentially, 'fair trade' is the label given to products when the producers have received a price that is adequate to ² ____ for themselves and their families. Moreover, it is expected that their working conditions meet a high standard of health and safety regulations. However, all too often, under normal trade conditions, companies that form the link between the producers and the consumers ³ ____ . The producers are left with an income they can scarcely survive on and have to put up with unsatisfactory working conditions.

Initially, fair-trade clothing was only available ⁴ ____ and websites. Now, an expanding range of fair-trade items can be routinely found ⁵ ____ . Fair-trade clothes have become more fashionable, too. Companies like People Tree produce high-fashion items aimed at 16–24-year-olds. 80% of their products use 100% organic and fair-trade cotton, and are handmade ⁶ ____ . The aim is to create clothes for teenagers that were produced fairly, but look amazing at the same time.



4 Read the text again. Choose T if the statement is true according to the text, F if it is false.

- | | T | F |
|---|-----|-----|
| 1 The number of fair-trade clothes on sale is decreasing. | ___ | ___ |
| 2 A 'fair-trade' label will only be awarded if consumers pay an acceptable price for goods. | ___ | ___ |
| 3 Only specialized shops tend to sell fair-trade clothing. | ___ | ___ |
| 4 Fair-trade clothes aren't just an ethical choice, they're also a fashion statement. | ___ | ___ |

5 Work in pairs. Discuss the questions.

- 1 How important do you think clothing brands are? Give reasons for your answer.
- 2 Would you buy a cheap pair of jeans if you didn't know whether the producers received a fair deal for making it? Why?/Why not?

Words in context

6 Match the words from the text (1–5) with their definitions (a–e).

- | | |
|---------------------------------------|-----|
| 1 harvest | ___ |
| 2 adequate | ___ |
| 3 regulations | ___ |
| 4 unsatisfactory | ___ |
| 5 organic | ___ |
| a not good enough | |
| b pick and gather crops | |
| c produced without using chemicals | |
| d official rules made by a government | |
| e acceptable in quality or quantity | |

Collocations with take

7 Find the phrase *take note* in the article. What does it mean? Complete the sentences (1–5) with a word or phrase from the box and the verb *take*.

action an interest for granted note the pressure off

- 1 Do Tim's parents _____ in his schoolwork?
- 2 Recruiting new staff would _____ the team.
- 3 The players didn't _____ of what the coach said and lost the game.
- 4 It's time we stopped talking about this – we need to _____.
- 5 Most people nowadays _____ paid holidays _____.

LANGUAGE REVIEW

past tenses review • used to and would

1 Complete the text with the correct form of the verbs in brackets.

Ellie got an unexpected surprise while she
 1 _____ (read) her local newspaper last night.
 She 2 _____ (find) a photo of a girl she
 3 _____ (go) to primary school with. In the
 photo, the girl 4 _____ (wear) a pilot's uniform.
 What Ellie 5 _____ (discover) in the article
 astonished her. Lisa, the girl from her school,
 6 _____ (fly) racing planes for years and she
 7 _____ (already win) several trophies. The Lisa
 that she 8 _____ (know) was so shy she
 9 _____ (sit) in the back of the classroom, hardly
 saying a word to anyone. How things 10 _____
 (change)!

Grammar reference pages 116–117

Grammatical multiple-choice cloze

EXAM STRATEGY

If the word fits in the gap grammatically, you still need to check if it completes the whole sentence in a logical way.

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

Perfectionism: an obstacle to *happiness?*

According to a recent study, perfectionism 1 _____ be an obstacle to happiness. Canadian researchers in psychology 2 _____ the claim that perfectionists are ticking emotional time bombs 3 _____ unrealistic desire to be perfect is a cry for help. The most common type of this disorder is when the person wants to become the best in something, although he or she 4 _____ the skills to do this. Another type of perfectionism 5 _____ by people who think that everyone should be perfect – including their family!

- | | |
|----------------------|--------------------|
| 1 A need | B should |
| C may | D ought |
| 2 A be made | B would make |
| C making | D have made |
| 3 A whose | B which |
| C who | D that |
| 4 A isn't possessing | B hasn't possessed |
| C doesn't possess | D didn't possess |
| 5 A displays | B is displayed |
| C been displayed | D displaying |

Lexical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).



A very angry man

A 56-year-old man entered a polling station on Monday, 1 _____ a ballot box and ran out. Then he put the box on the street, 2 _____ over it in his van and drove away. Police arrested him a few minutes later, but did not confirm whether he was the 3 _____ man who threw a ballot box in the river on election day in 2000. On that 4 _____, the man was released without being charged. Monday's incident occurred as people in the Nova Scotia town of New Glasgow were 5 _____ up to vote in Monday's national election. 'The box was as 6 _____ as a pancake,' said Dana Doiron, a spokesperson for Elections Canada. Despite the 7 _____, local election officials managed to reconstruct the box and no ballots were lost. New Glasgow police chief Lorne Smith said the man would be 8 _____ with theft and damage to property. When asked by a police officer why he had done it, the man said he was trying to 9 _____ justice for his community. Lorne Smith told Reuters, 'We believe it was ongoing 10 _____ with the federal government that brought about such a reaction,' declining to give further details.

- | | | | |
|----------------|----------------|--------------|---------------|
| 1 A caught | B held | C grabbed | D gained |
| 2 A ran | B broke | C jumped | D fell |
| 3 A exact | B similar | C same | D different |
| 4 A occasion | B circumstance | C situation | D case |
| 5 A staying | B lining | C stepping | D moving |
| 6 A round | B hot | C good | D flat |
| 7 A damage | B hurt | C injury | D harm |
| 8 A threatened | B accused | C charged | D responsible |
| 9 A look | B find | C hunt | D seek |
| 10 A conflicts | B contests | C challenges | D wars |



Multiple-choice (listening for detailed understanding)

1 Work in pairs. Discuss the questions.

- 1 In what ways, if any, are boys brought up differently to girls?
- 2 Do you think men and women usually have different interests? What interests do they share or not share?
- 3 How true is it to say that men and women think differently?

2 Complete the vocabulary sets (a–e) with words from the box. There are two words you do not need to use.

brain breadwinner caring decision-maker
education female holiday logical male
rational society stereotype timing

- a Behaviour:
emotional, _____, _____, _____
- b The importance of upbringing:
school, family, _____, _____
- c Biology:
genes, _____
- d Gender:
son, daughter, father, mother, _____,

- e Describing gender roles:
generalize, _____, _____, _____

EXAM STRATEGY

- Read the statements and underline the key words that help you decide what information to listen for.
- On the first listening, mark the answers you are sure about.
- On the second listening, check and confirm your answers, and decide about the more difficult questions.

3 EXAM TASK 1.04 Listen to the text. For questions (1–5) choose the correct answer (A, B or C). You will listen to the text twice.

- 1 What does Speaker 1 say?
 - A She can't think of examples of caring men.
 - B She doesn't believe in stereotypes about male and female behaviour.
 - C She suggests that women are not good decision-makers.
- 2 What does Speaker 2 NOT accept?
 - A That male and female brains are biologically the same.
 - B That men and women behave in a different way.
 - C That men and women think in the same way.
- 3 According to Speaker 3, why do men and women think differently?
 - A The reason isn't clear.
 - B It's because they are different genetically.
 - C It's a combination of genes and upbringing.
- 4 According to Speaker 4, why do girls do more housework?
 - A Because they think housework is important.
 - B Because their brothers expect them to do it.
 - C Because mothers ask girls to help more at home.
- 5 According to Speaker 5, what is TRUE about children when they start school?
 - A Boys and girls are clearly different.
 - B Boys and girls learn behaviour from older children.
 - C Unlike girls, boys want to fit in.

4 Work in pairs. Read the statement below. Together find three arguments for and three arguments against the statement.

Women should be given more paid holidays so they can look after their children.

Include these points:

- the cost of childcare
- equality between men and women
- advantages and disadvantages for employers



Formal letter: responding to an article (1)

1 Work in pairs. Discuss the questions.

- 1 Do adults generally have a positive or a negative view of teenagers? Why?
- 2 How is your life different from your parents' lives at your age? Do you have a better time than them?
- 3 How do you spend your free time? What do you spend most time doing? Why?

2 Read the letter and answer the questions (1–3).

Dear Nick,
I am writing in response to your article 'Obsessed with themselves' (23rd July), in which you argued that today's teenagers are so concerned with how they appear on social media that they have no time to think about social issues.

As a 17-year-old, I feel this view does not accurately describe myself or my friends. While most teenagers spend a lot of time on social media, many of us think about social issues in our country and the world. We are very aware of poverty, homelessness, unemployment, social inequality and discrimination, and we do what we can to help.

For example, one of my friends volunteers at a night shelter; another regularly visits an elderly lady to help her with household tasks. I myself volunteer at our local food bank, which supplies emergency food to people.

Finally, I would like to say that at school we study social issues from different perspectives. As a result of this and our experience as volunteers, I believe we have a very good understanding of, and deep concern for, social issues.

Yours sincerely,
Katharine Hill

- 1 Who is the letter to?
- 2 Does the writer use informal or semi-formal language?
- 3 In which paragraph does she say why she is writing?

3 Complete the sentences (1–5) with the correct form of the verbs from the box. There is one verb that you do not need to use.

argue assure challenge emphasize expect
focus on recognize

- 1 I feel I must _____ the statement that young people do not respect others.
- 2 In her article of 3rd January, Jane Cole _____ that teenagers should be given more independence.

- 3 I would like to _____ your readers that most teenagers _____ that discrimination of any kind is unacceptable.
- 4 I must _____ the importance of family relationships for young people like myself.
- 5 I _____ that most readers of this newspaper have children or know someone who has.

EXAM STRATEGY

Use semi-formal language when you write to the author of an article. Use full forms (*I am* not *I'm*) and more formal phrases (e.g. *in response to*).

4 EXAM TASK You have read the following article in a newspaper. Write a letter of at least 100 words to the author of the article in which you:

- ▶ explain why you disagree with the author of the article,
- ▶ give an example of a person who is a good role model for you and explain why,
- ▶ mention other people who are good role models for people your age.

30TH SEPTEMBER

Celebrities are a bad influence

Ella Stone

What do you do when your teenager starts being rude to everyone, including her classmates? Do you accept this as normal teenage behaviour or not? This is the dilemma I faced a year ago with my daughter.

I worked out that she was copying this behaviour from a female pop star that she thought was cool. She was not the role model I wanted my daughter to have! Pop stars, footballers, film stars and online celebrities all become role models for teenagers, and not all of them are good ones. Many of them talk only about their wealth and show no compassion for others who are less well off. I fear for our young people if this is the kind of person they want to imitate. How will they learn to respect others if their role models do not?



Writing bank pages 150–151

5 Check your work.

- Have you written about all three points in the task?
- Have you stated your response clearly?
- Have you used appropriate semi-formal language?
- Have you written at least 100 words?

Conversation

1 Work in pairs. Ask and answer the questions about people and society.

- Describe a family celebration you have been to recently. What did you enjoy? What did you not enjoy? Explain why.
- If you had a foreign visitor staying with you, which national holiday celebration would you take him or her to? How would you explain it to him or her?
- 'Expensive birthday parties and weddings are a waste of money.' Do you agree? Why?/Why not?
- How did you celebrate your last birthday or name day? Did you celebrate it differently from how you used to? If you did, what did you use to do? If not, why did you celebrate in the usual way?
- How do you feel about the holidays we have recently borrowed from other countries such as Valentine's Day or Father's Day?
- 'We should have fewer national holidays in the winter and more in the summer.' Do you agree? Why?/Why not?

Debate

2 Work in pairs. Read the statement and the points in the list and have a debate.

Use the Internet to research charities that help poor people in Ukraine and other countries. Discuss the different ways these charities help people.

The person who has more charities in their list can choose whether to be Student A or B. If you argue for the statement, you are Student A. If you argue against it, you are Student B.

Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

Student A: Begin the debate with one point.

Student B: Respond with an argument against Student A's point.

Student A: Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

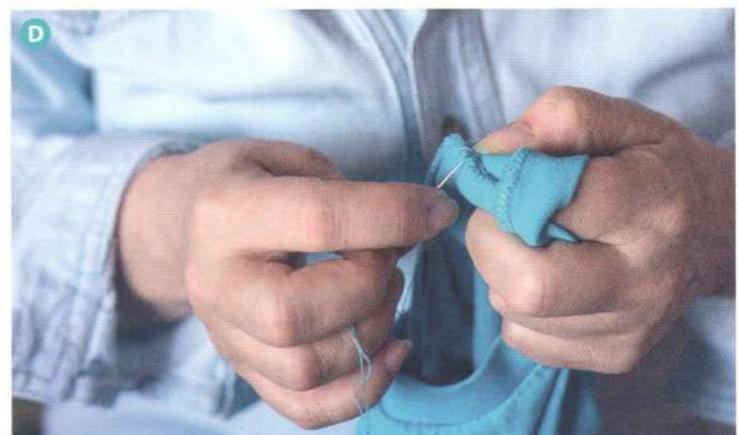
Everyone should donate to charities that help extremely poor people around the world.

- the needs of people living in extreme poverty
- the role of the state in responding to social needs
- the effect of donating money on the person who gives

Speaking bank: debate ideas page 143

Picture description

3 Work in pairs. Look at the pictures (A–E) of clothes and clothes shopping. Take turns to compare the pictures and say what you think about how we consume things.



LISTENING

True/false

EXAM STRATEGY

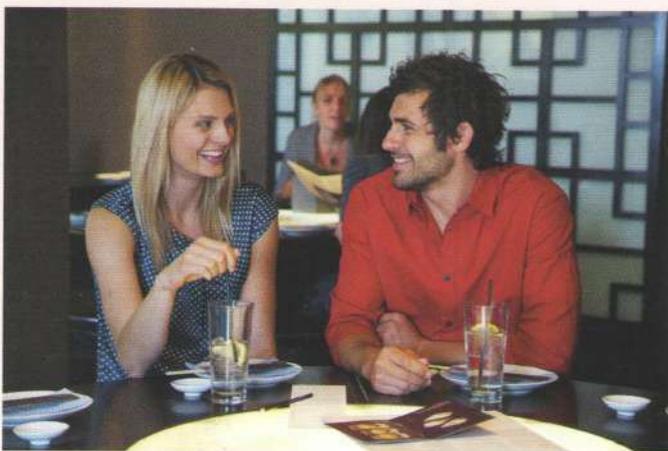
Remember that the order of the sentences in the exam task follows the order of the information in the recording. On the first listening, answer the statements you are sure of. On the second listening, focus on the statements that you missed during the first listening. Then check all your answers.

1 Look at the sentences in exercise 2. In what order (1-3) are you going to hear the following information (a-c)?

- 1 ___ 2 ___ 3 ___
 a who took part in the blind dates
 b who Sandra works for
 c what happened at the blind date

2 EXAM TASK 1.05 Listen to the text. For statements (1-5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

	T	F
1 Sandra doesn't work for a charity any more.	___	___
2 Employees weren't asked to submit their personal information.	___	___
3 Less than 50% of the participants were male.	___	___
4 Sandra is a tall woman.	___	___
5 After their blind date, Sandra went out with her partner a few more times.	___	___



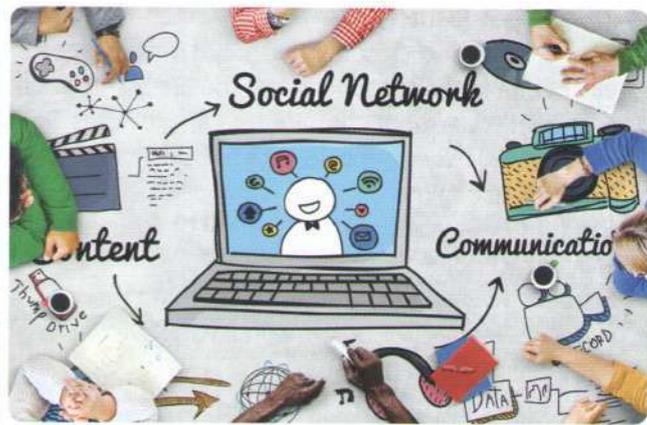
USE OF ENGLISH

Lexical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1-10) choose the correct answer (A, B, C or D).

How safe is social networking?

Social networking has changed the way we communicate with each other. We can now connect with people ¹ ___ over the world in an instant. But is it as good as so many people seem to think it is? Personally speaking, I've got nothing ² ___ social networking sites if people use them responsibly. However, when people share too much information about themselves, you may end up with serious privacy ³ ___. This is especially true for younger users, ⁴ ___ pre-teens, who may reveal more than they should. They may often do this ⁵ ___ realizing that everyone can see what they've posted online – not just their friends. Then, there's the whole question of cyber bullying – where people use the sites to spread damaging ⁶ ___ about someone. That ⁷ ___ of behaviour is completely unacceptable. Something should really be ⁸ ___ about this. I know that sites ⁹ ___ you to block someone who behaves inappropriately, but is this enough? If I was a parent, I would do whatever it took to ensure my child's online ¹⁰ ___.



- | | | | |
|--------------|-----------|-------------|-------------|
| 1 A most | B right | C far | D all |
| 2 A against | B towards | C behind | D between |
| 3 A cases | B topics | C themes | D issues |
| 4 A as | B such as | C similar | D same |
| 5 A besides | B without | C otherwise | D except |
| 6 A rumour | B story | C gossip | D tale |
| 7 A kind | B method | C line | D system |
| 8 A done | B made | C proved | D completed |
| 9 A admit | B approve | C allow | D agree |
| 10 A defence | B shelter | C cover | D safety |

READING

Gapped text

EXAM STRATEGY

Pay attention to pronouns and subject-verb agreement when choosing a phrase for the missing section. For example, if the sentence before a gap has the pronoun *they* in it, then you know that the next paragraph should not refer to an *I* or a *she*.

- 4 Read the first paragraph of the article about Tomoko Sawada. Who does the missing phrase refer to: Robert De Niro or Tomoko Sawada? Why do you think so?
- 5 **EXAM TASK** Read the text. Choose from (A–H) the one which best fits each space (1–6). There are two choices you do not need to use.
- A not wishing to lose her identity
 - B might be thinking under the surface
 - C symbolized by their uniforms
 - D based solely on how you look
 - E dressed up as 400 different people
 - F accepting people for who they are
 - G lasted twenty weeks or so
 - H he gained weight to prepare for

WRITING

Informal letter/email

- 6 **EXAM TASK** You have received a surprise birthday gift from an English friend who lives in another town. Write an email to your friend in which you:
- ▶ thank him/her for the gift,
 - ▶ say what you like about it and what you will use it for,
 - ▶ describe how you celebrated your birthday.
- Write an email of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your email in an appropriate way.



Tomoko Sawada is the Robert De Niro of Japanese photography. Just as ¹____ his role in *Raging Bull*, Sawada put on five kilograms before starting her 2001 self-portrait series based on formal photos used in traditional Japanese match-making. Then each week she visited a photo booth dressed as a different woman.

Adopting a low-calorie diet, Sawada gradually dropped her weight over the course of the project, which ²____. 'The easiest way to change other people's impression of you is to change your body type,' she says. The result is a delightfully startling series in which Sawada, 26, appears as thirty different people, from a pig-tailed, docile girl in a green kimono to a stylish modern woman in a black trouser suit.

'Even though you are the same person, other people's opinion of you changes, ³____, and I wanted to ask why,' she says. A chubby girl, Sawada had long felt unattractive and inferior to her thinner friends. She hit a turning point when she started masquerading as different women for an art-school assignment to make self-portraits.

Over three months in 1998 and 1999, she went back a few hundred times to a photo booth outside a subway station in Kobe, where she lives. In this way, she assembled passport photos of herself ⁴____. 'I may have been trying to prove that what's on the surface doesn't matter and what's inside counts,' says Sawada.

She also did a series in which she imitated girls known as *kogyaru*, who dress up in short skirts and platform shoes, with dark make-up and blonde hair. 'Everybody criticized them as a group for looking strange, but ignored what each of them ⁵____,' she says. 'In this society, young women are treated as if their only reason for being is their youthful looks, and that fades very quickly.'

In her current series, 'Costume', Sawada looks at what people's jobs, ⁶____, say about their place in society. So far she's disguised herself as ten different women, including a nun in a habit, a receptionist in a pink uniform and a policewoman.

VOCABULARY

Urban and rural living

- 1 Look at the pictures (1–4). Which type of place do you live in?



- 2 Which of these words would you use to describe each type of place? Complete the table. Some words may fit more than one type of place. Then, work in pairs to compare your ideas.

bustling charming congested industrial peaceful
picturesque provincial quiet remote rural
sprawling traditional trendy urban

city	
town	
village	
country farm	

- 3 Match the words or phrases (1–6) with their definitions (a–f).

- 1 residential — 4 suburb —
2 public transport — 5 outskirts —
3 high-rise — 6 municipal —

- a the system of buses, trains, etc. provided by the government or council for people to use
b the parts of a town or city furthest from its centre
c an area with private housing rather than offices, shops or factories
d connected with the activities of the local government
e a neighbourhood outside the centre where people live
f a very tall building with a lot of floors

- 4 Look again at the places in exercise 1. Which type of place do the words above describe?

- 5 Work in pairs. Discuss which type of place you think is the best place to live and why.

Buying and renting a home

- 6 Read the steps to take when buying a property. Choose the correct word in each sentence (1–8).

Buying a flat or a house can be a lengthy and difficult process. Here are some steps you can take to make it easier.

- 1 Find out how much you can **borrow/lend**.
- 2 Decide what you are looking for in a(n) **estate/property**.
- 3 Select and register with an estate **agency/office**.
- 4 Scan the newspapers and the Internet. If you see a property you are interested in, arrange a **watching/viewing**.
- 5 Have a(n) **experiment/survey** done on your future house to check its general condition.
- 6 Ask for a **sale/reduction** in price (if any defects were detected).
- 7 Pay a **deposit/saving** to secure the deal.
- 8 Take out a(n) **interest/mortgage** from the bank to finance your purchase.

7 Complete the text with the words from the box.

amenities energy-efficient flatmates housing
maintenance self-contained tenancy



Are you looking for student accommodation?

Here are some basic things to check before you sign a contract. Make sure you are getting your money's worth!

- What type of place are you looking for? If you are looking for a quiet property, avoid ¹ _____ estates next to busy roads and motorways!
- What kind of property can you afford? If you have to be careful about how much you can spend, a ² _____ flat with its own entrance and all mod cons is probably more than you can afford.
- Who are you going to live with? If you have to move into shared accommodation, it's important that you choose somewhere both you and your ³ _____ like.
- How close is the property to local ⁴ _____, for example, shops, cafés, parks and public transport?
- What's the landlord/landlady like? Does he/she repair things quickly? Will you have to cover all ⁵ _____ costs?
- Is the place equipped with ⁶ _____ appliances? Unless you want to run up big electricity bills, make sure it is!
- How much will you pay and when? How long is the contract? Does your ⁷ _____ agreement contain all this information?

8 Match the words (1–6) with their definitions (a–f).

- 1 utility bill
- 2 rent
- 3 communal
- 4 renovated
- 5 furnished
- 6 linen

- a having beds, tables, chairs, etc.
- b a document that requests payment for electricity, heating, water, gas, etc.
- c shared by a group of people, especially people who live together
- d sheets, pillowcases, etc.
- e money that you regularly pay so that you can use a house, room, etc.
- f repaired and decorated to look like new

9 Work in pairs. Say if you agree or disagree with the statements. Give reasons.

- 1 A self-contained flat is the best kind of accommodation for a student.
- 2 The owner of a flat should pay for any repairs or work needed on a property.

Ecologically-friendly living

10 Complete the questions (1–7) with words and phrases from the box.

compost electricity energy consumption
energy-efficient heating non-recyclable waste
recycling

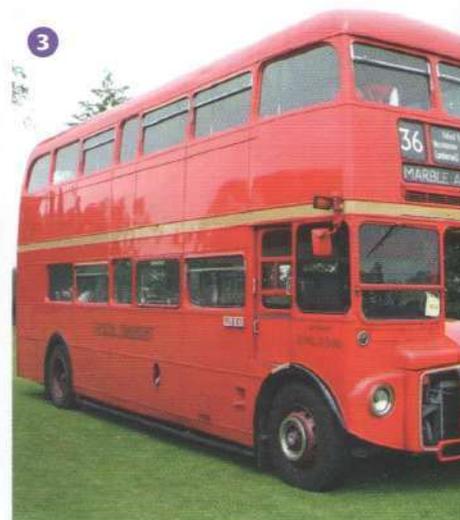
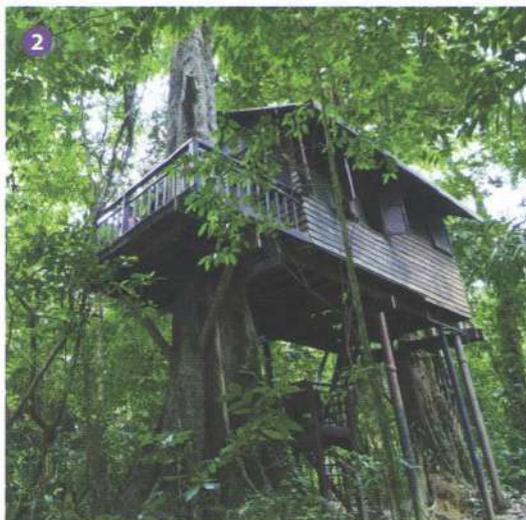
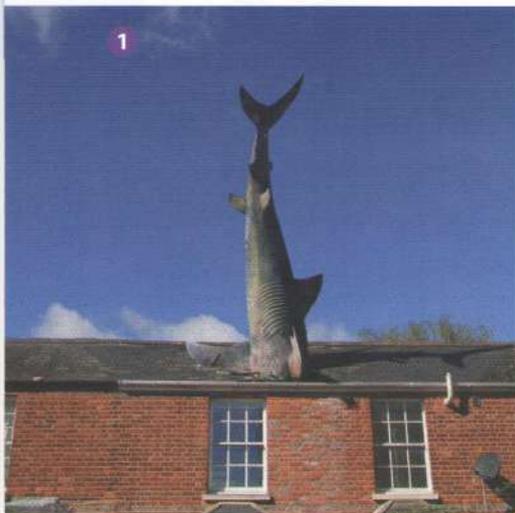
- 1 Is paper, plastic, metal and glass collected from your house, or do you take it to a _____ centre?
- 2 Does your household use _____ from the local grid or do you generate your own power? If you generate your own, how do you do this?
- 3 What type of _____ do you use in your home (e.g. central, gas, electric, coal-fired)?
- 4 On average, how much _____ does your household generate in a week?
- 5 Which types of kitchen waste is it possible to _____? Does your family do this? Why?/Why not?
- 6 In what ways can you reduce _____ in your home (e.g. turn off lights)?
- 7 What _____ appliances do you use, if any?

11 Work in pairs. Ask and answer the questions in exercise 10. How ecologically-friendly is your home?

12 Work in pairs. Take turns to answer the questions.

- 1 What would you miss most if you had to move to a different place (e.g. from the city to the countryside)? Is there anything you wouldn't miss?
- 2 How long have you and your family lived in your current home? Does your extended family live near you? If not, where do they live?
- 3 Is your home typical for your area or is it different in some way? In what kind of accommodation do people in your area usually live?

- 4 What are the advantages and disadvantages of renting a home compared to buying one?
- 5 How would you feel about having to share accommodation with someone who isn't your family?
- 6 What are the most important features that make a home comfortable to live in? Why?



Matching (specific)

- 1 What do you think these pictures have in common?
- 2 Work in pairs. Discuss the questions.

- 1 Which home appeals to you most? Why?
- 2 What things in your house could you easily live without?
- 3 What modern-day comforts couldn't you live without?

- 3 Read the texts quickly. Match the pictures (1–6) to the texts (A–F).

EXAM STRATEGY

- Read the questions from the exam task to see what information you are looking for in the texts.
- The questions are usually paraphrases of the information from the text - they give the same information, but use different words.
- Check that the remaining questions do not match any of the texts.

- 4 **EXAM TASK** Read the texts. Match the choices (1–8) to the texts (A–F). There are two choices you do not need to use.

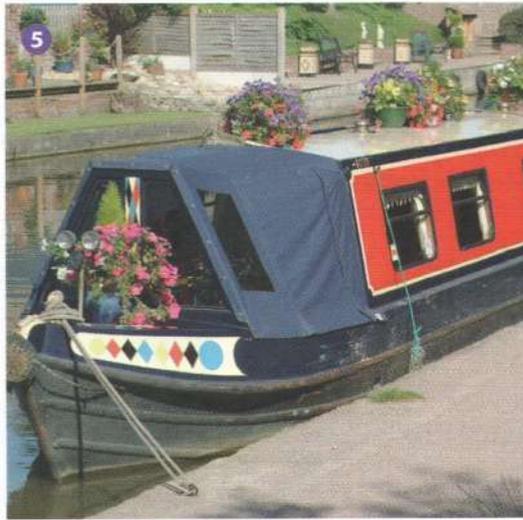
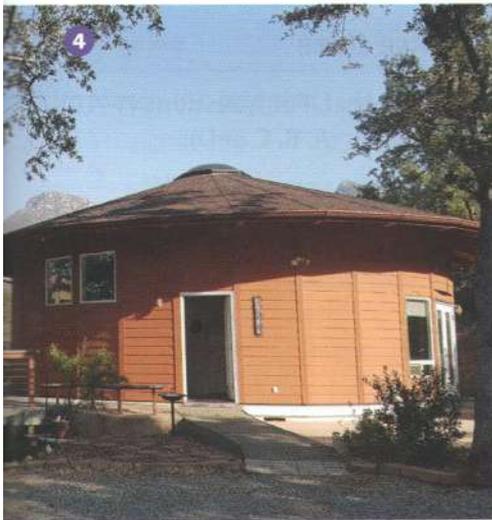
Which home ...

- 1 had its roof removed? _____
- 2 isn't what the owner intended to buy? _____
- 3 only has space for essential items? _____
- 4 lacks natural light inside? _____
- 5 has plenty of facilities, despite being unusual? _____
- 6 isn't suitable for small children? _____
- 7 helped the owner escape an urban environment? _____
- 8 is popular with tourists? _____

A Gina can only get to her home by cautiously walking across a narrow wooden plank. She's been living with her partner Tom and 18-month-old daughter Kyra on a 15-metre canal boat for just over a year. Living on a boat is an exercise in making the most of every centimetre of space. 'It's really hard to keep it tidy,' says Gina. 'The space is just enough at the moment, but there's no room for stuff you don't need. And I can't imagine how it's going to be as Kyra gets bigger.' At the moment, Kyra seems to love it, most of all because she's surrounded by ducks!

B Have you ever thought of getting away from it all – escaping from conventional ways of living? That's exactly what Nick Weston did when he moved out of London. He spent £170 on wood, and built a tree house in West Sussex. Constructing the house was hard. Due to the limited budget, Nick and his friends had to cut down nearby trees to make support posts for the house. Nick managed to live off the land for six months, eating mainly the things that he could grow in his vegetable garden, or find in the countryside. The practical advice on how he did it is an inspiration to anyone considering this way of life.

C If you'd asked me what kind of property I wanted to buy with an eighteen-month-old and a three-month-old baby, I would have said, 'something that I can just move straight into.' So why, oh why, did I buy a house that an old lady and her ten cats had just vacated – a house that needed the electrics and central heating replacing as well as a new kitchen and new bathroom? That's not to mention the flooring, decorating, fences, etc. The list goes on and on. But, although it certainly wasn't what I had in mind when I first started looking, now that we've done all the work, it's absolutely perfect!



D If you're looking for a cool property to live in, then why not consider a double-decker bus? There's a double bedroom, bathroom, kitchen, lounge and toilet. It also has a 200-litre water tank and has been fully wired by its electrician owner, so there are all the modern-day comforts on board that you'd expect from a normal home, such as a television, a microwave and a coffee machine. The bus is currently located in the town of Horsham, but the beauty of living on a bus is that if you need a change of scenery, you can just start up the engine and drive your property somewhere else. There are plenty of caravan sites in the UK that will be happy to have you on site!

E It's easy to see how the so-called 'shark house' in Oxford got its name. It was in 1986 that a local journalist, Bill Heine, decided it would be a good idea to have a giant shark installed on the roof of his house. The shark is 7.5 metres long and made of fibreglass. Heine's modest red-brick terraced property soon became a major attraction with many people posting comments and photos of it online. Oxford City Council ordered Heine to remove the shark, saying he did not have the necessary building permission to put it there. However, it is still there today.

F This home is similar to the traditional Mongolian tent called a yurt. Freddie and Maya Stark wanted to feel more closely connected to nature. The interior of the yurt is dark because the windows are small, and the only heating comes from a central wood-burning stove. 'We don't mind the darkness – it's cosy – and with the countryside right outside, we see the seasons and the weather change. We can't imagine living anywhere else.' We asked them whether living together in one small room was a problem. 'Sometimes,' Maya said. 'But it's easy to get some personal space – by going out for a long walk!'

5 Which of the homes described in the extracts would you choose to live in? Why? Which would you least want to live in? Why?

6 Work in pairs. Discuss the questions.

- 1 Why do you think some people are looking for alternative places to live?
- 2 Can you think of any other advantages or disadvantages of living in alternative homes that aren't mentioned in the extracts?

Words in context

7 Complete the sentences (1–10) with words and phrases from the box.

change of scenery live off the land located narrow on board support posts surrounded vacate wood-burning stove wooden plank

- 1 The old buildings of central Amsterdam rest on _____ embedded in the bottom of the canals.
- 2 More than one million UK households use a _____ to heat their homes during the winter.
- 3 When I graduated, I was asked to _____ my university flat.
- 4 I was able to make a new bookshelf for my living room by recycling an old _____.
- 5 My parents retired to the countryside because they wanted a _____.
- 6 You can find a range of accommodation _____ our cruise liners.
- 7 It's our dream to _____: keeping chickens and sheep, and growing our own vegetables.
- 8 The roads in this old town are extremely _____: it's impossible for two cars to pass each other.
- 9 We're going to have a picnic in a beautiful spot – it's a lake that's completely _____ by trees.
- 10 Our offices are conveniently _____ a few minutes from the station.

LANGUAGE REVIEW

perfect tenses

1 Match the sentences (1–5) with the descriptions (a–e).

- 1 She's **been living** on a canal boat for a year.
 - 2 If you'd **asked** me what kind of property I wanted, I would have said 'something modern'.
 - 3 I bought a house that students **had just vacated**.
 - 4 Now that we've **done** all the work, it's perfect!
 - 5 The wiring **was checked** by an electrician.
- a something that happened before another action or event in the past
 - b an action completed in the past with a result in the present
 - c an action or situation that started in the past and is continuing in the present
 - d a completed action in a passive structure
 - e talking about a past action that did not happen

Grammar reference pages 118–119

Grammatical multiple-choice cloze

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

Manchester: the capital of the north

What do retired footballer David Beckham and German philosopher Friedrich Engels have in common? They both ¹ live and work in the city of Manchester. Home to two of ² football clubs in the world and the birthplace of the industrial revolution, Manchester is definitely a place that is worth visiting.

In his novel *Hard Times*, Charles Dickens described the city as a terrible place where bosses exploited their workers who were driven to violence. Manchester was ³ the industrial revolution began: the large-scale production of coal nearby fuelled the city's ⁴ textile industry.

Manchester today is a thriving, modern metropolis. It also has the UK's largest shopping centre as well as the 47-storey Beetham Tower. ⁵ in 2006, it is the tallest building in Britain outside London.

- | | | | |
|------------------|---------------|----------------|---------------------|
| 1 A could | B used to | C would | D did |
| 2 A as great | B greater | C the greatest | D greatly |
| 3 A why | B what | C whom | D where |
| 4 A growing | B grown | C grow | D grew |
| 5 A Constructing | B Constructed | C Construct | D Being constructed |

Lexical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).

Intelligent homes

Our homes have become much smarter lately. We now live in houses which contain ¹ devices that make our lives easier and more entertaining, and in the future, they will do even more.

There's good news for those who hate shopping. In the past, fridges were just somewhere cold to ² your food. It may sound ³, but very soon intelligent refrigerators will be able to automatically generate a shopping list. Then they will arrange a door-to-door ⁴ to your home.

Televisions have gone through the most ⁵ changes recently. We can now use voice control to pause what we're watching and ⁶ through a list of available channels. And it seems very likely that soon our TVs will be able to tell from the ⁷ on your face how you are feeling. Then they will offer suggestions of what to watch based on your ⁸.

Smart showers now offer personalized water flow and a temperature control for each adult family member with additional parental control – perfect for ⁹ with teenagers who stay too long in the bathroom!

Mobile phones and the Internet have already become an important part of our daily routine. It's very ¹⁰ that technology will soon control every aspect of our lives, from our diet to the settings of our electric toothbrush.



- | | | | |
|----------------|---------------|--------------|------------------|
| 1 A efficient | B capable | C easy-going | D well-organized |
| 2 A hold | B store | C load | D bring |
| 3 A unreliable | B irrelevant | C dishonest | D unbelievable |
| 4 A shipment | B connection | C delivery | D passage |
| 5 A respectful | B acceptable | C different | D impressive |
| 6 A browse | B roll | C process | D file |
| 7 A impression | B exhibition | C expression | D concentration |
| 8 A humour | B mood | C spirit | D temper |
| 9 A working | B cheering | C dealing | D bringing |
| 10 A probably | B predictably | C possibly | D likely |

LISTENING

True/false

1 Match the people (1–4) to the pictures (A–D).

- 1 architect ___ 3 estate agent ___
2 builder ___ 4 interior designer ___



2 You will listen to an interview with Maddy Smith, an interior designer. Look at the items in exercise 5. What do you think Maddy is going to talk about?

- a how to buy a home that suits your personality
b what mistakes interior designers should avoid
c the best ways to decorate your home

3 1.06 Listen to an extract from the interview. What room is Maddy going to talk about?

4 1.07 Listen to the interview. Put the things Maddy talks about in the order you hear them.

- ___ A low-cost items
___ B building work
___ C carpets and curtains
___ D budget
___ E paint
___ F high-cost items

EXAM STRATEGY

- The statements in the exam task are in the same order as the information about them in the recording.
- Decide if a statement is true or false based only on the information you hear. Do not rely on your general knowledge or opinions.
- Read the statements carefully before you listen so you know what information you should be listening for.

5 EXAM TASK 1.07 Listen to the text. For statements (1–5) choose T if the statement is true according to the text, F if it is false. You will listen to the text twice.

- | | T | F |
|--|-----|-----|
| 1 You should avoid buying second-hand things. | ___ | ___ |
| 2 You should choose carpet and curtains last. | ___ | ___ |
| 3 Buy paint that is a little darker than the one you like. | ___ | ___ |
| 4 Getting big jobs done professionally is sometimes necessary. | ___ | ___ |
| 5 Cushions and lamps don't have to be expensive. | ___ | ___ |

6 Match the words (1–6) from the recording with their definitions (a–f). Use each definition only once.

- | | |
|------------|-----|
| 1 interior | ___ |
| 2 budget | ___ |
| 3 tape | ___ |
| 4 shade | ___ |
| 5 tester | ___ |
| 6 bedding | ___ |
- a a smaller container of a product for trying before purchase
b the sheets and covers that you put on a bed, often also the mattress and the pillows
c a plan of how to spend your available money
d a particular form of a colour, with a difference in how light or dark it is
e fasten something using a sticky strip of material
f the inside part of something

7 Imagine you are planning your dream home. Work in pairs. Tell each other your ideas.

- 1 How would you decorate it?
2 What furniture and equipment would you choose for it?

Formal email: arranging an appointment

1 Work in pairs. Discuss the questions.

- 1 Why do some students prefer to rent a flat or house together rather than living in a university hall of residence?
- 2 What would you need to discuss before you agree to share a flat or house with others?
- 3 What do you think an agreement between tenants and a landlord or landlady would include?

2 Read the exam task in exercise 6 and answer the questions (1–4).

- 1 Who are you writing to?
- 2 Who does she work for?
- 3 Why are you writing to her?
- 4 Are you going to use formal or informal language?

3 Complete the sentences (1–5) with words from the box.

alternatively available convenient possible suit

- 1 Would 6 p.m. on Saturday _____ you?
- 2 I would prefer not to come in the evening, if at all _____.
- 3 I am _____ on Friday and Saturday evenings.
- 4 Would either Monday or Tuesday evening be _____ for you?
- 5 _____, I could come on Saturday afternoon after three.

4 Read the phrases and sentences (1–5). Where does each appear? At the beginning (B) or the end (E) of a formal email?

- 1 I am writing to ask ... _____
- 2 I look forward to hearing from you. _____
- 3 I would like to inquire if it would be possible ... _____
- 4 Please contact me if you need more information. _____
- 5 I hope to hear from you soon. _____

5 Make some notes next to the headings about what good tenants should do.

<i>The rent</i>	<i>Pay it on time.</i>
<i>The property</i>	
<i>The neighbours</i>	
<i>The landlord/landlady</i>	

EXAM STRATEGY

- Use formal language and polite phrases in an email in which you are writing to anyone who is not a friend.
- Begin your email with *Dear Mr/Ms* and the person's surname.
- End your email with *Yours sincerely* and your given and family names. (In English, your given name comes first.) You can also use *Best regards* or *Kind regards* instead of *Yours sincerely*. They are a little more informal and suitable for emails.

6 EXAM TASK You are a student at Manchester University. You and three friends are looking for a house to share together in six months' time. Read the advertisement and write an email of at least 100 words to Helen Radcliffe in which you:

- ▶ explain why you are interested in this property,
- ▶ say why you and your friends would be good tenants,
- ▶ suggest three times you could view the house.

CITY HOMES



This is a beautiful, spacious 4-bedroom semi-detached house in Fallowfield, a very popular part of the city. The house is close to many local amenities and bus routes.

The bedrooms are all large, and each has a double bed, desk, chair, wardrobe and chest of drawers.

There are two modern bathrooms, a lounge, a large kitchen and a pretty garden at the back of the house.

Due to excellent insulation and central heating, the house is very warm throughout the year.

- ▶ Gas, electricity and water bills are included.
- ▶ The house is available for a group of four students.
- ▶ Deposit: £400 per person
- ▶ Evening and weekend viewings are available.

To arrange a viewing, please contact Helen Radcliffe at: helen@cityhomes.com

7 Check your work.

- Have you written about all three points in the task?
- Have you used appropriate formal language?
- Have you checked your work for grammar, vocabulary and spelling mistakes?
- Have you written at least 100 words?

Conversation

1 Work in pairs. Ask and answer the questions about living in an environmentally-friendly way.

- 1 Describe your home. When was it built? What is it made of? Are any of the materials renewable? What kinds of energy do you use at home?
- 2 If you could make three changes to your home to make it more environmentally-friendly, what would they be? Explain the reasons for your changes.
- 3 'Most people can't afford to make their homes environmentally-friendly.' Do you agree? Why?/ Why not?
- 4 Have you ever bought something for your home that was second-hand? If so, what was it? If not, would you buy something second-hand in future?
- 5 Would you be prepared to have less heating at home in order to protect the environment? Why?/ Why not?
- 6 'It's possible to feel close to nature even if your home is in a big city.' Do you agree? Why?/Why not?

Debate

2 Work in pairs. Read the statement and the points in the list and have a debate.

Spend two minutes taking it in turns to tell your partner words related to homes. You cannot repeat a word. Whoever is speaking when the two minutes is up is Student B. The other student is Student A and chooses whether to agree or disagree with the statement.

Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

Student A: Begin the debate with one point.

Student B: Respond with an argument against Student A's point.

Student A: Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

It is better to own your home rather than rent it.

- the costs
- control over what you can do in your home
- moving house

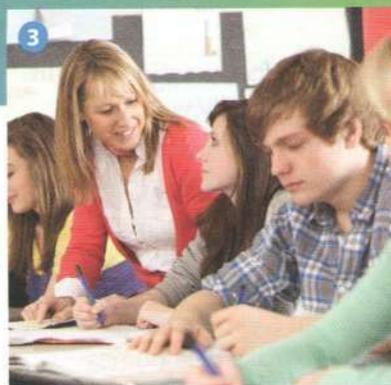
Speaking bank: debate ideas page 143

Picture description

3 Work in pairs. Look at the pictures (A–B) which show attitudes to historical areas in towns and cities. Take turns to compare the pictures and say what you think about them.



VOCABULARY



Education system

- 1 Look at the pictures (1–4). What different stages of education are shown? At what age do students usually begin each stage?
- 2 Choose the correct information to complete the text about Ukraine.

Before formal education begins in primary school, children go to kindergarten. This is ¹ *optional/compulsory*. Pupils usually ² *attend/maintain* four years of primary, five years of secondary and three years of high school. Practically all schools are ³ *co-educational/single-sex*. Most schools are ⁴ *public/private* institutions run by the state – but there are some run by various foundations. All schools follow the national ⁵ *timetable/curriculum*. Students can study in general schools, or schools which focus on training for certain jobs and professions. At the end of their secondary studies, students must take a school-leaving exam, which also serves as the ⁶ *mock/entrance* exam for higher education. Students don't need to pay ⁷ *tuition/admission* fees for most universities, but they have to pay for some private institutions.

- 3 Work in pairs. Take turns to explain the words that you did not choose above. Check your ideas in a dictionary.
- 4 Do some Internet research and find out how the education system in other countries is different from the one in Ukraine.
 - stages of education
 - types of schools
 - exams
 - education costs

Life and traditions at school and college

- 5 Complete the sentences (1–10) with the correct form of the verbs from the box.

assemble cram enrol hand play receive
sign sit skip submit

- 1 University students _____ up for courses at the beginning of their studies.
- 2 When my father was a student, he never _____ lectures. He found them fascinating.
- 3 Quite a few students in our school _____ truant since the beginning of the school year.
- 4 My great-grandfather _____ a Master's degree in Engineering before World War II started.
- 5 Sam needs to _____ his dissertation by tomorrow, otherwise he won't be allowed to continue his studies.
- 6 My class _____ mock exams by this time next week.
- 7 The history teacher said we had to _____ in our assignments by next Monday.
- 8 Students who _____ in extra courses after school learn skills their peers don't.
- 9 _____ seems to be the worst method of studying.
- 10 All pupils were told to _____ for classes at 8.30.

- 6 Fill in the gaps (1–8) in the text about American prom night with words from the box.

elected formal highlight pinned promenade
tradition tuxedo wrist

The ¹ _____ dance, usually referred to as the prom, is an annual ² _____ which celebrates the end of high school in the United States – typically held at the end of the final term. Students wear ³ _____ clothes (boys wear a ⁴ _____ or suit jacket and tie; girls wear evening dresses). It is traditional for them to arrive as a couple. The prom date brings the girl a corsage: a decoration with flowers worn around the ⁵ _____; similar flowers are ⁶ _____ to each boy's suit. At the prom, students celebrate with their classmates for one last time before leaving school. It is probably the ⁷ _____ of a senior student's school year. At the end of the event, one girl and boy are ⁸ _____ as prom queen and king.

7 Describe how Ukrainian school-leaving traditions are similar or different.

- When is the school-leaving event held?
- What do students wear?
- What happens during the event?

Extracurricular activities

8 Complete the questions (1–4) with words from the box.

academic competitive extracurricular voluntary

- 1 What _____ activities are offered by your school (e.g. orchestra)? What kind of things can you do?
- 2 What skills do students learn from participating in _____ sports as a team?
- 3 Why do you think students are expected to do _____ work alongside their studies? Why is it important?
- 4 Would you like to enter a national _____ contest in English? Why?/Why not?

9 Work in pairs. Ask and answer the questions (1–4) in exercise 8.

Exams

10 Choose the correct word to complete the questions (1–5) about the school-leaving exam in English.

- 1 At what *levels/grades* can you take the exam?
- 2 Do you have to take the written test first, or the *live/oral* exam?
- 3 What percentage do you need to achieve for a minimum *pass/score*?
- 4 What happens if you *fail/refuse* the exam? Can you *retake/revise* it later?
- 5 What percentage do you need to achieve for the top *mark/class*?

11 Work in pairs. Ask and answer the questions (1–5) in exercise 10.



Higher education

12 Match the words and phrases (1–8) with their definitions (a–h).



- | | |
|-----------------|-----------------------|
| 1 undergraduate | 5 graduation |
| 2 lecturer | 6 dissertation/thesis |
| 3 dean | 7 essay |
| 4 rector | 8 trimester/term |

- a the head of a university faculty or department
- b the act of completing a degree; the ceremony when you receive your degree
- c a long piece of writing completed by a student as part of their degree
- d a student who is studying for their first degree
- e the head of an entire university or college
- f a short piece of writing completed by a student as part of a course
- g a person who teaches at a university
- h one of the three periods in the year during which classes are held

13 Work in pairs. Talk about your plans for when you leave secondary school. Use the words from the box or your own ideas.

career course gap year grant job applications qualifications scholarship work experience

14 Work in pairs. Take turns to answer the questions.

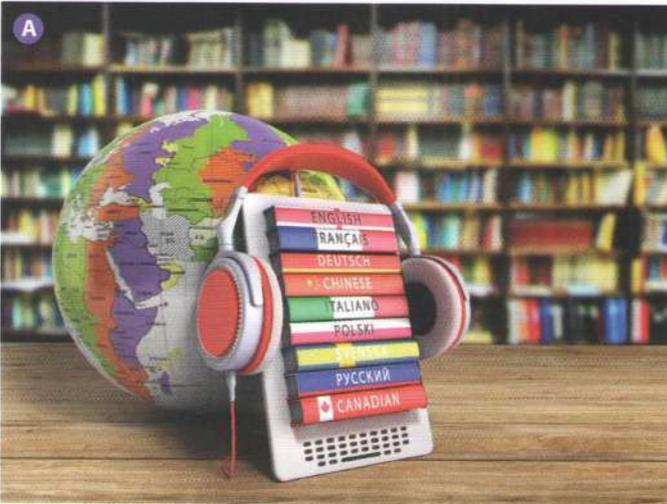
- 1 Which school subjects do you think are the most important for life? What subjects do you think students should spend more/less time on than they currently do? Why?
- 2 How important do you think school discipline is? Why?
- 3 Which school traditions are the most important to you? Why?

- 4 How does school help you develop social skills?
- 5 How do you plan to revise for the school-leaving exam? What technique(s) do you find the most helpful? Why?
- 6 What are the most popular university courses among students in Ukraine today? Why are they popular?

Matching (general)

1 Work in pairs. Look at the pictures (A–E) and discuss the questions (1–2).

- 1 What aspects of student life do the pictures show?
- 2 How difficult do you think it is to make the transition from secondary school to higher education?



2 Read the texts (1–5) and match them to the pictures (A–E).

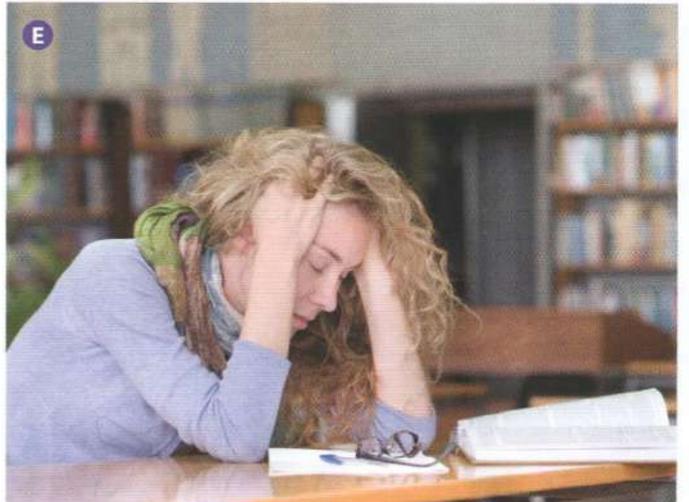
EXAM STRATEGY

- The phrases in the exam task summarize the main point or focus of the texts.
- Read each text carefully and try to summarize them with your own words.
- Then look at the phrases in the exam task and check if they are similar to your ideas. This will help you find the correct answers.

3 **EXAM TASK** Read the texts. Match choices (A–H) to (1–5). There are three choices you do not need to use.

Which advertisement describes ...

- A a student exchange trip? _____
- B a meeting with a psychologist? _____
- C changing courses? _____
- D why doing a degree is a good idea? _____
- E a language course? _____
- F a way to meet people? _____
- G a relaxation technique? _____
- H the advantages of a part-time course? _____



1 Are you unhappy with your current course, but worry that changing universities is a **drastic measure**?

Visit the university careers service!

We can help you see the **bigger picture** and choose a new course that is right for you.

We will make sure you have the right qualifications and help you with the admission process.

2 We run sessions with mental health experts and offer a range of courses and workshops that can help with stress, anxiety and other issues.

Join our student workshop for students who feel pressurized to perform, but lack motivation; this workshop will get your research back on track.

3 **Joining a student club is a great way to make your social life thrive!**

Try something new or foster a passion you already have with the friends you make, whether it's baking, rock climbing, or learning Mandarin!

We have hundreds of activities so there is bound to be something that you'll love.

4 Getting a degree these days doesn't mean you have to study for three or four years as a full-time student.

'As I work full-time, I knew doing a part-time degree at the same time would be hard work. But **on the plus side**, it gives me lots of flexibility and it will go a long way towards getting me a better job in the future.'

Lisa Preston, Birtwell University

5 We have learning materials in 50 languages. You aren't learning in **isolation**, you can practise conversation skills with native speakers through our language exchange.

If you're an international student, you can prepare to study in the UK with our English language courses. They conform to the university entry requirements for all our undergraduate courses.



Words in context

4 Match the underlined words in the sentences (1–5) with verbs from the box.

conform to foster lack pressurize thrive

- 1 Don't let anyone try to force you into doing things you don't want to. _____
- 2 As soon as Lara received the necessary support, she began to grow and develop. _____
- 3 Ronan applied for the job, but he didn't have the required skills. _____
- 4 If you follow the rules, you behave in the way you are supposed to. _____
- 5 Study skills help develop and maintain a stronger sense of learner autonomy. _____

5 Look at the highlighted words and expressions in the texts. Match them with their definitions (1–5).

- 1 a course of action likely to have a strong effect _____
- 2 as an advantage, a positive consequence _____
- 3 a significant step towards a goal _____
- 4 being alone or lonely _____
- 5 the situation as a whole _____

6 Work in pairs. Discuss the questions. Try to use some of the expressions from exercises 4 and 5.

- 1 What are your plans for when you leave school?
- 2 What do you think you would find most difficult about adjusting to life at university?
- 3 What are you most looking forward to after you leave school?

LANGUAGE REVIEW

would rather, would prefer, had better

1 Complete the sentences with *would rather*, *would prefer* or *had better*.

- 1
 A Can you wait ten minutes? I'm nearly ready.
 B OK, but you _____ hurry up, because we're going to be late for class.
- 2
 A _____ your students _____ to do this now or for homework?
 B They _____ do it for homework, I think.

Grammar reference pages 119–120

Grammatical multiple-choice cloze

2 Read the article in exercise 3 quickly. What is it about? Choose the best answer (a–c).

- a life in remote places around the world
- b being a student in a small school
- c becoming a teacher in the Channel Islands

3 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

LIVING AND LEARNING ON AN ISLAND

Children living on remote islands and in other areas where the population is very small often end up ¹ educated in very small schools, sometimes with no more than fifty students. Herm, for example, is one of the smallest of Britain's Channel Islands. It has a school that has ² than ten pupils of primary school age, and a teacher who is willing to come over from the larger island of Guernsey every day. Children over the age of ten ³ to live, as well as study, at a secondary school on Guernsey, even though many would prefer to live at home. Small schools such as Herm are often threatened ⁴ closure – because compared to bigger schools, they are expensive to run. ⁵ schools close, the teachers lose their jobs and pupils are sent to another school which is often far away. This often turns out to be disruptive for the pupils' education.

- 1 A been B being C have been D be
- 2 A lesser B the least C few D fewer
- 3 A have B must C ought D should
- 4 A to B from C about D with
- 5 A During B Before C When D While

Lexical multiple-choice cloze

EXAM STRATEGY

After choosing the answer, read the sentence again to check that it is logical and grammatically correct.

4 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).

Mobile phones and learning

Mobile phones are everywhere these days. We all ¹ our smartphones for granted, and this is especially true for teenagers. But what about using phones at school? Many teachers would prefer it if students ² their phones at home. However, most students would rather not do this, and they use them when the teacher isn't looking. What if schools relaxed their rules and allowed students to use mobile phones ³ in class? For example, the phone's calendar function can be used to keep ⁴ of homework and the camera to take pictures of notes on the board. Mobile phones give students ⁵ to tools and apps that can help them develop time management and organization skills. An equally important reason for not ⁶ mobile phones in the classroom is that they are allowed at people's work. The functions of smartphones go far ⁷ telephoning and messaging. They allow users to email and do research. Nevertheless, concerns have been voiced about classroom ⁸, cyber-bullying and cheating, which have become a troublesome part of school life. These issues are clear ⁹ that schools had better teach students how to use technology responsibly.

So, teachers who decide to use mobile phones as part of their classes need to ¹⁰ an eye on how they are being used. After all, they can only be good classroom tools if used appropriately.



- 1 A treat B take C feel D use
- 2 A left B brought C took D put
- 3 A totally B particularly C productively D simply
- 4 A train B road C path D track
- 5 A access B entry C introduction D opportunity
- 6 A banning B refusing C dismissing D protesting
- 7 A towards B around C behind D beyond
- 8 A structure B discipline C authority D setup
- 9 A evidence B response C material D argument
- 10 A put B have C set D keep

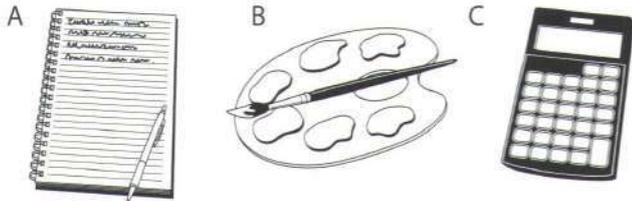
5 Work in pairs. Discuss the following statement, saying why you agree or disagree with it. You can use some of the arguments mentioned in the text, but add your own ideas, too.

Mobile phones should be banned during school hours.

LISTENING

Multiple-choice (listening for specific information)

1 Work in pairs. Match the classes (1–3) with the pictures (A–C).



- 1 oil painting _____
- 2 accounting _____
- 3 creative writing _____

2 1.08 Listen to two people discussing classes from exercise 1. What is Dan trying to decide? Which course does he choose?

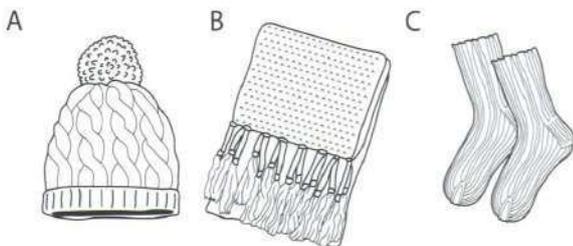
3 1.08 Listen again. Why are the other options incorrect?

EXAM STRATEGY

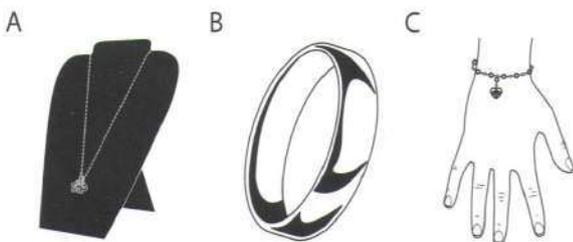
- This task asks you to find specific information in the recordings and choose the correct answer out of three options.
- Before you listen, read the questions to find out exactly what information you should listen for.
- Some of the options will be given in the form of pictures. Describe them to yourself: name the objects you can see and think about the differences between them.

4 **EXAM TASK** 1.09 Listen to the speakers. For questions (1–6) choose the correct answer (A, B or C). You will listen to each recording twice.

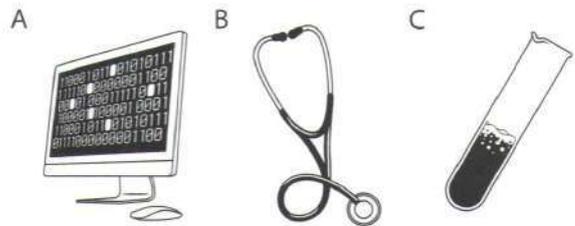
1 Which item is made for homeless people?



2 What is the speaker making next?



3 What is the subject of Mia's summer course?



4 According to the speaker, why should you press 1?

- A to speak to an advisor
- B to pay for a course
- C to ask for an application form

5 Who are the other tennis club members?

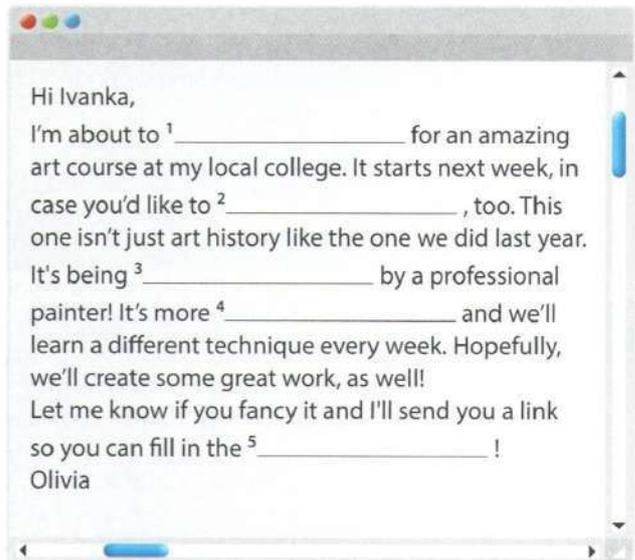
- A university teachers
- B finance professionals
- C college students

6 What is TRUE about the theatre group?

- A they are looking for writers
- B they are staging Romeo and Juliet
- C they meet once a week

5 Fill in the gaps (1–5) in the text with the words and phrases from the box. There are two phrases you do not need to use. Use each word or phrase only once.

application form join learn a craft option
practical put my name down taught



6 Work in pairs. Discuss the question.

What class would you enroll in if you could choose anything? Explain your choice.

Blog post: making suggestions

1 Work in pairs. Discuss the questions.

- 1 What have you enjoyed about being at school? What have you found difficult?
- 2 What would have helped you with the things you found challenging?

2 Read the exam task in exercise 3 and the blog posts. Discuss the questions (1–2).

- 1 What style are Beth's and Dani's posts written in?
- 2 Has Dani included all three points in the task in his comment?

3 **EXAM TASK** You have read the following blog post. Write a comment of at least 100 words in which you:

- ▶ express your sympathy for Beth,
- ▶ say how you think her school could have helped her when she returned to school,
- ▶ give her some advice and suggest how her friends could help her now.

Beth's BLOG

I've recently been off school for four months due to an illness and I'm finding it hard to adjust to school now I'm back. I'm way behind with my work and I feel there's such a lot I don't know.

And it's not just the work, it's my relationships, too. My friends have done lots of things without me and I feel left out when they talk about them. I feel I've missed out on a lot, which makes me sad.

I'm also finding it hard to cope with a whole school day, both physically and mentally. I generally feel worn out by lunchtime and find the afternoons really tough. But my friends are fantastic in the way they help me and cheer me up, so hopefully I'll soon be back to normal.

Beth, I'm really sorry you've been so ill. I think you're doing really well after a very tough time.

It sounds like the school didn't help you at all! They could have allowed you to come back to school gradually - starting with just a couple of hours per day at first. They could also have sent you notes from lessons that you'd missed.

I don't think you should try to do too much for now. If you wear yourself out, it will take you longer to get better. Maybe your friends could help carry things for you or help you with some activities? And could they go through the lessons you missed with you?

Get better soon and have a great term!

Dani



4 Complete the sentences (1–5) with the correct forms of the phrasal verbs from the box.

cheer up leave out miss out pick on rely on

- 1 I hate _____ on any fun so I always go to parties!
- 2 I've always been able to _____ my older brother to explain maths problems to me.
- 3 She's feeling quite down, so let's do something to _____ her _____.
- 4 They _____ me _____ of the discussion so I don't know what they decided.
- 5 One of my brother's friends has started to _____ him by criticizing everything he does.

EXAM STRATEGY

Imagine the person you are replying to and write to them in a direct, friendly way. Say what you want to say clearly.

5 **EXAM TASK** You have read the following post on Paul's blog. Write a comment of at least 100 words to Paul in which you:

- ▶ suggest ways Paul's school could have prevented his bullying,
- ▶ say why you think some people bully others,
- ▶ give him some advice on what he can do now.

Can bullying at school be stopped?

I had a very difficult time last year at school because a group of people in my class started bullying me. They called me names, made jokes about what I looked like and made me give them money.

Luckily, I had a good friend and I used to spend as much time with him as possible, but I was always looking out for the bullies and hoping they wouldn't find me. This went on for several months.

In the end, I told my tutor about it. She spoke separately to the bullies and to me, and it stopped after that. But now I'm wondering what schools could do to prevent bullying in the first place. I wish I hadn't had to suffer for so long.

Writing bank pages 148–149

6 Check your work.

- Have you written about all three points in the task?
- Have you organized your comments into clear paragraphs?
- Have you used some phrasal verbs?
- Have you written at least 100 words?

Conversation

1 Work in pairs. Ask and answer the questions about traditional celebrations in schools.

- 1 Describe your experience of a school tradition. When was it? What happened? How did you feel about it?
- 2 If you could start a new school tradition, what would it be?
- 3 At your school, was the first day of this school year different from a normal day? If so, how? If not, would you have liked it to be different?
- 4 Do you think that formal dances are a valuable part of school-leaving traditions? Why?/Why not?
- 5 'Schools must keep their traditions going. They are an important part of our culture.' Do you agree? Why?/Why not?

Debate

2 Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for the statement, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

Student A: Begin the debate with one point.

Student B: Respond with an argument against Student A's point.

Student A: Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

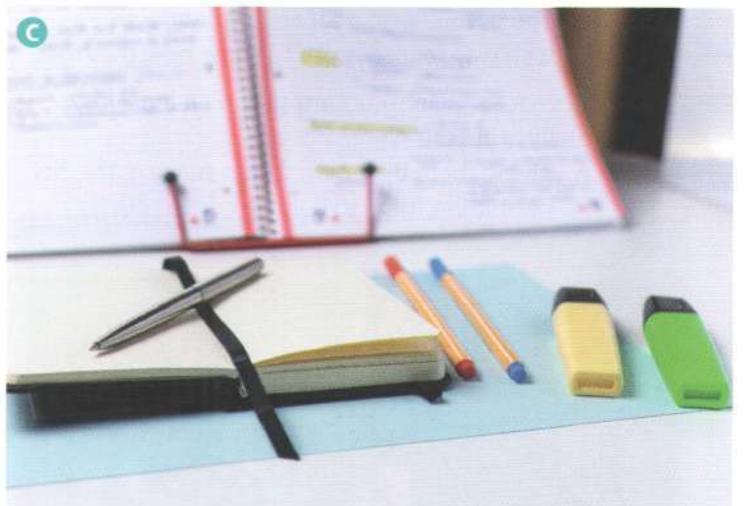
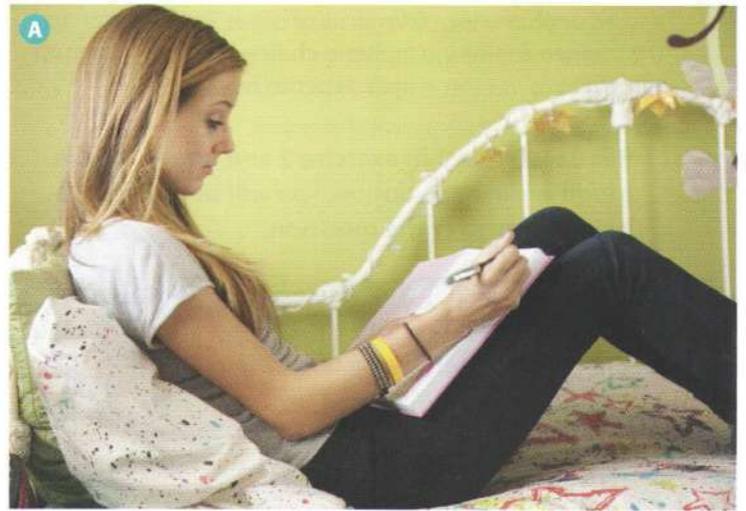
Exams do not prepare people for the real world.

- memorizing information
- hard work as a key ingredient for success
- working alone under pressure

Speaking bank: debate ideas page 143

Picture description

3 Work in pairs. Look at the pictures (A–C) which show different ways of revising for an exam. Take turns to compare the pictures and say what you think about them.



LISTENING

Multiple-choice

EXAM STRATEGY

A modifier is a word that limits or changes the meaning of a word or phrase (e.g. *several, all or none*). Pay attention to these when answering multiple-choice questions because the right answer sometimes depends on them.

- 1 Read question 1 in exercise 2 and underline the modifiers in each option. You will need them to help you answer the question.
- 2 **EXAM TASK**  1.10 Listen to the text. For questions (1-6) choose the correct answer (A, B or C). You will listen to the text twice.
 - 1 Where is the graffiti?
 - A on every building
 - B on more than one bridge
 - C on a number of buses
 - 2 What piece of graffiti does Brendan mention last?
 - A an artist's name
 - B a space-age monster
 - C a futuristic city
 - 3 How does graffiti make Lauren feel?
 - A angry
 - B confused
 - C scared
 - 4 What do building owners do about graffiti?
 - A complain to the council
 - B clean the walls to get rid of the paint
 - C take legal action against the graffiti artists
 - 5 What is Miriam's opinion of graffiti?
 - A It doesn't have any meaning.
 - B The people who do it are thoughtless.
 - C It's a way for the youth to show how they feel.
 - 6 How does Miriam suggest making it legal for graffiti artists to paint?
 - A giving them their own studio space in the city
 - B permitting them to paint in certain places
 - C encouraging them to cooperate with the police



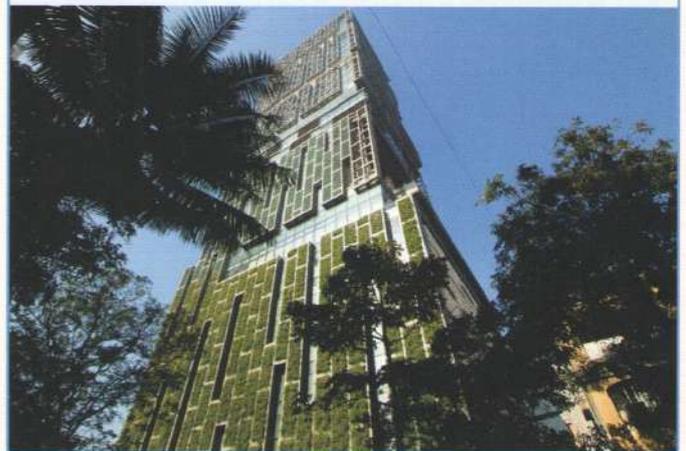
USE OF ENGLISH

Lexical multiple-choice cloze

- 3 **EXAM TASK** Read the text. For questions (1-10) choose the correct answer (A, B, C or D).

Living the high life in Mumbai

Mumbai is India's largest city. It has been growing ¹ over the last 20 years, and it now has a population of over 12 million people. The city has ² been getting richer. There are more than 60 billionaires in India, and one in three of those are Mumbai ³. One of these Mumbai billionaires is responsible for ⁴ the world's most expensive family home. *Antilia* is a huge, 27-storey ⁵ building overlooking the ocean, with spectacular views on both sides. The house took over three years to build, and it's believed that it must have ⁶ its owner at least a billion US dollars. It has everything: several swimming pools, a library, a luxurious gym, a high-tech cinema, and hanging gardens over four ⁷. There is an ice room with ⁸ snow for people who want to chill out in the Mumbai heat. The house ⁹ six storeys of parking space for 160 cars, and three helicopter landing pads on the roof. Moreover, *Antilia* is ¹⁰ big that it needs hundreds of staff to run the place. While some Indians are proud of the house, others see it as shameful in a nation where many children go hungry.



- | | | | | |
|----|-------------|--------------|----------------|----------------|
| 1 | A rapidly | B hastily | C immediately | D promptly |
| 2 | A too | B as well | C also | D indeed |
| 3 | A residents | B occupiers | C tenants | D owners |
| 4 | A forming | B composing | C constructing | D shaping |
| 5 | A recent | B present | C latest | D contemporary |
| 6 | A lost | B owed | C spent | D cost |
| 7 | A grades | B stages | C levels | D positions |
| 8 | A imaginary | B substitute | C false | D artificial |
| 9 | A presents | B proposes | C recommends | D offers |
| 10 | A so | B such | C as | D much |

READING

Multiple-choice

4 Look at the photo and read the title of the article. Can you predict what it is going to be about?

5 **EXAM TASK** Read the text below. For questions (1–5) choose the correct answer (A, B, C or D).

The Mozart Effect

In 1993, researchers at the University of California discovered that students who listened to Mozart's *Sonata for Two Pianos in D Major* significantly increased their intelligence test marks. Even rats were found to run faster and do various tasks more accurately after listening to Mozart than after listening to other kinds of music. This discovery became known as the Mozart Effect and had a huge impact on people: shops sold out of the music, the state of Georgia reserved \$100,000 so that every new mother could be given a free copy as they left hospital, the state of Florida passed a law that classical music must be played every day in all pre-schools. Pregnant mothers all over the world started playing classical music hoping that it might help them produce more intelligent babies.

In addition, many books have been written and a lot of money has been made from the Mozart Effect theory. For example, Don Campbell, a Mozart Effect expert who has written several books and put together several CDs on the subject, has made more than \$2 million.

Many psychologists, however, disputed the theory. They argued that the original research was only done on adults and that there is in fact no evidence that listening to music has any effect at all on children or babies. Some more research was conducted in Germany, this time including children. It was discovered that the Mozart Effect had only a short-term effect, continuing for only twenty minutes after the music stopped. What's more, they discovered that not everyone who listened to Mozart had better marks in intelligence tests. They discovered that people can achieve better marks by listening to any sort of music, or even listening to a story, as long as you like what you are hearing.

However, the German studies did show that there is one way in which music really can improve your intelligence and that is through music lessons, particularly piano lessons. The studies showed that children who were given music lessons before the age of seven, as opposed to drama lessons or no extra lessons, performed better in intelligence tests. The experts are unsure about the reason for this, but suggest that it could be that in music lessons pupils use a variety of mental skills, including accurate finger movement, memory skills and listening for rhythm.



- 1 What could rats do after listening to Mozart?
A run in the same direction
B move more quickly than before
C complete certain activities with no mistakes
D respond to different types of classical music
- 2 What happened after the discovery?
A A lot of people bought Mozart's music.
B Every Georgia resident got a CD with Mozart's music.
C In Florida, Mozart's music was played in hospitals.
D Pregnant mothers learned to play Mozart's music.
- 3 What did Don Campbell do?
A He became a respected writer.
B He conducted a lot of research in Germany.
C He profited from people's interest in babies and music.
D He made CDs with his own music.
- 4 What did the Mozart Effect **NOT** do?
A last a long time
B have benefits for adults
C help some people get better scores in intelligence tests
D affect different people in different ways
- 5 Why do music lessons help to improve your intelligence?
A They practice physical skills.
B They are similar to drama lessons.
C Students can take them before the age of seven.
D They teach you a range of different abilities.

WRITING

Blog post

6 **EXAM TASK** Write a description of a memorable concert you have been to. Write a post on your blog saying:

- ▶ when and where it took place,
- ▶ what the atmosphere was like,
- ▶ why it was a memorable event.

Write a blog post of at least 100 words. Do not write your own name, any dates, addresses or other personal information. Start your post in an appropriate way.



VOCABULARY

Employment

1 Work in pairs. Check the meaning of these words: *manual*, *skilled* and *unskilled*. Look at the pictures (1–3) and discuss the questions.

- 1 What are the three jobs? What does each involve doing? Which category (manual, skilled or unskilled) do you think they belong to?
- 2 Can you think of some other jobs to add to each category?

2 Match the words from the box with words (1–8) to form compound words or collocations. There is one word you do not need to use.

boss conditions employed flexi highly
labour paid part-time salary

- | | |
|-----------------|------------------|
| 1 _____ force | 5 _____ time |
| 2 self-_____ | 6 _____ job |
| 3 well-_____ | 7 working _____ |
| 4 _____ skilled | 8 starting _____ |

3 Match the statements (1–10) with the phrases (a–j).

- A
- 1 We're protesting about low wages. _____
 - 2 Tim is only doing this job for six months. _____
 - 3 The company made lots of money this year. _____
 - 4 I'm 66 and I don't work any more. _____
 - 5 Zoe has an important new job in the firm. _____

- a temporary
b retired
c on strike
d profit
e promotion

B

- 6 She wishes she hadn't been so rude to her boss. _____
- 7 Please submit your CV and a cover letter. _____
- 8 It's 10 p.m. and I'm still working. _____
- 9 Wendy is wearing a suit so she looks smart. _____
- 10 You don't look very well. _____

- f have a deadline
g apply for a job
h take a day off
i get fired
j job interview



4 Work in pairs. Discuss the questions.

- 1 What do you think is the best age for someone to retire? Why?
- 2 How good are you at doing tasks to a deadline? Why is this skill important in the workplace?

5 Choose the correct word to complete the sentences (1–5).

- 1 His *bonus/pension* is paid into his bank account every month.
- 2 Most people in the village rely on farming for their *income/cash*.
- 3 Jill has to make a *bonus/payment* to the bank of £500 per month. She has borrowed money to buy a car.
- 4 If your lawyer charges £200 per hour and she works five hours, her *fee/salary* will be £1,000.
- 5 John is being promoted and he'll get a pay *off/rise* because the job involves managing a bigger team.

6 Complete the sentences (1–7) with the words from the box.

age inflation ladder leave payroll
prospects resignation

- 1 What is the best way to offer your _____?
- 2 What are the benefits of being on a company's _____ rather than being self-employed?
- 3 What prevents some people from climbing the career _____?
- 4 Does _____ discrimination prevent older people from getting a job?
- 5 Do university graduates have good employment _____ in Ukraine?
- 6 Is the rate of _____ in Ukraine expected to rise in the near future?
- 7 How could companies reduce the number of employees absent from work on sick _____?

7 Work in pairs. Discuss the questions in exercise 6.

Looking for a job

8 Match the adjectives that describe work from the box with their definitions (1-6).

cost-effective cutting-edge demanding
profitable rewarding tedious

- 1 needing a lot of skill, patience, effort, etc. _____
- 2 that makes or is likely to make money _____
- 3 taking too long and not interesting _____
- 4 worth doing; that makes you happy because you think it is useful or important _____
- 5 giving the best possible benefit in comparison with the money spent _____
- 6 at the newest, most advanced stage in the development of something _____

9 Complete the job adverts with the words from the box.

clients deadlines driving licence manage
networking passion persuasive relevant
self-motivation targets team

Sales executive

We need someone who ...

- is naturally ¹_____ and able to win people's trust
- has the drive to reach and exceed ²_____.
- is able to work both independently and as part of a ³_____ and capable of delivering results to tight ⁴_____.

Special Educational Needs (SEN) teacher

Successful candidates will have the ability to ⁵_____ challenging behaviour; they must have patience and a ⁶_____ for child development.

SOFTWARE DEVELOPER

- You should be a graduate in computer science or maths and have some ⁷_____ work experience.
- You will need strong ⁸_____ and the ability to solve complex problems on your own.

EMPLOYMENT ADVISOR

excellent communication, advertising, mediation and ⁹_____ skills, ability to work with a wide range of ¹⁰_____, and a valid ¹¹_____.

10 Discuss in pairs. Which of the jobs in exercise 9 would suit you most? Why? Which job would you be interested in doing?

The job market

11 Complete the text with the correct form of the verbs.

call come (x2) cut (x2) end get lay
set take (x2) turn



I live in a small city in the north of England, where the unemployment rate is one of the highest in the country and doesn't seem likely to ¹_____ down in the near future. There used to be several small companies based here, but most of them went bankrupt. The few which remained continue to ²_____ off skilled workers who ³_____ up unemployed. These workers now complain that they don't have enough money to ⁴_____ by and find it hard to make ends meet. Not only can they not afford any luxuries, but they have to ⁵_____ down on everyday expenses as well. However, when a job is offered to them at the local job centre, they ⁶_____ it down, saying the pay is too low. The situation ⁷_____ for an immediate solution, and the local government should ⁸_____ up with some new ideas for fighting unemployment. For example, they could ⁹_____ down on administration costs and spend the money on promoting the city by offering lower taxes to foreign investors. If the idea ¹⁰_____ off, new companies will be ¹¹_____ up. Ideally, they will ¹²_____ on workers, which will boost the local economy.

12 Work in pairs. Take turns to answer the questions.

- 1 If you could do any job in the world, what would you do? What appeals to you most about it?
- 2 What skills and qualifications would you need to do the job you want?
- 3 What jobs are likely to be more in demand in the next ten years? Why?
- 4 What are the advantages and disadvantages of working from home?

Multiple-choice

1 Work in pairs. Look at the pictures (1–4). Discuss the questions (1–3).

- 1 Could these people's hobbies be turned into jobs?
- 2 What would be the benefits and drawbacks of doing so?
- 3 Do you have a hobby? Would you like to turn it into a job in the future?

2 Read the article quickly. What hobby did Susi turn into a job?

EXAM STRATEGY

- Find the part of the text that contains information about each question. Cover up options A–D, and try to answer the questions in your own words.
- Choose the option that is closest to your own answer.

3 **EXAM TASK** Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

- 1 What job did Susi do before?
 - A She sold advertising for YouTube.
 - B She worked in public relations.
 - C She assisted a BBC video producer.
 - D She designed successful gadgets.
- 2 What had the BBC NOT done before?
 - A Taken on an inexperienced presenter.
 - B Featured amateur videos on one of their shows.
 - C Hired a communications specialist.
 - D Employed someone after seeing their work online.
- 3 What does Susi do before each show?
 - A She reviews what she's going to say.
 - B She does her own make-up.
 - C She buys the gadgets she's going to review.
 - D She has a cup of coffee in the cafeteria.
- 4 What does *reassuring* in paragraph 4 mean? Making someone feel less ...
 - A embarrassed
 - B sad
 - C worried
 - D depressed
- 5 Why does Susi feel bad?
 - A Her dream job was to be on the stage.
 - B Her friends haven't been as fortunate as her.
 - C Her new job is less fun than her old one.
 - D She lost friends when she became successful.



A career on TV

A 24-year-old woman has been given a job as a presenter at the BBC after her videos were seen by a TV producer on YouTube. Susi Weaver was working for an advertising agency as a public relations advisor, but, in her spare time, she was giving video demonstrations of various gadgets which she posted online. Now, instead of following her online, her fans can see her every Sunday morning on BBC2's successful *Something for the Weekend* show.

TV producer Mike Worsley said that because Susi's videos were already online, he had a good idea of what she would be like on screen before he met her in person. Worsley explained that he had never used this method of looking for talent before – in fact, he believed Susi was the first person to be spotted on the Internet and then employed as a presenter on UK TV. He added that Susi's PR background was also an advantage, since dealing with clients had developed her communication skills.

Worsley thinks that part of the reason for Susi's popularity is the fact that she is female – relatively untypical in her chosen field. He predicts



a successful future ahead for her because of her positive, self-assured and slightly unusual style, and the way she always engages and draws in her audience.

Susi's job involves researching apps and gadgets and selecting the best ones to demonstrate on the show. She has a week to draw up her shortlist; once she's done this, she gets the TV crew to purchase the gadgets she is going to review. The segment is always filmed on Sunday, and broadcast live. Susi always arrives early, drinks a quick cup of tea, has her make-up done by the professional make-up artist, then sits in the 'green room', going through her notes as she waits to go on air. Susi admits to feeling nervous. 'I'm not sure why it's different from the webcam – but you're much more aware of people watching you. On the other hand, it's *reassuring* that other people are in charge of making sure everything works properly. That makes me feel that everything will go well.'

Susi sometimes wonders how she managed to get into TV so easily. She is regretful that friends of hers who have worked really hard to make it into TV or acting haven't been so lucky – all she did to get her dream job was to play around with gadgets for fun!

Words in context

- 4** Complete the sentences (1–5) with the correct form of the verbs from the box. There is one verb you do not need to use.

admit deal develop get give turn

- 1 What's the best way to _____ into advertising as a career?
- 2 I've joined the university debating team to _____ my public speaking skills.
- 3 Nora's always been scared of _____ demonstrations to her colleagues.
- 4 In a job interview, it's acceptable to _____ to not knowing an answer.
- 5 Leah's got used to _____ with customers in her job, but she still doesn't like it.

Phrasal verbs and collocations with draw

- 5** Find two phrasal verbs in the article with the verb *draw*. Write the correct particle (adverb or preposition) for the definitions (1–2).

- 1 draw _____ : involve or make somebody take part
- 2 draw _____ : prepare a plan, agreement or other document in detail

- 6** Now match the phrases in bold (1–6) with their definitions (a–f).

- 1 The director **has drawn on** his own personal experiences in this film.
- 2 What conclusions can we **draw from** this report?
- 3 There's no point in **drawing out** this interview longer than necessary.
- 4 Michael **has always been drawn to** the idea of making nature documentaries.
- 5 A taxi **drew up** outside the office, so we got in.
- 6 Could I **draw your attention** to item 2 on the agenda?

- a move near something
- b be attracted to someone or something
- c make something last longer
- d make someone notice something
- e use information to help you do something
- f take something from a particular source

- 7** Work in small groups. Discuss the questions.

- 1 Have you ever done a presentation in front of an audience? If yes, how did it go? Would you do it again? If no, how do you think you would feel?
- 2 What techniques can speakers use to overcome their nervousness?

LANGUAGE REVIEW

the causative

1 Find the expression *has her make-up done* in the article on page 45. Answer the question.

Who does Susi's make-up before the TV show?
 a Susi b a professional make-up artist

2 Find one error in each sentence (1–6) and correct it.

- 1 Can't they get somebody help them do the filing?
- 2 My friend his lawnmower had stolen last week.
- 3 If I don't like her report, I will her make rewrite it.
- 4 Don't you usually got someone to wash your car?
- 5 I'm making my hair cut this afternoon.
- 6 Is Bob bringing the documents round himself, or is he have them delivered?

Grammar reference pages 120–121

Grammatical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

Job interviews

Knowing as much as possible about the company can help you be more confident when answering the interviewer's questions. It will also show your potential employer that you have a genuine interest in ¹ with the organization. So, before you go for your job interview, prepare answers to the most ² asked questions.

If you feel that you ³ to remain calm during the interview, take a few deep breaths before entering the room. Also, never underestimate ⁴ power of dress. Wearing inappropriate clothes will make you feel uncomfortable and give out the wrong signals. Also, don't forget to wash your hair – if it ⁵ greasy on the day, this won't make a positive impression on your interviewer. Remember all these points and you should be fine. Good luck!



- 1 A work B to work C working D having worked
- 2 A frequent B frequency C frequently D frequented
- 3 A can't B don't have C mustn't D won't be able
- 4 A the B some C a D such
- 5 A is looking B looks C looked D will look

Lexical multiple-choice cloze

EXAM STRATEGY

Read the text and the options. Decide which options are definitely incorrect, then choose the answer from the remaining options.

4 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).



Remote working

Try typing in the phrase 'work from home' on your search engine. This will most likely result in hundreds of examples of studies, message boards or blogs ¹ on the subject. And indeed, the number of people keen on the idea of working from home has been ² growing for a few years. Rapidly changing social and ³ trends have made workers and employers increasingly open to the distance working option. Modern technologies that are needed to ⁴ up an office at home are relatively inexpensive. The basic ⁵ are a table or other workspace with a computer, telephone and a fast Internet connection.

Surveys carried out in this area show that at ⁶ a third of workers prefer to work from home occasionally. Being at home gives employees more ⁷ to solve everyday problems, such as caring for young children or elderly parents. In addition to more time ⁸ with family, another important advantage is saving time by not having to travel to work. There are of course disadvantages, too, such as ⁹ separating work and home life. Not having ¹⁰ to chat to can also be hard, and people can end up feeling isolated.

- 1 A focusing B lighting C fixing D developing
- 2 A totally B hugely C steadily D thoroughly
- 3 A historical B economic C scientific D practical
- 4 A take B make C bring D set
- 5 A requirements B conditions C demands D prescriptions
- 6 A last B least C less D smallest
- 7 A compromise B adaptation C flexibility D accommodation
- 8 A spent B spread C used D felt
- 9 A effort B struggle C problem D difficulty
- 10 A colleagues B staff C operators D employees

Multiple-choice (listening for detailed understanding)

- 1 Look at the picture. What is the person doing? Do you think these dogs belong to him? Why?/ Why not?



- 2 **1.11** Read the radio guide. Then, listen to the introduction to a radio programme. Which programme (A, B or C) are you going to listen to?

A 9 a.m.

THE HOBBY SHOW

Whether you've got a passion for painting or an interest in Egyptian art, we'll make you want to try something new!



B 10 a.m.

IN THE GARDEN

Poppy Green's A-Z of plants – all you need to know about what to plant and when.
Today: daisies



C 11 a.m.

YOU AND YOUR PET

We answer your pet queries. This week: how to find reliable sitters to look after your pets when you can't.



EXAM STRATEGY

Listen carefully to how words from both the questions and the options are used by the speakers. Check that the chosen answer matches the information you hear.

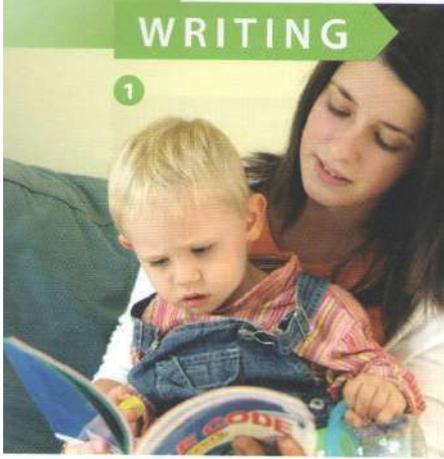
- 3 **EXAM TASK 1.12** Listen to the text. For questions (1–5) choose the correct answer (A, B or C). You will listen to the text twice.

- Which of the following is TRUE according to Tom?
 - No one could take care of his dogs during the holidays.
 - He didn't use to get paid for his work.
 - He used to feed his neighbour's dogs.
- What problems does Tom have?
 - He finds it difficult to refuse people.
 - The animals make too much noise.
 - The animals don't like his bedroom.
- What used to drive Melissa's friends mad?
 - She never stopped talking about fashion.
 - She found better bargains than they did.
 - She spent a lot of time in charity shops.
- Before she started her business, what did Melissa do?
 - She altered the clothes she bought.
 - She stopped buying old clothing.
 - She made clothes for people who asked her.
- Why are Melissa's clothes popular?
 - They are all made from designer items.
 - Each piece is original.
 - They are cheaper than second-hand clothes.

- 4 Complete the sentences (1–6) with words you heard in the recording. There is one word from the box that you do not need to use.

hard just like mad potential short trouble

- I've got a great idea for a business. The _____ is I don't have any money!
 - It can be _____ to say 'no' in certain situations at work.
 - I'm surrounded by creative people in my family, so I'm never _____ of inspiration.
 - My younger brother is always driving me _____ with his obsessions.
 - We live in an unusual building. There isn't another one quite _____ it.
 - Many people dream of moving to a tropical island. Next year, I'm going to do _____ that!
- 5 Work in small groups. Prepare a short presentation. Present your plan to the class. Vote on the best business idea.
- Choose a hobby you're all interested in.
 - Brainstorm ways to turn it into a business.
 - Write a short action plan about how to set up the business, find funding and reach your customers.



EXAM STRATEGY

- Start your email with a short paragraph in which you explain why you are writing.
- Finish with another short paragraph, in which you focus on the person you are writing to. Say you are looking forward to hearing from them or thank them for their help.

Formal email: requesting information

1 Work in pairs. Match the pictures (1–4) with the jobs from the box. Then discuss the questions (1–3).

babysitter call centre advisor cleaner shop assistant

- 1 Which one of these jobs would you do if you needed to earn some money?
- 2 What would you enjoy about it?
- 3 Why would you be good at the job you chose?

2 Read the exam task in exercise 4 and choose the correct option in each sentence (1–6).

- 1 I am writing to ask for *an interview/some more details*.
- 2 I am writing to the *recruitment/insurance* company.
- 3 I *need/don't need* to mention where I saw the advertisement.
- 4 I *should/shouldn't* ask them to reply to me by a particular date.
- 5 I should use a(n) *chatty/impersonal* style.
- 6 I should end the email with *Yours sincerely/Yours faithfully*.

3 Complete the sentences (1–6) with the phrases from the box. There are two phrases you do not need to use.

a rough idea of could you tell me further details
 please send me provide any information
 would be interested in would be very grateful if
 would it be possible to would like to know

- 1 _____ if previous experience is necessary?
- 2 Could you _____ about the IT skills I would need?
- 3 I _____ you could give me _____ of the hourly rates.
- 4 _____ tell me where the company is based?
- 5 I _____ if you would consider candidates whose first language is not English.
- 6 I _____ knowing more about the temporary contracts.

4 **EXAM TASK** You are studying in Leeds and you have seen the following advertisement for a part-time job at a call centre. You are interested in applying for it, but you need more information. Write an email of at least 100 words to Mr Davis in which you:

- ▶ tell him why you are interested in a part-time job at the call centre,
- ▶ ask how many shifts you have to do a week and how long each one is,
- ▶ ask when you need to send in your application and when the interviews will be held.

BEST JOBS The biggest recruitment agency in the North of England

CALL CENTRE E-CUSTOMER SERVICE ADVISORS

We are recruiting for customer service call centre advisors for a large insurance company. The company is offering full-time and part-time positions, giving you the chance to earn up to £900 per month in bonuses plus an hourly rate of £8.00. Daytime, evening and weekend shifts are available.

You will be responsible for: answering customers' enquiries and complaints in a professional and friendly manner; describing the company's products accurately; calling customers back when necessary with further information.

You need to be able to: communicate clearly and politely on the phone; build good relationships with customers; remain calm in a fast-paced working environment; use IT systems competently.

To apply, or to request further information, write to Martin Davis at mdavis@bestjobs.co.uk

5 Check your work.

- Have you written about all three points in the task?
- Have you started and finished your email appropriately?
- Have you checked your work for grammar, vocabulary and spelling mistakes?
- Have you written at least 100 words?

Conversation

1 Work in pairs. Ask and answer the questions about finding a job.

- 1 What kinds of work do many people do in your village, town or city? Why are these kinds of work common? Have some kinds of work become less common in the past ten years? If so, why?
- 2 Would you do voluntary work or an internship in order to get a job? Why?/Why not?
- 3 'It's not what you know, it's who you know.' Is this true about finding a job? Why?/Why not?
- 4 What problems do young people have when they are unemployed? What would you do if you were unemployed?
- 5 Sometimes a large number of employers hold a job fair where they can meet potential employees. What are the benefits for students of attending a job fair? Would you attend one? Why?/Why not?
- 6 'Making a good first impression is essential, whether this is at a job interview or in a written application.' Do you agree? Give your reasons.

Debate

2 Work in pairs. Read the statement and the points in the list and have a debate.

Decide if you are going to argue for or against the statement. If you argue for the statement, you are Student A. If you argue against it, you are Student B. Both Student A and Student B should make notes for each point in the list about what you are going to say and what your opponent might say. Make notes about what you will say in reply to your opponent.

Student A: Begin the debate with one point.

Student B: Respond with an argument against Student A's point.

Student A: Respond by saying something that supports your view. Continue until you have discussed the three points in the list.

Every university student should have a part-time job.

- academic goals
- social life
- future employment prospects

Speaking bank: debate ideas page 143

Picture description

3 Work in pairs. Look at the pictures (A–E) which show different jobs. Take turns to compare the pictures and talk about the reasons why people do and do not do particular jobs.

