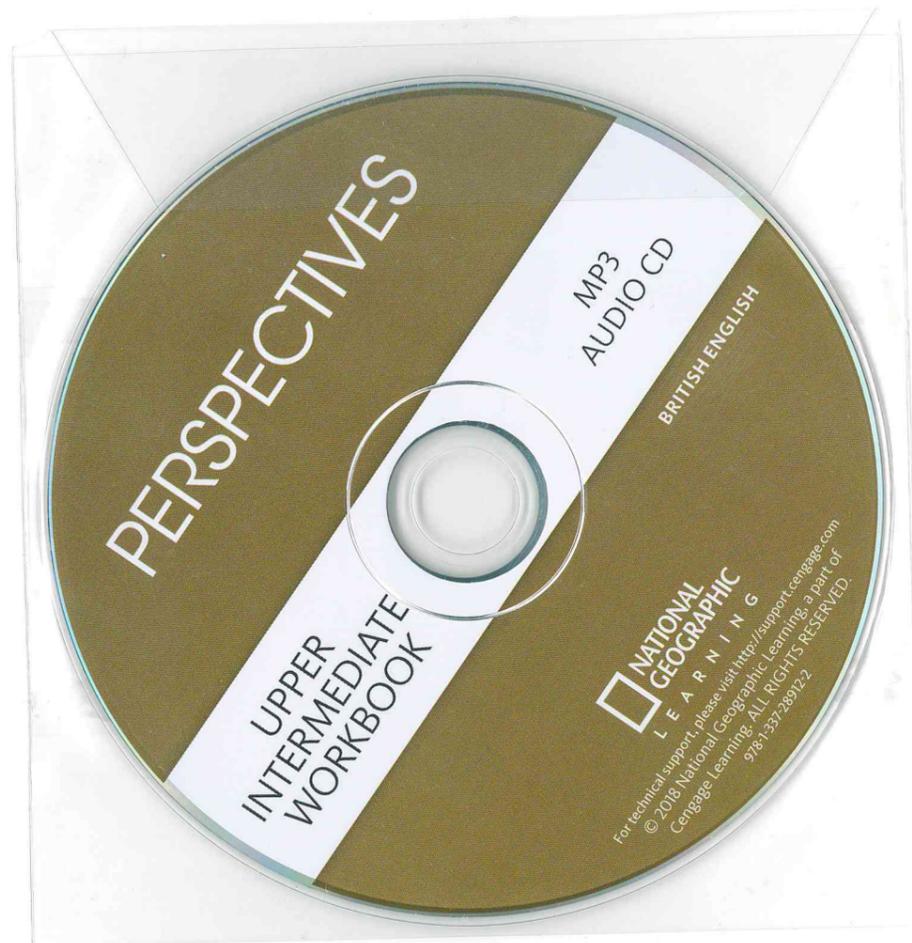


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ON THE COVER

Children look down from inside The Hive at Kew Gardens, London. The Hive is a giant beehive that visitors to the botanical gardens can enter and have a multisensory experience. The lights and sounds are triggered by bee activity in a real beehive. The Hive was designed to demonstrate the role of bees in feeding the planet and the challenges that they face.
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PERSPECTIVES

UPPER INTERMEDIATE

Workbook

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 Composition: Lumina Datamatics Inc.,
 Cover/Text Design: Brenda Carmichael
 Art Director: Brenda Carmichael
 Cover Image: The Hive at Kew Gardens,
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Upper Intermediate Workbook + Audio CD

ISBN: 978-1-337-62712-2

National Geographic Learning

Cheriton House, North Way,
 Andover, Hampshire, SP10 5BE
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1 Travel, trust and tourism

1A Cultural exchange

VOCABULARY Experiences abroad

1 Revision Complete the table with these words.

a bike ride a taxi a trip my bus
my train two hours university work

get to	go for

take	catch

2 Revision Complete the sentences with these words.

backpacking commute cruise destination
flight lift route voyage

- Tim Peake went on a long _____ into space.
- We need to take a different _____ because there's been an accident.
- Most people _____ to work by car.
- You have reached your _____.
- Could you give me a _____ to work, please?
- They're travelling on a _____ ship.
- It was cheap to go _____ around Australia.
- The earlier _____ gets to the airport at 7:00pm.

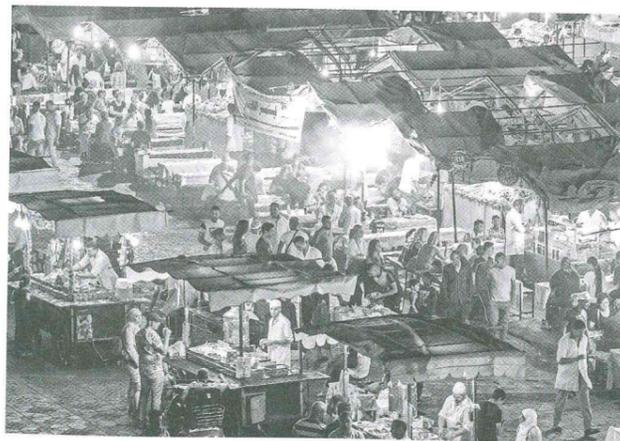
3 Read the sentences. Are they logical (L) or illogical (I)?

- Let's go to all the major sites tomorrow – I want to get off the beaten path! _____
- I love having a host family stay with me. _____
- She won't try street food because she's afraid she'll get food poisoning. _____
- Yumi lost weight in Russia because it took a while to get used to the food. _____

- Travellers who are outgoing often hang out with the local people. _____
- Don't wear any expensive jewellery because you might get robbed. _____
- Ignacio likes to travel so he can lie around the house all day. _____
- Liu didn't find the people very welcoming and made lots of new friends. _____

4 Choose the correct option (a–d) to complete each sentence.

- I got a huge culture _____ the first time I visited Asia.
a scare c fear
b shock d clash
- There wasn't enough time to get a real _____ for the place.
a look c feel
b sight d emotion
- She always tries to get off the beaten _____ to escape the tourists.
a path c street
b road d walk
- We got _____ outside the hotel.
a theft c taken
b robbed d stolen
- Did you hang _____ with any local people?
a out c in
b up d by
- I'd prefer to be _____ to my own devices on holiday and not have a guide.
a used c taken
b found d left



5 Match the two parts of the sentences.

- | | |
|---------------------------------|-----------------------------|
| 1 I don't find the locals | a poisoning. |
| 2 I've never got food | b around the house all day. |
| 3 It's relaxing to lie | c all the sights tomorrow. |
| 4 The children quickly got used | d the same B&B. |
| 5 We're staying in | e very welcoming. |
| 6 I want to see | f to the different food. |

6 Complete the sentences with these verbs.

be find get go lie stay

- I don't want to _____ food poisoning.
- We're going to _____ with a host family.
- Let's _____ hiking in the mountains.
- We'll probably _____ around on the beach most of the week.
- Did you _____ the locals welcoming?
- Do you want to _____ left to your own devices?

7 Cross out the mistake in each sentence and write the correct word.

- We stayed with a B&B. _____
- It took a while to get using to the food.

- I found the people really welcome.

- She got food poisoned. _____
- We were left to his own devices. _____
- They saw all the sight. _____
- Have you ever got a culture shocking?

- They were robbery the first night.

8 Extension Complete the sentences with these words.

amenities availability down time excursion
overbooked secluded tourist traps wander

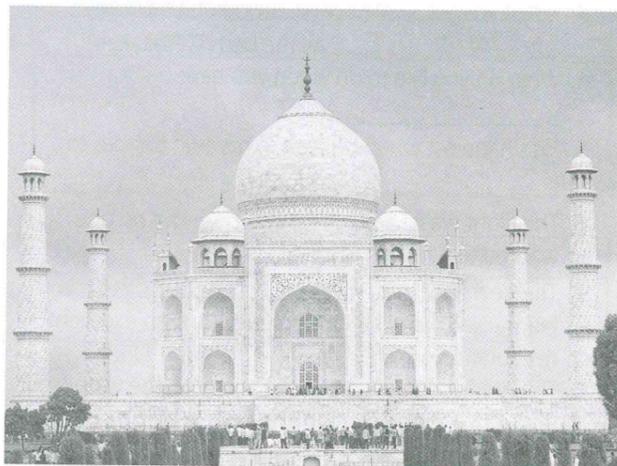
- After visiting Cuzco, we went on an amazing _____ to Machu Picchu.
- The resort was in a very _____ part of the island. It had its own beach!
- When we got to the hostel, they didn't have any _____. All the beds were taken.
- What do you like to do when you have _____?
- He's happiest when he's left to his own devices to _____ around the city.
- The flight was _____ but no one wanted to give up their seat.
- The new hotel has all the _____ you want – wifi, large flat-screen television, an excellent restaurant.
- The guide advised us that the shops on the waterfront are _____.

PRONUNCIATION

9 Listen to the sentences. Does the 'd' contraction you hear represent *would* or *had*? 2

- | | |
|-----------|-------|
| 1 a would | b had |
| 2 a would | b had |
| 3 a would | b had |
| 4 a would | b had |
| 5 a would | b had |
| 6 a would | b had |
| 7 a would | b had |
| 8 a would | b had |

LISTENING



10 Listen to a short environmental report about the Taj Mahal in India. Match the two parts of the phrasal verbs that you hear. Then practise saying the verbs.

3

- | | |
|-----------|---------|
| 1 pass | a out |
| 2 given | b after |
| 3 took | c up |
| 4 carried | d with |
| 5 stirred | e away |
| 6 came | f on |
| 7 deal | g up |
| 8 looking | h out |

11 Listen to the report again. Are the statements true (T) or false (F)? Practise saying the true statements.

3

- The Taj Mahal is a tomb for Princess Mumtaz Mahal.
- The princess died having her fourth child.
- The Taj Mahal is made of white ivory.
- The appearance of the building has changed over time.
- Scientists were able to work out the likely cause of the discolouration.

6 Human activity has created problems for the building.

- Mike Bergin is a well-known architect.
- The government in Agra acted to help reduce air pollution.

12 Choose the correct options. Listen again if necessary. 3

- Why was the Taj Mahal built?
 - as a resting place for a princess
 - to attract foreign visitors and boost the economy
 - to hold many of India's finest art masterpieces
- What city is the closest to the Taj Mahal?
 - Delhi
 - Agra
 - Mumbai
- What was the original colour of the building?
 - brown
 - yellow
 - white
- How many countries participated in the research?
 - 1
 - 2
 - 3
- What is an example of a fossil fuel?
 - oil
 - animal waste
 - wood
- What is Mike Bergen's job title?
 - architectural engineer
 - environmental engineer
 - air quality engineer
- What kind of fuel did Agra switch many trucks to?
 - propane
 - diesel
 - natural gas

13 Complete the sentences with a word or short phrase. Listen again if necessary. 3

- The Taj Mahal is the _____ of Princess Mumtaz Mahal.
- The building was constructed with _____ marble.
- The _____ of Agra has been growing rapidly.
- The Taj Mahal's marble began to _____.
- Research found two likely causes of the discolouration: _____.
- The research findings were discussed in the Indian _____.
- People in Agra have started using _____ to cook with.

GRAMMAR Present and past forms

14 Find and correct the mistakes in the sentences. Some sentences have more than one possible correct answer. There are two sentences that are correct.

- While we were waiting for the bus, I was seeing a poster for tours at the art museum.
- Melissa wanted to explore the city centre while it didn't rain.
- Enzo shared his photos from Singapore; he was hoping to make his friends jealous.
- Luis and I were stared at the painting for ten minutes, but we never figured out what it was.
- Ana was suffering from culture shock because she was being away from home for the first time.
- The manager offered me a discount when I called to purchase my ticket.
- While Eva and Eduardo were hanging out at the café, Lucas and Rafael were checked the train timetable.
- We listen to the tour guide's explanation, but my parents were buying postcards.

15 Complete the sentences with the correct forms of the verbs in brackets.

- Giovanni _____ (study) English for many years before he _____ (move) to Canada last month.
- Before we _____ (realize) it, Salma _____ (rush) to the front of the queue and bought our tickets.
- Ali _____ (read) yet another guidebook about New Zealand because she really _____ (want) to visit Auckland next year.
- Because Amelia _____ (take) a photography course, she _____ (know) exactly which camera to take on her last trip.
- Before he _____ (visit) the castle, Paul _____ (already, read) several books about its history.
- _____ Mary _____ (know) that there are three levels in that car park?
- Before Jakob _____ (tour) the museum, he _____ (get) a real feel for Athens from walking round its markets.

- Julia _____ (examine) the painting with great interest because she _____ (study) art history at university many years before.
- Chen _____ (hike) for eight hours before he _____ (find) a suitable place to set up his tent.
- Emma _____ (buy) some more souvenirs while her boyfriend _____ (wait) for his mobile to charge.

16 Put the words in the correct order to make sentences and questions.

- ever / Jasmin / abroad / has / travelled _____?
- to spend / in / semester / was / Ravi / this / Bologna / planning _____?
- is / has / he / Nico / never / scared of / been / because / surfing / the sea _____?
- very / with / has / food / Kari / poisoning / been / sick _____?
- for / Valparaiso / a / you / get / feel / real / did _____?
- happy / devices / to / to / own / her / left / Akita / wasn't / been / have _____?
- wanting / Minjoo / Sydney / years / to / for / visit / been / had _____?

17 Write a sentence about something you are doing, were doing or had done at the following times.

- 1st January _____
- last weekend _____
- last summer _____
- 10:30 this morning _____
- 9:00 last night _____
- right now _____

1B A place to stay

VOCABULARY BUILDING Phrasal verbs

- 1 Put the words in the correct order to make sentences and questions.
- you / make sure / look / your / sister / after / the / at / pool
_____?
 - queue / where / we / up / to / get / do / tickets / train
_____?
 - close / to / were / when / down / broke / Las Vegas / we / car / the
_____?
 - hanging / park / at / the / out / amusement / is / fun / lots of
_____?
 - up / where / drivers / pull / on / road / this / can
_____?
 - for / enough / whether / it / to / down / trip / comes / have / I / money / the
_____?
 - airport / the / who / going / is / to / up / him / pick / from
_____?

READING

- 2 Read the article. Sentences a–g below have been removed from the article. Decide which sentence belongs in each gap (1–6). One sentence is extra.
- _____ a Along these lines, you need to decide what type of lodging you are going to offer.
 - _____ b Make sure you plan your business with your customer in mind.
 - _____ c An empty hotel will not stay in business for long.
 - _____ d Why do people visit this community, and how can your hotel become a part of it?
 - _____ e How can your hotel make more money than you spend?
 - _____ f Have you dreamed of opening a hotel of your own somewhere beautiful?
 - _____ g Next, you need to decide what services your hotel will offer.

- 3 Do the statements match the information in the article? Is the information true (T), false (F) or not given (NG)?
- A hotel owner should charge enough for rooms to cover the costs of running the hotel. _____
 - Customers who pay more for rooms will be less concerned about service. _____
 - Offering the right special services to customers can bring more business to a hotel. _____
 - The Philippines offers the best diving in Asia. _____
 - Opening a new hotel can help people living in the local community. _____
- 4 Find a word from the article that matches each definition.
- something that doesn't succeed _____
 - to charge less than something is worth _____
 - an amount of money that is charged _____
 - a short pleasure trip _____
 - the feeling of a place _____

Living the dream 4



- Have you ever visited a hotel or B&B so peaceful that you thought about never leaving? (1) You are not alone. Most people have a fantasy of escaping their daily life for a new and exciting adventure, but a few people actually do it. So what does it take to start a small hotel or a B&B? What separates success stories from failures?
- First, you have to choose a location that will attract plenty of guests. (2) Additionally, those guests need to be willing to pay enough money for their rooms to cover the hotel's costs. Some new hotel owners underprice their rooms, or they open their hotel in a place so far off the beaten track that tourists won't spend enough on lodging to keep the hotel open. Often a hotel's success comes down to being in the right location.
- (3) Will you have a luxury resort charging high prices or a relaxing hostel where travellers can meet and make friends? (4) For example, travellers paying expensive room rates will expect the highest quality service, while those looking for an informal experience will be more satisfied by a friendly atmosphere than by expensive sheets. Give your customers what they want, and they will come back again and again.
- (5) Will you have a restaurant? Will you offer excursions like snorkelling trips or guided tours? If so, these services will cost money, and you need to make sure you charge enough to cover the expense. On the other hand, special services can be a major attraction for tourists. When Gabrielle and Matthew Holder left the UK for the Philippines to open their own resort, they chose a site where the diving is fantastic. Tourists travel from around the world to dive in this part of the Philippines, and they are attracted to a resort that offers organized diving tours.
- Finally, consider the community you are opening your hotel in. (6) Jonathan Baldrey spent three years renovating his hotel in Santo Domingo in the Dominican Republic to reflect the neighbourhood's fascinating history. Now it appeals to travellers who want to get a sense of the Dominican Republic's culture when they visit.
- Whether your dream is to own a luxury hotel or to open a peaceful B&B where you can meet and entertain guests from all over the world, the recipe for success is the same. Do your research, pick the perfect location, work out pricing and costs, and offer the right services and atmosphere for your customers. Do these things, and you too could be living your dream!

1C On the road

GRAMMAR *Used to and would*

1 A word is missing in each sentence. Read the four answer choices and choose the correct option to complete each sentence.

- I _____ to go to Namibia to visit my family every December.

a would	c use
b used	d has
- When _____ get ready to leave for Namibia, my family would remind me to prepare for the heat – temperatures in northern Namibia can reach 50 degrees Celsius!

a I'd	c I use
b I used	d I had
- When we finally got to Namibia, sometimes _____ go climbing on the Brandberg Mountain.

a we had	c we used
b we use	d we'd
- _____ admire Brandberg's ancient rock paintings.

a We had	c We used
b We use	d We'd
- I _____ to stand for hours and study the ancient artwork.

a would	c use
b used	d has
- Bushman/San hunter gatherers, people who _____ to live in the area more than 2,000 years ago, made this incredible art.

a would	c use
b used	d has
- They _____ make images of things from their everyday life, for example, the jewellery they wore and the animals they must have seen such as giraffes, elephants and snakes.

a would	c use
b used	d has
- I _____ to imagine a hunter hiding out in the very caves I was visiting, painting the scenes I was seeing so many years later.

a would	c use
b used	d has

2 Complete the sentences with these phrases. Use correct capitalization as necessary.

but she used to speak Malayalam
 my mother used to live on Kakkathuruthu
 she used to paint pictures
 used to love eating curries made with coconut and cinnamon
 would light lamps and fish in the lagoons
 would wear beautiful saris

- When she was a girl, _____
 a tiny island in Kerala (a state in southern India).
- My mother speaks mostly English now, _____
 with her family and friends.
- _____ of the many beautiful flowers around her home, such as purple water hyacinths drifting on the lakes.
- My mother _____ served on banana leaves.
- On Kakkathuruthu, my grandmother and her friends _____
 when they went to the market.
- At night, fishermen _____

3 Listen and choose the correct full form for the contracted 'd form you hear. **5**

- | | |
|----------------|------------|
| 1 a They would | b They had |
| 2 a She would | b She had |
| 3 a I would | b I had |
| 4 a we would | b we had |
| 5 a he would | b he had |
| 6 a I would | b I had |



Metal pails collect sap on a maple tree.

4 Choose the correct option to complete the text.

I live in Vermont, in the US, and, when I was younger, I (1) *used to help / used to helping* my parents make maple syrup every spring. We (2) *used to love / would love to* pouring the sweet, sticky syrup on everything from pancakes and waffles to ice cream! But making the syrup (3) *would took / took* a lot of work. The cold nights and warm days of spring got the maple trees ready to provide the sap (a thin, sugary liquid stored inside the trees) that we (4) *collected / use to collect* to make our syrup. To start, we (5) *would pull on / used pull on* our snow boots and warm jackets. Then we (6) *would go / used to* outside and make holes in the trees about an inch deep. Next, (7) *we had hang / we'd hang* buckets on the trees to collect the sap that would drip out of the holes. My grandparents used to have horses to pull the wagon holding the buckets from tree to tree, but we used a tractor. Once we had all the sap gathered, we (8) *would boil / would boiled* it for hours and hours in a special building called a sugarhouse until it (9) *was / used to* sweet, sticky and golden – it took about 35 gallons of sap to make one gallon of syrup! I (10) *never use to think / used to think* the sugarhouse was like a sauna, with all the heat and steam. Every year, when the syrup (11) *use to be / was* ready, we used to have a big party for all our friends to share the first batch.

5 Put the words in the correct order to make sentences and questions. Use the correct verb form.

- use / called / be / Constantinople / Istanbul / to
Istanbul used to be called Constantinople
- on / you / post / a / social media / lot / of / to / use / do
 / photos
- do not / cream / we / to / ice / after / school / use / get
 _____?
- the / I / TV / would / all / time / watch

- space / use / think / couldn't / people / to / everybody / go / into

- I / to / lot / read / a / of / novels / mystery / use

- use / we / holidays / skiing / never / to / go / on

- hair / your / be / use / did / to / blond
 _____?

6 Read the letter Petra wrote to her grandfather when she studied in Croatia several years ago. Then write about Petra using *would* and *used to*.

19th March, 2015

Dear Grandpa,

I love being an exchange student in Croatia! There's so much going on. Every day before class, I meet my friend Lorena for coffee. Then I ride my bike to school, while Lorena goes to her job at the hospital. On Mondays, Wednesdays and Fridays, I study English and chemistry. On Tuesdays and Thursdays, it's maths and history. I study every night at the library, but I never study at the weekend.

At the weekend, I like to hang out with my friends – sometimes we go snorkelling or hiking. Last weekend, we went to see the ancient city walls in Dubrovnik. And next weekend, I think we're going to Lokrum, a beautiful island with amazing forests.

In your last letter, you asked if I'd been going out to listen to music. Well, my friends and I don't go to concerts because they're too expensive. We usually just enjoy streaming music at home.

Love,

Petra

While studying in Croatia in 2015 ...

- _____ every day before class.
- _____ bike to school.
- On Mondays, Wednesdays and Fridays,

- _____ on Tuesdays and Thursdays.
- _____ at the library.
- _____ at the weekend.
- _____ hang out with her friends at the weekend.
- _____ because they were too expensive.

1D How Airbnb designs for trust

TED TALKS

AUTHENTIC LISTENING SKILLS

1 Listen and complete the extract with the words you hear. 6

(1) _____ the day after graduating from design school and (2) _____ having a yard sale. And this guy (3) _____ up in this red Mazda and he (4) _____ looking through my stuff. And he (5) _____ a piece of art that I made. And it turns out (6) _____ alone in town for the night, driving cross-country on a road trip before he goes into the Peace Corps.

WATCH

2 Number the statements about Joe's life in order.

- _____ a Joe and Brian build a website and launch their business, Airbed and Breakfast.
- _____ b Now, 785,000 people in 191 countries use Airbnb each day.
- _____ c Joe moves to San Francisco and, after two years, is unemployed.
- _____ d Joe learns that online reviews help to build trust and reduce social bias.
- _____ e Joe suggests to his roommate, Brian, that they host people in their home during a major design conference.
- _____ f Joe hosts his first house guest shortly after finishing design school.

3 Choose the correct option to complete the sentences.

- 1 Joe *had / used to have* a yard sale when he finished design school.
- 2 The "Peace Corps guy" *would buy / bought* a piece of art from Joe.
- 3 Joe and Brian *used to be / would be* roommates in San Francisco.
- 4 On the old website, people *didn't use to write / would write* negative reviews.
- 5 In the early days, Joe *would take / had taken* the customer service calls himself.
- 6 One time, some hosts *used to take / took* their guest to the hospital when he had a heart attack.
- 7 According to Joe, good design *has helped / used to help* people to overcome their biases.

4 Read the sentence and paragraph below. Look at the places in the paragraph marked by a, b, c and d. In which place could the sentence be added to the paragraph? Choose a, b, c or d.

This information comes in two forms: information the host shares about themselves and customer reviews.

Joe Gebbia argues that design is able to change the way people relate to one another. (a) By creating hidden guidelines for users, such as the size of a response box, the website encourages people to share just enough information about themselves to create trust, but not so much that people become frightened. (b) Gebbia recognizes that people don't naturally trust strangers and need to learn more about them before opening their homes. (c) Gebbia had to experiment with the review process before arriving at the current format, but he learned that the best approach was to wait until both host and guest had written their reviews before the reviews are revealed. (d) This way, reviewers are not biased by what the other person has written and give more honest feedback.

VOCABULARY IN CONTEXT

5 Match the words and phrases (1–6) with the sentences that illustrate them (a–f).

- 1 keep in touch _____
- 2 broke _____
- 3 rush _____
- 4 anxiety _____
- 5 up for it _____
- 6 trip up _____

- a Mark gets so **nervous** when he travels that he has difficulty sleeping.
- b Leticia didn't notice how much money she had been spending until she saw a **zero balance** in her bank account.
- c When So-Jin first started studying English, the different accents she heard really **confused** her.
- d My uncle didn't wake up when his alarm rang, and he had to **hurry** to get to his appointment on time.
- e My cousins and I don't live in the same city, but we make sure to **call each other every week** to see how things are going.
- f I wanted to see the new movie last night, so I called my friends to see if they were **interested in joining me**.

1E Trip advice

SPEAKING

Useful language

Making suggestions

If sports / sightseeing is their thing, then the best place to go is ...

If they want to experience a genuine local night out, I'd suggest trying ...

If they're only staying here for a short while, they should probably ...

If you ask me, the one place they really have to go to is ...

Reacting to suggestions

If they'd rather try something different, ... might be worth a go.

I wouldn't bother going to ... , personally.

They'd be best (off) going to ...

1 Complete the sentences with these phrases. Then listen to check your answers. 7

a short while	be best (off)
'd suggest trying	experience a genuine
rather try something	's their thing
the best place	the one place
they should probably	worth a go
wouldn't bother going	you ask me

If sightseeing (1) _____, then (2) _____ to go's the old town. If they want to (3) _____ local night out, I (4) _____ the Volks tavern. If they're only staying here for (5) _____, (6) _____ see the castle. If (7) _____, (8) _____ they really have to go to is the beach. If they'd (9) _____ different, Camden Market might be (10) _____ I (11) _____ to the TV tower, personally. They'd (12) _____ going to the aquarium.

2 Match the beginnings (1–8) with the endings (a–h) to make recommendations from a TV travel programme about Barcelona. Then listen and check your answers. 8

Barcelona truly is one of the world's best-loved destinations.

- 1 If you're only staying here for a short while, _____
 - 2 And if you ask me, _____
The nature-inspired cathedral designed by Antoni Gaudi is still being built more than 135 years later.
 - 3 If you'd rather try something outside, _____
 - 4 If sport's your thing, then _____
 - 5 Barcelona is famous for its cuisine, but if you want to buy some fresh food, _____
 - 6 You'd be best off going to La Boqueria, _____
 - 7 If you want to experience a genuine local night out, _____
 - 8 Then, head down La Rambla to the Plaça Reial to enjoy some more amazing tapas in one of the many small and friendly cafes, _____
- a before finding a club to dance the night away.
 - b I wouldn't bother going to the supermarkets, personally.
 - c I'd suggest starting with some traditional tapas in a restaurant in the Raval district.
 - d one of the last covered markets in Europe, and sampling the wonderful range of food and drink on offer.
 - e Park Guell will definitely be worth a visit. This sculpted garden is a favourite with locals and tourists alike.
 - f the best place to go is the Olympic stadium. Home to the 1992 Games, this beautiful stadium also has great views over the city.
 - g the one place you really have to go to is the Sagrada Familia.
 - h you should probably hop on the *Bus Turistic* and see all the most famous attractions from an open-top double-decker bus.

3 Some friends from another country are coming to visit your city. Make notes on the best advice and recommendations you can give them for what to do in the area. Use the useful language.

4 Listen to a conversation between a student and a school counsellor, and then answer the question. 9

Question: Make notes on how you would briefly summarize the issue the two speakers are discussing. Then add notes about which solution you recommend and give reasons to explain why. Speak for one minute and record yourself.

Then listen to the sample answer. 10

WRITING A review

5 Read the extracts from all four reviews. Then give each one a different star-rating, from one (★☆☆☆) to four (★★★★) stars.

- The outdoor market was one of the highlights of the trip. We enjoyed browsing the stalls and looking at all the local goods and crafts. Unfortunately, they charge higher prices to tourists, but I imagine that happens everywhere. It's still a good place to buy souvenirs, and well worth a visit. ★☆☆☆
- The dining area was too dark, and the service was terrible. Our food took a long time to arrive, and when it did, the wrong dish was served to my sister. Also, everything was cold and poorly presented. What's more, it was expensive! I'd definitely give this restaurant a miss if I were you. ★☆☆☆
- The walking tour of the city was a bit disappointing. It was advertised as a one-hour event but it finished after 45 minutes, which was surprising. Some of the sights were cool, but the tour guide didn't really give us much information about them. For €10, it's just not worth it. ★☆☆☆
- The three-day art course was the best thing I did all summer! The teacher was excellent and encouraged us all to try new art styles and techniques. I can't believe how much I learned in just a few days. Doing this course gave me so much confidence. I can't recommend it enough. ★☆☆☆

6 Complete the review with these words and phrases.

arranged	enjoyed
fun	love
On top of that	One other thing was that
recommend	special
what's more	which

Adventure-Break is an organized holiday in Scotland which offers a range of adventure sports and other activities. Two of my friends and I booked an *Adventure-Break* last month. In the beautiful and wild Scottish countryside, we (1) _____ a variety of outdoor pursuits, including canoeing, mountain biking, hiking and even sea kayaking. It was a memorable experience for all the best reasons! What I particularly like is that everything is (2) _____ for you, (3) _____ is very convenient. You choose your accommodation in advance – camping or staying in a chalet – and the adventure starts as soon as you arrive. (4) _____, they have their own chefs who cook the most delicious meals for everyone. The guides do everything they can to make sure you enjoy your holiday and, (5) _____, they're great (6) _____. You can do as many

activities as you want every day. (7) _____ we met lots of people from different countries. We became really good friends with some of them, which was (8) _____. If you like doing outdoor activities and meeting new people, you'll (9) _____ *Adventure-Break*. I can't (10) _____ it enough!
—Javier Sánchez, Spain

7 Read Javier's review again. Are these statements true (T) or false (F)?

- Adventure-Break* is suitable for people who enjoy doing sports. _____
- Javier and his friends went on an *Adventure-Break* last year. _____
- Most of the activities are done outside. _____
- Javier tells us that the *Adventure-Break* was unforgettable. _____
- People going on *Adventure-Breaks* have to find and arrange their own accommodation. _____
- Adventure-Break* participants take turns cooking for each other. _____
- Javier was impressed with the guides. _____
- There is no daily limit to the number of activities participants can sign up for. _____
- Adventure-Break* is only available to people from Spain. _____
- Overall, Javier gives the experience a very positive review. _____

8 You see this announcement in a travel magazine.

Travel reviews wanted

Have you taken a holiday to a place you found particularly impressive or disappointing? Write us a review saying where you went and explain why. Tell us whether or not you would recommend this place to others. The best reviews will be published in next month's travel magazine.

Write your review.

Review

1 Choose the correct options to complete the email.

Hi Yumi,

We've just got back! At first, we stayed in a (1) _____. It was in the mountains, and the view (2) _____ my mind. However, I got food (3) _____ in the first week, so we looked for somewhere else to (4) _____ with Airbnb. Next year, I'm (5) _____ camping – then I'll be able to get off the (6) _____ track more and get a better feel for the place.

Best,
Tania

- | | | | |
|----------------|------------|------------|-------------|
| 1 a B&A | b B&B | c A&B | d B&C |
| 2 a blew | b rushed | c shocked | d left |
| 3 a poison | b poisoner | c poisoned | d poisoning |
| 4 a lie around | b stay | c live | d hang out |
| 5 a being | b doing | c going | d getting |
| 6 a beat | b beating | c beats | d beaten |

2 Complete the words in the sentences. Some of the letters are given for you.

- It was a real c _____ t _____ shock at first.
- The locals were so friendly and w _____ c _____.
- They saw most of the s _____ in the first few days.
- Sitting by the plane window reduces my a _____.
- It's a pity that we didn't keep in t _____ after the holiday.

3 Put the words in the correct order to make questions.

- your / package / Jamaica / tour / meals / did / in / include _____?
- about / long / how / at the end of the road / they / known / the private beach / have _____?
- rented / who / to / beach / house / their / you _____?
- lunch / where / guide / us / the / after / meet / telling / is / to _____?
- taken / climb / souvenirs / have / what / as / their / of / trekkers _____?

4 Match the two parts of the sentences.

- Every day – well, most days! – _____
- Because I have a meeting tomorrow, _____
- Yesterday _____
- My leg hurt while _____
- By the time my older brother got home, _____
- When my friend started coming with me to work out, _____
- When I had classes in the afternoon, _____
- a I'd come back from the gym.
- b I would go to the gym in the morning.
- c I'd already been going to the gym for a while.
- d I go to the gym.
- e I was running at the gym.
- f I'm going to the gym today.
- g I went to the gym.

5 Decide if the words in bold are correct or incorrect. Change the sentences which are incorrect.

- When I lived in Costa Rica, I **would go jogging** every morning before breakfast. _____
- Did you used** to eat beans for breakfast? _____
- I **would to want** to study abroad. _____
- She didn't **would to have** short hair. _____
- My grandmother **used tell** me stories about when she was growing up in Shanghai. _____
- Did you **use to ride** your bike to school? _____
- I **never use to eat** a lot of sugary snacks. _____
- He doesn't **used to usually study** at the library. _____

2 The business of technology

2A On the job

VOCABULARY Setting up a new business

1 **Revision** Cross out the mistake in each sentence and write the correct word.

1 She is in charge for the marketing team.

2 I work on the construction industry.

3 The job market is very competition.

4 I'm looking for a fully-time job.

5 Cleaning is not a very well-paying job.

6 He's responsible at sales.

7 Farming is a physically demanded job.

8 Doctors have to work extremely long hour.

2 **Revision** Complete the sentences with these words.

badly	charge	flexible	industry
part-time	prospects	responsible	stressful

1 Are you _____ for the advertising?

2 Working in a hotel is quite _____ paid, so tips are much appreciated.

3 The job is so _____ I'm not sleeping very well.

4 Our trainee engineers have excellent career _____.

5 Our manager is in _____ of over 100 people.

6 They want _____ people who don't mind change.

7 It's a _____ job, from 9 to 2.

8 Do you work in the sports _____?

3 **Match the words to make phrases connected to business.**

- | | |
|----------------|-----------------------|
| 1 handle | a a good deal |
| 2 deal with a | b money |
| 3 raise | c stress and pressure |
| 4 put together | d a team of people |
| 5 negotiate | e something new |
| 6 invent | f range of people |

4 Do you connect these activities more with people or with products? Complete the table.

distribute invent market meet negotiate network

People	Products



5 **Choose the correct option (a–d) to complete each sentence.**

1 The company needs to _____ another million dollars from the investors.

- a raise
- b deal
- c lend
- d figure

2 Don't forget to hand out your business card when _____.

- a inventing
- b networking
- c getting on
- d putting together

3 We _____ a good price with the supplier.

- a managed
- b got on
- c negotiated
- d handled

4 The company was able to _____ from a bad year of sales.

- a redesign
- b accept
- c repair
- d recover

5 I'm responsible for _____ the marketing department.

- a dealing with
- b distributing
- c getting on
- d negotiating

6 The manager _____ together a team of engineers for the project.

- a hold
- b put
- c send
- d manage

6 **Complete the sentences with the correct word. The first letter is given for you.**

1 Positive comments on social media can r _____ a new company's profile significantly.

2 Remember, you can n _____ anything.

3 The director puts a lot of p _____ on the managers.

4 We're planning to d _____ our products in Europe.

5 How do you plan to m _____ your new product?

6 The t _____ they put together includes sales people in Europe and Asia.

7 The company is based in an o _____ in the city centre.

8 It's important to n _____ with people from other companies when you go to a conference.

7 **Extension** Are the statements true (T) or false (F)?

1 The **founder** of a company has established it. _____

2 If you describe yourself as **proactive**, you enjoy working outdoors. _____

3 To **outsource** means to use suppliers outside your company for goods and services. _____

4 If negotiations are **delicate**, it means they are difficult. _____

5 A **self-starter** is someone who starts new companies. _____

6 A **team player** gets on well with other people at work. _____

7 The **chair** of a meeting is an important piece of furniture. _____

8 A **systematic** employee is good at planning. _____

8 **Extension** Complete the sentences with these words.

chair	delicate	founder	outsourced
proactive	self-starter	systematic	team player

1 She isn't a _____ and is difficult to work with.

2 The _____ is going to introduce the speakers.

3 We're having _____ talks with our partners at the moment, so it's a bit risky.

4 I'm not very _____ so the project looks a bit disorganized.

5 The company is looking for a _____ for this role.

6 She is the _____ of the business, which has been going since 2005.

7 The hotel _____ the cleaning to a local company.

8 I'm very _____ and good at making things happen.

PRONUNCIATION

9 Listen to the questions. Does the intonation rise or fall at the end of the question? Practise saying the questions. **11**

- 1 Isn't there a more secure way to shop online?

- 2 You fell for an online scam? _____
- 3 Do you think it's a good idea to post that?

- 4 Wouldn't it be great to start your own company?

- 5 Why do you want to do that? _____
- 6 Wouldn't it be better to help people in need?

- 7 Haven't you ever had that problem?

- 8 Why aren't they marketing the product yet?

LISTENING

10 Listen to the speaker. Complete the sentences about the short lecture. **12**

- 1 Good _____ might save the world one new idea at a time.
- 2 Designers have always dreamed up _____ goods.
- 3 New products include _____ roof tiles, electric motorcycles and more.
- 4 The _____ Design for Extreme Affordability course is at Stanford University.
- 5 Some entrepreneurs are taking a look at the concerns of people in _____.
- 6 Designers are creating products to meet communities' most _____.
- 7 Problems from healthcare to _____ water can have affordable, beautifully designed solutions.



orange breasted sunbird

11 Now listen to the description of four innovative products. Match the description with the product. **13**

- | | |
|--------------------------------------|---------------|
| 1 gives hours of safe heat | a Q Drum |
| 2 costs around a dollar | b The Embrace |
| 3 holds almost 50 litres of water | c Respira |
| 4 stops harmful bacteria and viruses | d LifeStraw |

12 Listen to the speaker. What is the main idea of her talk? **14**

- a the positives and negatives of sustainable eco-tourism
- b the benefits brought by conservation entrepreneurs
- c the need for entrepreneurs to protect the natural world
- d the entrepreneurial spirit of young African people

13 Listen again and choose the correct options. **14**

- 1 What example does the speaker give of *sustainable eco-tourism*?
 - a national parks
 - b plant and animal habitats
 - c private nature reserves
- 2 What species does she describe as rare?
 - a coral lagoons
 - b the Fynbos plant
 - c orange-breasted sunbirds
- 3 Who refers to the area the speaker describes as the "Cape Floral Kingdom"?
 - a botanists
 - b Lutzeyer
 - c natives
- 4 How did the Lutzeyers raise money for the reserve?
 - a they raised the money themselves
 - b they used banks in nearby Cape Town
 - c they sold the abandoned farms and lands
- 5 How would you describe the attitude of the local people living near the reserve?
 - a unconvinced
 - b suspicious
 - c supportive
- 6 What does the speaker describe Grootbos as being part of?
 - a a conservation effort
 - b a worldwide trend
 - c our natural world

GRAMMAR Present perfect forms and past simple

14 Choose the correct options to complete the conversation.

A: What (1) *are you learning / did you learn / have you learned* since starting your own company?

B: The most important thing I (2) *have learned / have been learning / learned* is that you have to be able to deal with failure in this business. But you can learn from failure.

A: When (3) *did you start / have you started / have you been starting* your company?

B: In 2012, my friends and I (4) *have started / started / have been starting* creating what eventually became our app. We had been working on it for two years before we (5) *have decided / have been deciding / decided* to get serious and quit our jobs to work on the app full-time.

A: Who (6) *have worked / has been working / worked* with you since the beginning?

B: Well, my friends Martin and Keiko (7) *have been / were / have been being* with me since I started. Then, a couple of years ago when the workload (8) *has become / has been becoming / became* too much, and we (9) *have been having / had / have had* extra money, we (10) *hired / have been hiring / have hired* a few more people, and so on. Now we have 15 people working with us.

A: And how do you define your current success?

B: For me, it (11) *wasn't / hasn't been being / hasn't been* about earning tons of money or having power or influence. I'm successful because I like what I do, and I have fun doing it. When it stops being fun, that's when I'll consider doing something different.

15 Complete the sentences with these words and phrases.

claimed	dreamed
has invented	has notified
have been attracting	have been negotiating
have failed	have risen
have run	haven't been advertising
made	

- 1 Companies like ours _____ in print magazines or newspapers.
- 2 The company's founder _____ that he slept only three hours a night.
- 3 Many businesses _____ because they _____ out of money.
- 4 Technology companies _____ the attention of investors for years.
- 5 The competition _____ an app that works faster than ours.
- 6 In the 2000s, many people _____ of becoming tech millionaires.
- 7 Our profits _____ 5% in the last year thanks to automation.
- 8 We _____ a profit for the first time after three years in business.

9 The investors _____ with a bank for more money.

10 The marketing team _____ our customers about the merger on social media.

16 Complete the article with the correct forms of the verbs in brackets.

Young Entrepreneurs in India

In recent years, kids in India (1) _____ (make) a difference in important ways. A number of high school students (2) _____ (become) entrepreneurs. Young entrepreneurs, sometimes called "schoolpreneurs", (3) _____ (realize) that starting businesses is important for India's economic development.

Possibly the most famous young technology entrepreneurs in India are Shraavan and Sanjay Kumaran, brothers and high school students from Chennai. They (4) _____ (create) GoDimensions in 2011 – when they were just 12 and 10 years old. In total, they (5) _____ (develop) seven apps which are available in the Apple App Store and three Android apps for the Google Play Store. People (6) _____ (download) the apps more than 70,000 times! Shraavan and Sanjay claim to be the youngest mobile app developers in India at 16 and 14 years of age. They (7) _____ (give) presentations at a TedX Youth conference in 2015, and plan to donate 15% of their profits to charity.

Fortunately, investors (8) _____ (be) willing to take a risk with young entrepreneurs – they are more interested in good business ideas than in the age of the entrepreneur!

17 Complete the sentences using the correct forms of the verbs in brackets.

- 1 For as long as she can remember, people _____ (ask) Leanna Archer what makes her hair look so beautiful.
- 2 Leanna _____ (decide) to try to sell her all-natural hair product to people she _____ (know).
- 3 She _____ (put) the special hair product in small containers and _____ (give) samples to her friends and their parents.
- 4 They _____ (like) it so much, they were willing to pay for it!
- 5 So Leanna _____ (start) her own hair-care company, Leanna's Essentials, when she _____ (be) just thirteen.
- 6 Since then, thousands of people _____ (be able) to enjoy Leanna's products.

2B Spreading fast

VOCABULARY BUILDING Adjective and noun collocations

1 Complete the sentences with these adjectives.

distant	luxury	normal	official
personal	second-hand	well-paid	

- Be careful with your _____ details so criminals cannot steal your identity.
- I like to stay at _____ hotels when I travel; they're expensive, but it's worth it.
- These shoes were only half the _____ price, so I bought them right away.
- I've been researching online to try to find some of my _____ relatives and get in touch.
- Has the university sent you your _____ letter of acceptance yet?
- Jana has got an interesting and _____ job for the summer.
- I'd like to buy a good _____ car when I graduate.

READING

2 Read the information. Match the information (a–f) with the paragraphs (1–5). Paragraph numbers may be used more than once.

- an example of a successful emotional advert _____
- details of advertising fifty years ago _____
- examples of adverts that used the same marketing strategy _____
- context for how companies can succeed in advertising today _____
- restates information given in other sections _____
- discusses how games and advertising are related _____

3 Complete each sentence with the correct ending based on information from the text.

- Viral marketing campaigns usually _____
- Playworld was able to _____
- Lay's contest to create a new crisp flavour _____
- Chipotle's Scarecrow game _____
- Emotional responses to advertising content _____
- A successful advertising campaign _____
 - take advantage of the reasons that people share information on social media.
 - is appealing to a wide range of people.
 - received millions of entries.
 - get free advertising by getting communities involved.
 - was downloaded thousands of times.
 - cause people to share the content with others.

4 Do the statements match the information in the article? Write true (T), false (F) or not given (NG).

- Companies can make more money through advertising now than they could fifty years ago. _____
- A company has to understand why people share on social media in order to make a successful advert. _____
- An advert that gets an emotional reaction from consumers is less likely to be a success. _____
- The Dove advert was successful because women felt emotionally connected to its message. _____
- Prizes are more effective than games at getting consumers to share an advert. _____

Going viral 15



1 Fifty years ago, companies trying to increase awareness of their products knew exactly how to reach consumers. They focused their advertising efforts on television, newspapers and magazines, and spent time developing creative adverts that they knew millions of people would see. But today's consumers are flooded with information on a daily basis. In the age of social media, over 4.75 billion pieces of content are added to social media sites every 24 hours. How do companies and their products get noticed? Getting social media users to share content is important to success. Going viral, or having content shared quickly with many users, can make millions of pounds for a company. But how can a company create a viral marketing campaign? It has to understand why people share information and then use that in its advertising.

2 Emotion is a powerful reason that social media users share content. When a user feels a strong connection to an advert, whether that emotion is joy, sadness or even anger, they are much more likely to share that advert with others. Take, for example, the advertising campaign about "real women" by the beauty brand Dove. In this advert, an artist draws two pictures of a woman without seeing her. One picture is based on that woman's description of herself, and the other is based on a description from someone who knows the woman. The pictures clearly show how the woman is critical of herself while others see her in a much more positive light. This advert appealed to the emotions of a diverse range of women, who could relate to its message. It was shared nearly 3.8 million times in a month.

3 But an advert doesn't have to be serious to get attention and shares. Some companies have had great success by offering games or prizes to social media users. The fast-food chain Chipotle Mexican Foods released an advert called "The Scarecrow" that had both a short film and a free game that users could download. The game had more than 250,000 downloads within four days of its release. This type of advertising is even more effective because a user is reminded of the company every time they open the app to play the game.

4 Social media users also love prizes. The crisp company Lay's increased its sales in the US by 12% with a viral campaign asking users to create a new flavour of crisp. The winning flavour, cheesy garlic bread, was selected from almost four million ideas. The playground manufacturer Playworld offered two free playgrounds to users who liked the company's social media page and wrote an essay about why they wanted to bring a playground to their community. Not only did visits to the company's social media page increase significantly, many communities worked together to try to win the playground, and local newspapers and TV news programmes covered the contest at no cost to Playworld.

5 For an advertising campaign to succeed today, it has to appeal to people of many ages in many places. The companies producing the most successful adverts are those that understand the reasons why people share and make their adverts with those reasons in mind. Advertising is certainly different to what it was fifty years ago, but the profits from a great campaign can still be huge.

2C Tech my advice

GRAMMAR Verb patterns *-ing* or infinitive with *to*

1 Choose the correct option to complete the sentences.

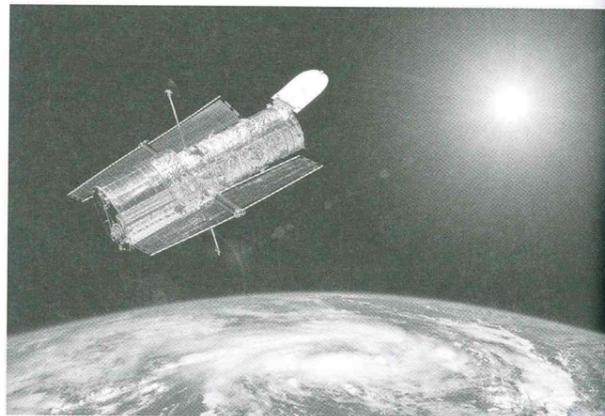
- Nacho won't admit *using / to use* social media.
- She decided *closing / to close* her social media account.
- He hopes *receiving / to receive* a letter from the university soon.
- Esteban needs *planning / to plan* carefully for the future.
- When a website says it uses cookies, do you agree *continuing / to continue* using it?
- Her parents want her to delay *using / to use* social media for as long as possible.
- I didn't intend *offending / to offend* anyone with the post I wrote.
- Eva refused *accept / to accept* Ivan's friend request on social media.

2 Choose the correct option to complete the sentences.

- 3-D printing is something experts expect _____ a big role in the future.
 - play
 - to play
 - playing
- Some people hear about amazing objects made by 3-D printers and start _____ they can make the same things themselves.
 - believing
 - believe
 - to believe
- 3-D printers allow designers _____ new concepts.
 - to test
 - testing
 - test
- Experts think _____ human tissue with 3-D printers is a distant possibility.
 - to produce
 - produce
 - producing
- With 3-D printers, researchers can avoid _____ costly mistakes.
 - make
 - to make
 - making
- If a student needs _____ a model for a science project, a 3-D printer can be useful.
 - to make
 - making
 - make

3 Are the words in bold correct or incorrect? Correct those that are incorrect.

- For several decades, robotics companies in Japan have been working towards their ambitious goal – they intend **creating** a perfect humanoid robot.
- They hope, one day, **being** able to make androids look exactly like humans.
- Some scientists are also trying **to give** their androids a personality.
- However, there are people who simply refuse **accepting** a future where robots and humans live and work side by side.
- Other people don't mind **to think** about a future where robots play an important role.
- Personally, I think I would enjoy **to interact** with a robot that can think, act and relate to humans.
- If asked, I'd certainly agree **to have** an android do chores around my house.
- The question is, will we ever regret **to make** robots so like humans?



4 Complete the conversation using the correct form of the verbs in brackets. Use verb + *-ing* or infinitive with *to*.

- A:** Have you heard of the Hubble Space Telescope?
B: Yes, I have! It's used (1) _____ (study) our solar system.
A: Do you know how big the telescope is?
B: I know that the Hubble designers dreamed of making a bigger telescope, but they had to compromise. In the end, they managed (2) _____ (design) a smaller telescope that orbits 350 miles above Earth.

A: Did they do a lot of tests before sending it up in space?

B: They did. In fact, one astronaut wanted (3) _____ (guarantee) the telescope could be fixed in space, so he went to the Smithsonian's National Air and Space Museum and practised (4) _____ (fix) its Hubble replica.

A: What does the Hubble do?

B: Well, one thing is that it allows us (5) _____ (see) stars that are billions of light years from Earth. Hubble researchers are determined (6) _____ (keep) exploring our solar system.

5 Write sentences that are true for you. Use these prompts and verbs with *-ing* or infinitive with *to*.

- I always try _____
- I avoid _____
- Sometimes I miss _____
- When I finish _____
- I am considering _____
- As soon as I can, I hope _____

6 Complete the sentences with the objects and the correct forms of the verbs in brackets.

- The teacher asked _____ (me, arrange) a meeting with my parents.
- Our teacher expects _____ (us, text) each other in English for more practice.
- My father can't stand _____ (me, check) my phone constantly.
- Karl watched _____ (her, carry) four heavy bags and didn't offer to help.
- The neighbours invited _____ (us, swim) in their pool.

- The airline strike has delayed _____ (me, travel) to Santiago.
- You can't expect _____ (him, be) happy with the decision.
- The manager chose _____ (her, play) in the match.

7 Read the sentences. Circle the direct object and underline the indirect object.

- Can you email me the directions when you can?
- His aunt gave him money for his class trip.
- The teacher read the children a story.
- Can you pass me a pen to write the list?
- Here, I'll lend you my phone to call him.
- Veronica bought her parents tickets for the opera.

8 Complete the sentences with direct and indirect objects and/or verbs with *-ing* or infinitive with *to*.

- They promised _____
- I don't expect _____
- It bothers me when people ask me _____
- I'm going to lend _____

2D This is what happens when you reply to spam email

TED TALKS

AUTHENTIC LISTENING SKILLS

- 1 Read statements from James Veitch's TED Talk. Practise reading the responses aloud using intonation and pitch to show surprise. Record and then listen to yourself. 16

- We shall be shipping gold to you.
Response: Shipping gold to me?
- There's no point doing this at all unless you're shipping at least a metric tonne.
Response: A metric tonne?
- I'm a hedge fund executive bank manager.
Response: A hedge fund executive bank manager?
- We're ready for shipping as much gold as possible.
Response: As much gold as possible?
- I was in Sainsbury's the other day and there were, like, 30 different varieties.
Response: 30 different varieties?
- When we email each other, we need to use a code.
Response: A code?
- Send £1,500 via a Giant Gummy Lizard.
Response: A Giant Gummy Lizard?
- I am Winnie Mandela, the second wife of Nelson Mandela, the former South African president.
Response: Winne Mandela?

WATCH

- 2 Choose the correct option to complete the sentences.
- James refused *accepting* / *to accept* only 25 kilograms of gold from Solomon.
 - Instead, he offered *to receive* / *receiving* a metric tonne of gold.
 - James enjoyed *corresponding* / *to correspond* with Solomon so much that he cancelled plans with friends.
 - Apparently, Solomon planned *spending* / *to spend* his earnings on buying property.
 - James doesn't mind *to waste* / *wasting* spammers' time.
 - In corresponding with spammers, James recommends *creating* / *to create* a separate email account.
 - James never agreed *to send* / *sending* money to the person who claimed to be Winnie Mandela.
- 3 Choose the correct options.
- What is the main topic of the talk?
 - Gold is a solid investment.
 - Answering spam emails can sometimes be fun.

- More people should try hummus.
 - Nelson Mandela was an important South African leader.
- 2 According to James Veitch, what do spammers often do to encourage people to participate in their schemes?
- They tell you they know where you live.
 - They ask for personal information about you.
 - They share their hopes to make you feel empathy.
 - They offer more money in each email.
- 3 What does Veitch imply when he says "Don't use your own email address because that's exactly what I was doing at the start and it was a nightmare."?
- That a spammer will sell your email address to other spammers.
 - That people send a lot of emails at night.
 - That it's dangerous to reveal your real identity.
 - That most people use only one email address.
- 4 What can be inferred about James Veitch?
- He thinks spammers don't cause any harm.
 - He wishes he were a bank manager.
 - He enjoys pointing out the absurdity in people's words and actions.
 - He doesn't care about other people.

VOCABULARY IN CONTEXT

- 4 Match the words and phrases in bold (1–6) with the synonyms (a–f).
- I will call my brother tonight. We have an important **issue** to discuss. _____
 - Kenneth keeps giving his homework in late, so Sheila told him he needs to **stop that behaviour** and start taking his studies seriously. _____
 - Raquel was surprised when her sister **appeared** at her shop one afternoon. _____
 - Jaime was trying to tell jokes, but when nobody laughed, he realized that he had **said something wrong**. _____
 - Jasmine has always enjoyed studying science; biology particularly **interests** her. _____
 - When Gene saw the mess that the children had made, he was upset that the situation had got **out of control**. _____
- intrigues
 - turned up
 - matter
 - out of hand
 - knock it on the head
 - gone too far

2E Investment opportunity

SPEAKING

- 1 Listen and complete the useful language with the correct auxiliary verb, then write the original idea. 17

- Do n't you think it'll be a mistake?
I think it'll be a mistake.
- _____ n't you find it really annoying?
- _____ n't you ever seen that happen?
- _____ n't it look a bit weird if you do that?
- _____ n't that a bad idea?
- _____ n't we wait five more minutes, please?
- _____ n't you see her yesterday?
- _____ n't you finish your homework first?

- 2 Write a negative question to challenge each of these opinions or ideas using the words in brackets.

- I'm going to have another piece of cake.
(had enough already)
- Climate change isn't my problem.
(all responsible / environment)
- I'm going to buy the latest laptop.
(wait / the sales)
- I want to be a famous actor.
(need / plan B)
- I'm going to watch films all day.
(play / football)

- 3 Look at these situations and decide what your opinions are. Then use negative questions to express your comments on the situations.

- Your English teacher gives you four pieces of homework in one day.
- The government is cutting funding to youth projects.
- Scientists have found a way to change babies' eye colour.
- A friend of yours has found a bag containing £1,000 in the street.
- A company is considering building a big hotel on a nature reserve.
- A friend is too lazy to study for their exams.

- 4 Your school wants to protect itself from cybercrime. Below are some ideas that they are considering and a question for you to discuss. Make notes and then talk about the benefits and drawbacks of these ideas. Record yourself. Then listen to a sample discussion of the topic. 18

What are the benefits and drawbacks of these IT security ideas?

- backing up computers every hour
- permanently recording all activity of every user
- only allowing students to use their own devices

WRITING Persuasive writing

- 5 Match the steps for writing a persuasive text (1–4) with the examples (a–d).

- 1 Grab the reader's attention and stimulate a shared experience. ____
- 2 Persuade the reader to continue reading by saying that a solution will be provided. ____
- 3 Present factual information related to the solution. ____
- 4 In the final paragraph, provide a reason why the reader should take action. ____

- a What we can offer you is a happy balance between relaxing under a palm tree and participating in some very worthwhile environmental projects.
- b Well, luckily, our team has found a fantastic way to help you live the dream!
- c So, why not click [here](#) and join one of our *HOLunteering* trips today? You'll be very glad you did!
- d Have you ever dreamed of going on holiday somewhere exotic ... but can't afford it? Trust me, we all have!

- 6 Read the persuasive text. Then put the information below in the correct order.

University students aiming to bring you the ideal sauce

Do you love ketchup but find it a little too sweet? Do you enjoy hot sauce but find it a little too ... hot? Most of us do! We've all been served a dish that would be perfect, except that it's missing *something*. Well, problem solved! That something special has finally been developed, you'll be pleased to know, and it has a tantalising Korean twist. Theo, Mike, Erica, Ryan and Alex – five classmates at the University of California, Los Angeles (UCLA) – have created K POP, the most exciting and delicious sauce you'll ever taste. K POP Sauce with its winning combination of flavours, including Korean chilli paste and Theo's grandmother's secret ingredient, is simply a condiment like no other.

But the K POP team needs your help. Their Kickstarter goal is to raise enough money to produce K POP Sauce in large quantities, and ship it worldwide.

So, why not support the guys and make a pledge to their Kickstarter campaign? You'll be helping an excellent business get off the ground and giving yourself and the world the delight that is K POP Sauce!

- a Says who is involved in developing the product ____
- b Points out what the reader's support will accomplish ____
- c Establishes the topic with a descriptive title ____
- d Explains what the makers of the product need ____
- e Lets the reader know a solution has been found ____
- f Describes the product ____
- g Creates initial interest by describing a shared experience ____
- h Invites the reader to get involved ____

- 7 Read the article. Then listen to the lecture. Write an essay summarizing the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading.  19

Set up in 2009, the Kickstarter corporation may not be as popular as it once seemed.

People with creative ideas in one of 13 categories, including art, music and technology, can use Kickstarter to describe their project and appeal for financial support. They set a target amount of money needed and a date by which it must be raised. Any member of the public can access the Kickstarter platform and offer to support an idea. Those who do so are called 'backers'. If backers pledge enough, that is, promise to donate enough cash to meet the required target within the deadline, then the project is funded. So far so good ... or is it? The system certainly has flaws.

Firstly, major celebrities have started using Kickstarter to fund new film ventures or to record new albums. These have been heavily criticized by many who resent already wealthy people potentially taking away opportunities from smaller, unknown artists whose need for Kickstarter is arguably greater.

Secondly, can we really trust Kickstarter projects? Even when projects reach their financial goal, who can guarantee the money won't be used for other purposes? Indeed, it is not unusual for funded projects to soon fail due to poor planning or underestimated needs. This seems like a reckless waste of other people's money.

Lastly, many feel that backers are exploited by the Kickstarter system. No matter how much of their own money they pledge, they receive very little in return. This hardly seems fair, especially as thousands of Kickstarter projects have enjoyed enormous financial success.

Kickstarter may be a good service in some circumstances, but it is far from perfect.

Review

- 1 Rewrite the sentences. Complete the sentences using the correct form of the word in capital letters. Use between two and five words.

- 1 He works in the Madrid office. BASE
He _____ the Madrid office.
- 2 She's working alongside the partners in Asia. DEAL
She's _____ the partners in Asia.
- 3 I have to find a good team for the presentation. PUT
I have to _____ a good team for the presentation.
- 4 Entrepreneurs can accept failure and quickly move on. RECOVER
Entrepreneurs can _____ failure quickly.
- 5 Meditation is useful for dealing with pressure. HANDLE
Meditation is a good _____ pressure.

- 2 Complete the sentences with the correct word. The first letter is given for you.

- 1 The business uses a s _____ in China to provide materials.
- 2 She managed to n _____ a good pay rise with her manager.
- 3 They're using online advertising to m _____ the language school.
- 4 N _____ is an important part of building professional relationships.
- 5 Partners help to d _____ your products in other regions.
- 6 I'm a social e _____ working in the field of education.
- 7 Where is your company b _____ ?
- 8 Successful companies i _____ new things in response to customers' needs.

- 3 Find and correct the mistakes in these sentences. Two sentences are correct.

- 1 Organizations that has been using start-up companies to find solutions to social, cultural or environmental problems are called "social entrepreneurs".

- 2 Traditionally, start-up companies have been measured their success by looking at profits or sales.

- 3 In contrast, social entrepreneurs have worked to end poverty, increase healthcare and improve the quality of life. _____
- 4 Social entrepreneurs have using social networking to reach more people, spread information about their activities and raise money. _____

- 5 Kiva.org been lending money to low-income entrepreneurs in 80 countries (\$25 at a time) since 2005. _____
- 6 In 2009, Matt Damon has cofounded Water.org which works to increase access to safe water and sanitation for people in developing countries.

- 7 For over 12 years, Khan Academy has made education available to people all over the world – for free!

- 8 Since 2000, the Bill & Melinda Gates Foundation is working to increase access to healthcare and reduce extreme poverty. _____

- 4 Complete the sentences with the correct form of these verbs. There may be more than one correct answer.

give link pick up see study

- 1 Students who like _____ science might be interested in bionics, which is the study of mechanical systems that function like living organisms or parts of living organisms.
- 2 Scientists have learned it's possible _____ machine and mind.
- 3 A tiny camera that communicates with her brain allows a blind woman _____ the shapes of trees.
- 4 A bionic arm can let a person move that arm _____ a fork.
- 5 Bionics represents a big leap forward. It enables researchers _____ people back a lot of what they've lost.

- 5 Choose the correct options to complete the sentences. Both forms may be correct.

- 1 I love *watching* / *to watch* old movies.
- 2 She advised me *going* / *to go* home because I wasn't feeling well.
- 3 I fail *seeing* / *to see* how I can help you.
- 4 I never allow anyone *looking* / *to look* at my homework.
- 5 Do you avoid *calling* / *to call* your father at work?
- 6 Did she ask you *going* / *to go* to her house?
- 7 Tang refuses *using* / *to use* social media.
- 8 Have you finished *studying* / *to study* for the test?

3 Faster, higher, stronger

3A Incredible achievements

VOCABULARY Describing sports people

1 **Revision** Read the email. Choose the correct options to complete the email.

Hi Juanita,

I just wanted to thank you for (1) _____ me to exercise more. I've been (2) _____ cycling every weekend and I also (3) _____ yoga every morning now. I'm feeling so much better. Are you still (4) _____ hard for the marathon next month? I heard that you (5) _____ your personal best last year and (6) _____ the silver medal. Good for you!

I also wanted to say that it's great that you're going to (7) _____ our charity in the race. All of the runners are (8) _____ an important role in helping us to raise money.

Thank you!

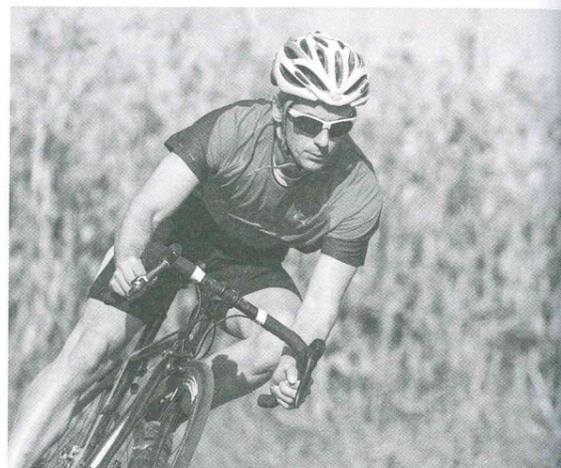
Regards,

Lara

- | | |
|------------------|---------------|
| 1 a representing | c encouraging |
| b achieving | d making |
| 2 a doing | c playing |
| b going | d training |
| 3 a do | c play |
| b go | d train |
| 4 a going | c doing |
| b encouraging | d training |
| 5 a achieved | c had |
| b won | d made |
| 6 a beat | c won |
| b achieved | d scored |
| 7 a show | c do |
| b present | d represent |
| 8 a playing | c doing |
| b making | d being |

2 **Revision** Circle the odd one out.

- | | | | |
|-----------|---------|-----------|--------|
| 1 referee | court | spectator | coach |
| 2 diving | sailing | kick | karate |
| 3 pass | track | rink | court |
| 4 throw | swing | bounce | kick |
| 5 net | diving | court | tennis |



3 Choose the correct option to complete the sentences.

- My brother has a real _____ for cycling.
a attitude c role
b passion d race
- Serena Williams is one of the most _____ female tennis players of all time.
a skilful c star
b technique d great
- How many goals has Benzema scored in his _____?
a average c record
b game d career
- Usain Bolt currently _____ the world record for the 100 metres.
a wins c holds
b sets d smashes
- Who _____ the team in Brazil?
a was captained c captained
b did captain d captain

4 Complete the sentences with these verbs.

captained	competed	had
played	scored	smashed
was	won	

- As a player, he _____ skilful technique.
- I _____ in a national athletics competition last year.
- Jenny _____ the star of the team.
- She _____ a bronze medal in the 100 metres swimming.
- She _____ the existing world record.
- He _____ the team during the European Championship.
- He only _____ one goal last season.
- The whole team _____ a role in winning.

5 Complete the sentences with these words and phrases.

competed in and won	energetic	played a key role
real passion	really great	scored a goal
set	attitude	won

- Shauna's teammates chose her to be the captain because she has a _____.
- Tomas is not the greatest player on the team, but he has a _____ for the game.
- The swimmer _____ a new Olympic record.
- The defenders _____ in the team's victory over Real Madrid.
- Ronaldo has _____ in each of his last 12 games.
- The Australian sailing team _____ a silver medal in the Olympics.
- She is one of the most _____ coaches in women's basketball today.
- He _____ the Tour de France last year.

6 Cross out the mistake in each sentence and write the correct word.

- Young people need a positively role model.

- The team won a golden medal.

- He was a star of the championship.

- He's holding the world record for long jump.

- You need to improve your technical.

7 **Extension** Complete the table.

Noun	Adjective
	energetic
passion	
	skilful
awareness	
	positive
competition	

8 **Extension** Write answers that are true for you.

- What is something you are passionate about?

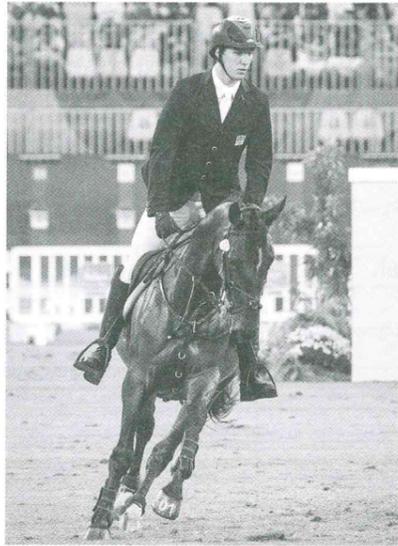
- Who is the most competitive person you know?

- What are your most important skills?

PRONUNCIATION

9 Listen to the sentences. Underline the words that you hear linked together. Then practise saying the sentences. 20

- 1 We had the best time at the Olympics!
- 2 It's far easier than you think it is.
- 3 She had the fastest time in the race.
- 4 Soccer isn't as popular in the United States.
- 5 He's a lot better at it than I am.
- 6 They're the first team to win two years in a row.
- 7 We don't play as often as we used to.
- 8 It's more difficult for me than it was years ago.



A competitor in the show jumping event of the modern pentathlon

LISTENING

10 Listen and choose the correct options. 21

- 1 What Greek word means 'competition'?
 - a athlon
 - b penta
 - c deca
- 2 How many events are in the decathlon?
 - a 5
 - b 10
 - c 15
- 3 What sporting event do the ancient and modern pentathlon have in common?
 - a swimming
 - b running
 - c riding
- 4 What event is NOT part of our modern pentathlon?
 - a shooting
 - b fencing
 - c wrestling

5 What are athletes awarded for each event in the pentathlon?

- a points
- b medals
- c money

6 Who receives the silver medal?

- a the athlete with the third highest score
- b the athlete with the highest score
- c the athlete with the second highest score

11 Listen to a lecture. Indicate the sports that you hear mentioned. 22

- 1 wrestling _____
- 2 running _____
- 3 swimming _____
- 4 javelin throwing _____
- 5 climbing _____
- 6 jumping _____
- 7 horse riding _____
- 8 gymnastics _____
- 9 discus throwing _____
- 10 boxing _____



12 Listen again. What is the main point that the speaker is trying to make? 22

- a the similarities of the ancient and modern world
- b the brutality of human beings not changing over time
- c the basic desire of all humans to compete and win
- d the enduring influence of Greek culture on athletics

13 Match the words with their definitions. Listen again if necessary. 22

- | | |
|--------------------|--|
| 1 discus _____ | a an ancient measure of distance in racing |
| 2 halteres _____ | b a spear-shaped object thrown by an athlete |
| 3 stadion _____ | c an Olympic event with ten events |
| 4 sprint _____ | d a disc-shaped object thrown by an athlete |
| 5 javelin _____ | e an ancient weight made of stone or bronze |
| 6 pentathlon _____ | f an Olympic event with five events |
| 7 decathlon _____ | g a short run at full speed |

GRAMMAR Determiners

4 Write *a* or *an* in front of the noun phrase.

- 1 _____ huge crowd of people
- 2 _____ positive role model
- 3 _____ average of 15 points
- 4 _____ world record
- 5 _____ athlete from Peru
- 6 _____ decent game
- 7 _____ absolutely amazing win
- 8 _____ great attitude
- 9 _____ injury to her ankle
- 10 _____ pulled muscle
- 11 _____ unknown participant
- 12 _____ winning strategy

15 Circle the correct words to complete the text. Circle *x* if no word is necessary.

Young Olympic Athletes from Rio 2016

Every four years, athletes compete for their countries in the Summer Olympic Games, and young athletes show the world what they can do.

- 18-year-old Yusra Mardini competed for (1) *a / the / x* Refugee Team at (2) *x / every / the* 2016 Rio Olympics. She is a swimmer. She and her family escaped (3) *some / a few / the* war in Syria.
- At the same time, (4) *x / a / a few* sisters Leila, Liina and Lily Luik are believed to be (5) *those / the / x* first triplets to compete in (6) *an / her / each* Olympics. They called themselves (7) *'his / these / the* Trio to Rio' and competed (8) in *the / those / my* women's marathon – against (9) *all / a / both* team of (10) *x / the / each* German twins! Even though the triplets didn't win (11) *all / any / this* medals, no one will ever forget them.
- 16-year-old Kanak Jha was (12) *that / his / the* youngest Olympian on (13) *some / every / the* entire US team in Rio. (14) *Your / His / These* sport is table tennis. When he was 14, he won (15) *this / neither / the* table tennis World Cup.

16 Complete the sentences with *a*, *an*, *the* or *x* (if no article is needed).

Marjorie Gestring: Young Olympic Gold Medalist

(1) _____ springboard diver from the United States, Marjorie Gestring, was once (2) _____ youngest Olympic gold medalist. At the age of almost (3) _____ 14, she won (4) _____ gold medal for 3-metre springboard diving at (5) _____ 1936 Summer Olympics in Germany. (Her exact age was 13 years, 268 days.) She was the youngest person ever to win (6) _____ gold medal (at that time). Today, she's still (7) _____ second youngest gold medalist ever.

Marjorie won (8) _____ major diving competition in 1936 and joined (9) _____ US Olympic diving team. At the 1936 Olympics, (10) _____ Americans won (11) _____ gold, silver and bronze medals for springboard diving.

After (12) _____ Olympics, Marjorie continued to compete. She became (13) _____ member of (14) _____ International Swimming Hall of Fame.

Today, the youngest gold medal winner is speed skater Kim Yun-mi from South Korea who won (15) _____ gold medal at the 1994 Winter Olympics. She was just 13 years old.

17 Complete the sentences with these words.

a few	a lot	any	both
each	how many	much	some

- 1 I didn't know _____ about cricket until my friends decided to teach me the rules.
- 2 At our football games, the spectators always scream really loudly for _____ and every goal.
- 3 _____ points did the winning team get in the first half?
- 4 We saw _____ people leave the stadium before the end of the match.
- 5 My friends and I support _____ Real Madrid and Manchester United.
- 6 It's hard to believe, but _____ of people enjoy watching bowling on TV.
- 7 Have your friends been to _____ matches so far this year?
- 8 _____ people find it hard to believe that dressage ('horse dancing') is an Olympic sport.

18 Cross out the mistake in each sentence and write the correct word.

- 1 I really want to learn more about these sport I read about online. _____
- 2 My younger brother wants to be a athlete when he grows up. _____
- 3 Do you have some idea how hard it is to run a marathon? _____
- 4 We don't have a real goal, so just kick the ball between that flags. _____
- 5 Much of the fans were unhappy when they read that their favourite player had moved to another team. _____
- 6 Only that most talented athletes can compete at the Olympics. _____
- 7 We watched the basketball game with both our cousins. _____

3B Think like an athlete

VOCABULARY BUILDING Synonyms in texts

- 1 Complete the sentences using these synonyms for the words in bold.

amounts	elite	establish
money	selected	talents

- 1 You should make the most of your **abilities** and try to become a professional athlete.
You should make use of your _____ and try to become a professional athlete.
- 2 Only **the top** athletes can afford to live in great luxury.
Only _____ athletes can afford to live in great luxury.
- 3 The school wants to **set up** a new after-school tennis club.
The schools wants to _____ a new after-school tennis club.
- 4 No young athlete can rise to the top without the **funding** to train.
_____ for training is important for young athletes who want to succeed.
- 5 The **sums** of money made by professional footballers are absolutely amazing.
Professional footballers make incredible _____ of money.
- 6 If you want to be **chosen** for the team, you have to practise every day.
Only those who practise daily will be _____ for the team.

READING

- 2 Read the article on the opposite page. Then read the introductory sentence for a summary of the article. Choose three of the sentences below to complete the summary.

Today's top athletes focus on mental as well as physical fitness.

- Plato believed that mental fitness was more important for success than physical fitness.
- Although some athletes initially resisted sports psychology, it is now more popular than ever.
- Athletes in sports that require great focus have had tremendous success with sports psychology.
- Laurie Hernandez won two medals in the Rio de Janeiro Olympics.

- Goal setting is important for athletes in some sports and is an effective part of sports psychology.
- Sports psychology uses breathing, visualization and the setting of achievable goals to help athletes succeed.

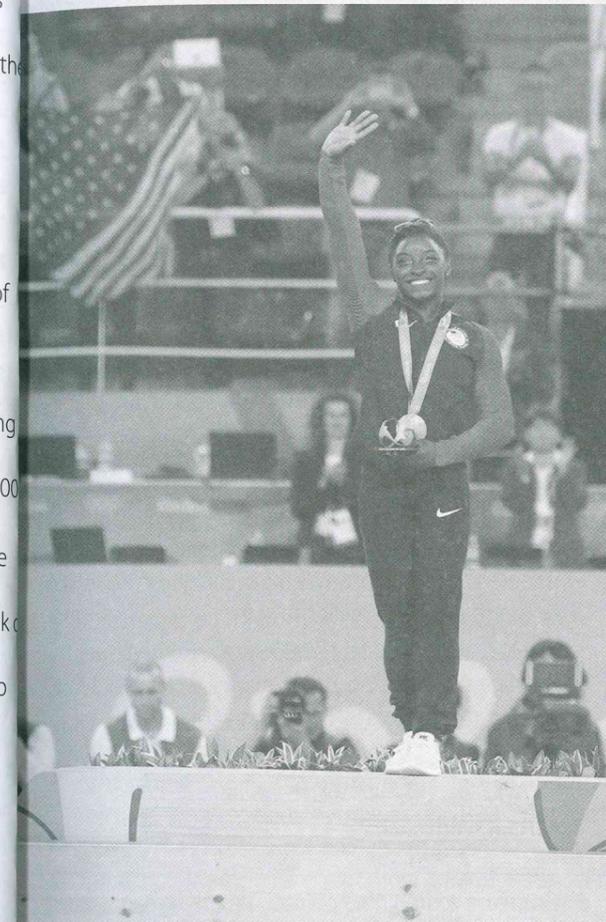
- 3 Choose the correct option according to the information in the article.

- According to paragraph 2, which of the following is true of elite athletes?
 - They have been resistant in the past to the idea of using sports psychology.
 - After 1920, they immediately began using sports psychology to train.
 - Their coaches were more open to the idea of using sports psychology than they were.
 - They used sports psychology more in the mid-1900s than they do today.
- According to paragraph 3, it is NOT true that Simone Biles ...
 - used sports psychology to help overcome her lack of confidence.
 - used sports psychology to become one of the top athletes in the world.
 - has refused to speak publicly about using sports psychology in her training.
 - inspired her teammate to begin using sports psychology.
- Which of the following can be inferred about Laurie Hernandez from paragraph 3?
 - She is a better gymnast than Simone Biles.
 - She would never have used sports psychology if not for Simone Biles.
 - Sports psychology helped her to win two Olympic medals.
 - Like Simone Biles, she suffered from a lack of confidence.

- 4 Write the word from the text that matches each definition.

- to do better in an activity than others _____
- to slowly disappear or lose importance _____
- an activity performed regularly, sometimes as part of a ceremony _____
- to succeed in reaching a goal _____
- easy to see or understand _____

Mental gymnastics 23



Simone Biles

More than 2,000 years ago, the Greek philosopher Plato wrote that 'Physical fitness is as important as intellectual fitness.' Plato recognized the connection between the body and mind and believed that people should focus on being physically fit as well as being mentally fit. Today's athletes are more physically fit than ever. Everything from an athlete's diet to their training routine to how much they sleep at night is completely planned and controlled. But in the high-pressure world of professional sports, the best athletes often listen to Plato's advice and focus on taking care of their mind as well as their body.

- 2 The first sports psychology laboratory was founded in Berlin in the early 1920s, and since then, the study and practice of sports psychology has continued to increase. Although most elite athletes are looking for any way to outperform the competition, some were resistant to the idea of seeing a sports psychologist. Athletes have said they didn't want to discuss their

fears and they worried about being asked to change their training routines. Importantly, they didn't want to seem 'weak' to their competitors. Also, coaches were sometimes concerned about letting someone else control their athlete. But as more and more top athletes have spoken openly about the positive impact of sports psychology, this resistance has begun to fade. For example, after winning a championship in 2010, basketball great Ron Artest appeared on TV to thank his sports psychologist.

- 3 Almost every sport has athletes that use sports psychology, but athletes in sports that require tremendous focus, like golf, tennis and gymnastics, use sports psychologists the most. American gymnast Simone Biles is sometimes described as the greatest athlete in the world today. She won five medals at the Olympic games in Rio de Janeiro, and four of them were gold. Biles has been open about how sports psychology has contributed to her success. In 2013, she was struggling with nerves and a lack of confidence. Her father called a sports psychologist, and three years later, Biles was a star of the Olympics. After seeing Biles's dramatic improvement, her teammate Laurie Hernandez started seeing the same sports psychologist. Hernandez won a gold and a silver medal in Rio.
- 4 So how does sports psychology actually work? Typically, an athlete meets regularly with a sports psychologist who gets to know them and understand their goals. Then the psychologist creates a specific plan for that athlete. This usually includes breathing exercises, visualization exercises – using your imagination to see yourself do something – and goal setting. Before she competes, Laurie Hernandez places one hand on her stomach and breathes deeply. This ritual calms her before she begins. Goal setting usually focuses on specific performance goals, like swimming half a second faster, instead of competitive goals, like winning a medal. By focusing on a specific goal, pressure decreases and the goal seems more achievable.
- 5 Today's top athletes know what Plato wrote about all those years ago. The body and mind must work together to achieve greatness. The majority of Olympic athletes now use mental training as a major part of their training routine, and the benefits of sports psychology are clear. To compete at the highest level today, your mental game must be as strong as your physical game.

3C Getting better all the time

GRAMMAR Comparatives and superlatives

1 Choose the correct option to complete the sentence.

- There are _____ more rugby players at our school than there are baseball players.
a few c many
b little d much
- She spends _____ less time studying than she does practising football.
a few c many
b little d much
- Busy students have _____ time to participate in sports.
a few c many
b little d much
- _____ tickets were sold for tonight's game – only 100.
a Few c Many
b Little d Much
- I keep asking him to join, but he's shown very _____ interest in becoming part of the basketball team.
a few c many
b little d much
- Very _____ fans were in the stands for this week's game because it was raining and cold.
a few c many
b little d much
- I couldn't believe I had to pay so _____ money for my tickets to the diving championships. They were expensive!
a few c many
b little d much

2 Complete the sentences using comparatives and the cues in brackets. There is more than one correct answer for each sentence.

- The freezer is _____ than the fridge. (cold, big difference)
- It's _____ today than it was yesterday. (hot, small difference)
- I have _____ pages to read for my history class than I do for maths. (more, big difference)
- A Lamborghini is _____ than any car I'll ever buy. (expensive, big difference)
- Joshi gets _____ grades than I do. (good, big difference)
- It takes _____ to travel to Dubai than it does to get to Sharjah. (long, small difference)
- I spend a _____ time riding my bike than I do jogging. (more, big difference)

3 Use the information in the two sentences to complete the comparative sentence.

Example: Viktor can lift 130 kilograms. Karim can lift 170 kilograms. (40 kilograms)
Karim can lift **40 more kilograms than** Viktor can.

- The first modern Olympics were held in 1896. The first World Cup football game was held in 1930. (34 years)
The first modern Olympics _____
- The world record in the women's long jump is about 7.5 metres. The world record in the men's long jump is about 9 metres. (1.5 metres)
The men's long jump world record is about _____
- Approximately 111.3 million people watched the 2017 Super Bowl on TV. There were approximately 70,800 people at the stadium watching the game in person. (more than 111.22 million)
In 2017, approximately 70,800 went to the Super Bowl game, but _____
- Kai can swim for 60 minutes. Ruby can swim for 45 minutes. (15 minutes)
Kai can swim _____
- Our team scored nine points. The other team scored four points. (five points)
The other team scored _____

4 Which option is closer in meaning to the original sentence?

- The more I focus on eating healthily, the more my swimming endurance improves.
a My swimming endurance improves when I spend more time focusing on eating well.
b Because my swimming endurance improves, I spend more time focusing on eating well.
- The more time I practise, the more compliments I get.
a When I get compliments, I want to spend more time practising.
b When I spend more time practising, I get more compliments.
- The higher the mountain, the more time it takes to climb.
a Climbing higher mountains takes slightly less time than climbing lower mountains.
b It takes more time to climb a higher mountain than a lower mountain.

- The noisier the concert, the less Gayle wants to go.
a Gayle prefers going to noisy concerts.
b If concerts are quite loud, Gayle is less likely to want to go to them.
- The more challenging the class, the longer I have to study.
a My classes are challenging before I study.
b I have to study more for classes that are challenging than for those that are easy.
- The more beautiful the painting, the more expensive it is.
a You have to pay more for more beautiful paintings.
b More expensive paintings aren't more beautiful.
- The closer we get to Nagasaki, the more excited I am.
a I'm getting more excited as we get closer to Nagasaki.
b Because I am more excited, Nagasaki is closer.
- The more points you score, the more rewards you get.
a You score more points after you get more rewards.
b You get more rewards when you score more points.

5 Choose the correct option to complete the sentences.

- Elite marathon runners are faster these days; in the past, marathon runners were *not as fast / as fast*.
- More people stream sports on their tablets than five years ago. Five years ago, *not as many / more* people streamed sports on their tablets.
- Athletes are required to use safer equipment, though in the past, athletes' equipment was *not as safe / as safe as* today.
- The team's uniforms are a lot more colourful this season, and I think these *not as colourful / more colourful* uniforms look great.
- A great deal more women play football these days. Today there are *as many / more* women playing football.
- Now that I've started practising with the team, I'm a much better skier. Last year I *wasn't as good / was better* at skiing.
- A lot fewer people are going to watch the team play. Today there are *not as many / more* people at the games.

6 Are the words in bold correct or incorrect? Correct those that are incorrect.

- My friend Sahil is **a bit talented than** many Olympic athletes. _____
- Mount Sanquing in China **is as beautiful** any place on Earth. _____
- Getting enough sleep **as important as** eating well and exercising. _____
- This sushi **is slightly better then** the sushi we had last week at the new restaurant near our office. _____

- Your joke **isn't as funny as** the one Yuri told in class yesterday. _____
- Oslo, Norway, **is not nearly hot** as Colombo, Sri Lanka. _____
- Electric cars are **far more efficiency than** cars that use only petrol. _____
- Many of the other artists of his time **weren't as innovative as** Picasso. _____
- The Nile is **the most long** river in Africa. _____

7 Read the information about the 2016 Olympic athletes. Are the statements below true (T) or false (F)?

2016 Summer Olympics Results (partial)

50km walk (men)			
Rank	Name	Country	Time
1	Matej Toth	Slovakia	3:40:58
5	Wei Yu	China	3:43:00
7	Havard Haukenes	Norway	3:46:43
20km race walk (women)			
4	Antonella Palmisano	Italy	1:29:03
5	Shijie Qieyang	China	1:29:04
6	Ana Cabecinha	Portugal	1:29:23
Long jump (women)			
3	Ivana Spanovic	Serbia	7.08 m
5	Ese Brume	Nigeria	6.81 m
6	Ksenija Balta	Estonia	6.79 m
Hammer throw (men)			
5	Marcel Lomnický	Slovakia	75.97 m
6	Ashraf Amgad Elseify	Qatar	75.46 m
7	Krisztian Pars	Hungary	75.28 m

- In the 50km walk, Haukenes was a great deal faster than Toth. _____
- Haukenes was not nearly as fast as Yu in the 50km walk. _____
- In the 20km race walk, Palmisano was much faster than Qieyang. _____
- Cabecinha was over a minute slower than Palmisano in the 20km race walk. _____
- In the long jump, Brume didn't jump nearly as far as Spanovic. _____
- Balta jumped nearly as far as Brume in the long jump. _____
- In the hammer throw, Pars was not quite as good as Lomnický. _____
- Pars threw the hammer a bit further than Elseify. _____

3D Are athletes really getting faster, better and stronger? E Surveys

TED TALKS

AUTHENTIC LISTENING SKILLS

- 1 Listen to the excerpts from David Epstein's TED Talk, and circle the words he uses to mark contrast. **24**
- Rather than the same size as the average elite high jumper, the average elite shot-putter is two and a half inches taller and 130 pounds heavier.
 - So, in sports where large size is prized, the large athletes have gotten larger. Conversely, in sports where diminutive stature is an advantage, the small athletes got smaller.
 - These men are seven inches different in height, but because of the body types advantaged in their sports, they wear the same length pants.
 - The Kalenjin make up just twelve percent of the Kenyan population but the vast majority of elite runners.
 - That's the power that's contained in the human body. But normally we can't access nearly all of it.
 - Ultra-endurance was once thought to be harmful to human health, but now we realize that we have all these traits that are perfect for ultra-endurance.

WATCH

- 2 Complete the sentences with a word or short phrase.
- The winner of the 2012 _____ ran two hours and eight minutes.
 - I want you to pretend that Jesse Owens is in _____.
 - That's the difference that track _____ has made.
 - Eddy Merckx set the _____ for the longest distance cycled in one hour at 30 miles, 3,774 feet.
 - While we haven't evolved into a new species in a century, the _____ within competitive sports certainly has changed.
 - The financial incentives and fame and glory afforded _____ skyrocketed and it tipped toward the tiny upper echelon of performance.
 - In some cases, the search for bodies that could push athletic performance forward ended up introducing into the _____ populations of people that weren't previously competing at all.
 - This is a vertical _____ of more than 8,000 feet, and Kilian went up and down in under three hours.
- 3 Match these sports with the statements. Two sports are used more than once.
- cycling marathon sprinting swimming
- The 2012 Olympic winner finished in two hours and eight minutes. _____

- This sport favours a body type similar to a canoe. _____
- The Kalenjin tribe have been particularly successful in this event. _____
- In this sport, the governing body decreed that competitors had to use the same technology as in 1972. _____
- Starting blocks were an important innovation in this sport. _____
- Scientists estimate that Jesse Owens would have finished less than one stride behind Usain Bolt in this sport, if he'd been using the same technology. _____

- 4 Choose the comparative or superlative form to complete the sentences.
- Every year, runners seem to get *faster / fastest*.
 - More sophisticated training methods mean that today athletes are often *stronger / strongest* than the winners from one hundred years ago.
 - In cycling, the *longer / longest* distance travelled in one hour is only about 800 feet further than the record set by Eddy Merckx in 1972.
 - Michael Phelps is seven inches *taller / tallest* than Hicham El Guerrouj, even though their legs are the same length.
 - Today's gymnasts are significantly *shorter / shortest* than competitive gymnasts from several decades ago.
 - The *better / best* athletes in the world have more specialized body types today than they used to.
 - Humans are better suited to ultra-endurance sports than *more / most* primates.

VOCABULARY IN CONTEXT

- 5 Match the words and phrases (1–6) with the sentence where a synonym is used (a–f).
- | | |
|--------------------|----------------------------|
| 1 shrunk _____ | 4 essentially _____ |
| 2 fade away _____ | 5 change the face of _____ |
| 3 the entire _____ | 6 throughout _____ |
- Widespread use of specialized swimsuits has completely changed the nature of competitive swimming.
 - Athletes at university are basically training at a professional level.
 - The distance between certain records has got smaller over the years.
 - In all parts of the world, technology gives people the opportunity to watch huge sporting events.
 - Some people worry that certain sports will disappear from public notice if they are not included in the Olympics.
 - I wonder whether the whole difference between Jesse Owens' and Usain Bolts' records can be explained by technology?

SPEAKING

Useful language

Introducing main findings

The most surprising / interesting thing we found was that ...

You won't be surprised to hear that ... but one thing that was interesting was ...

The main thing we discovered was ...

(By far) the most popular ... was ...

Introducing other points

Another thing that was interesting was ...

Apart from that, we found that ...

Some other things worth mentioning are ...

- 1 Put the words in brackets in the correct order to complete the presentation. Then listen to check your answers. **25**

Hello. We're here to present the findings of the class sports survey we conducted.

(1) (discovered / thing / was / the / we / main) _____

people do at least three hours of individual exercise a week.

(2) (most / the / thing / was / we / surprising / that / found) _____

everyone does at least two sports regularly. By far the most popular individual sport was swimming.

(3) (we / that, / that / found / from / apart) _____

one-third of the class go to the gym at least once a week.

(4) (was / another / was / that / interesting / thing) _____

the number of people who like mountain biking. A third of the class go mountain biking regularly, and over three-quarters do it from time to time.

Focusing on team sports, (5) (to / you / be / that / surprised / won't / hear) _____

most of the males play football, (6) (was / one / thing / was / but / that / interesting) _____

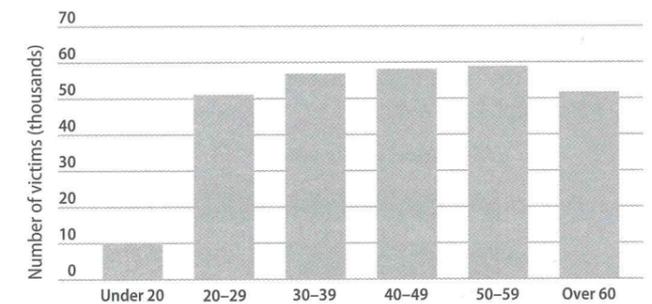
that over half of the females we surveyed also play football regularly.

(7) (things / are / worth / some / mentioning / other) _____

that spinning classes were more popular with females than males, and that ten percent of the class play more than three team sports, including football.

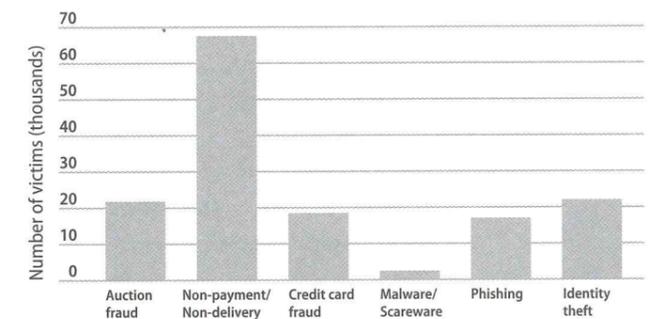
- 2 Look at the data about Cybercrime. Prepare some notes for a presentation on this information. Remember to include the useful language. Then listen to the sample answer and compare your ideas. **26**

Cybercrime by age (USA)



Source: U.S. Department of Justice / Federal Bureau of Investigation. Statistics shown are for 2015.

Cybercrime by age (USA)



- 3 You have been asked to talk about a sport that is typical in your country. Make notes about this topic. Use the useful language. Then listen to the sample answer. **27**

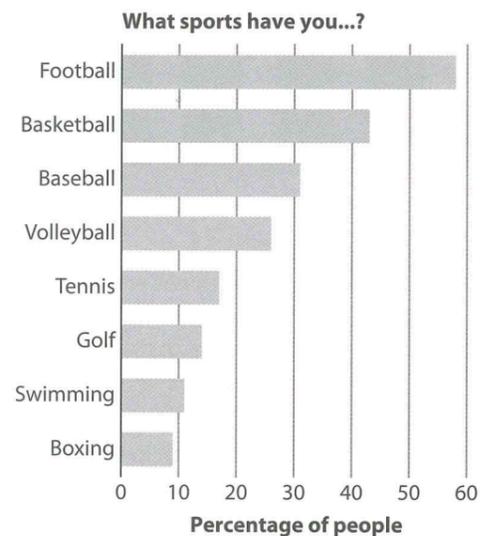
Your comments should include:

- what the sport is
- how you play or do it
- when and how often people do it
- why you consider it a typical sport for your country

WRITING Survey results

- 4 Choose the correct option to complete the sentences.
- 1 *More than half / More than half of* the participants were under 16.
 - 2 *Under just two-thirds / Just under two-thirds of* the sports are free.
 - 3 *Roughly a quarter / Roughly the quarter of* all scheduled events were cancelled.
 - 4 We can see that membership *double / doubled* in May.
 - 5 *One on four / One in four* runners dropped out of the marathon.
 - 6 The *vast majority of / vast majority in* students prefer doing team sports.
 - 7 *Almost 40 percent of / 40 percent of almost* those surveyed live in cities.
 - 8 Funding for sports *increased by / increased in* 15 percent over the period.

- 5 Look at the bar chart. Then complete the text with the missing phrases a–h.



This bar chart shows the results of a survey carried out in a local city last year. A hundred adults participated in the survey, (1) _____.

All participants in the survey attended at least some spectator sports during the year. As can be seen from the chart, (2) _____. The lowest attendance was at boxing, (3) _____. More than a quarter went to watch volleyball, with almost one in three going to watch baseball games.

The football statistics are not entirely surprising, given that the popularity of football is well documented. (4) _____ second most popular spectator sport in the survey.

(5) _____, as a highly successful basketball team is based in the region in which the surveyed city is located.

(6) _____, the numbers attending volleyball were unexpected. The reason given by those interviewed was support for their children or other family members

(7) _____. A lack of developed facilities in the local area has been suggested as the reason for the lower number

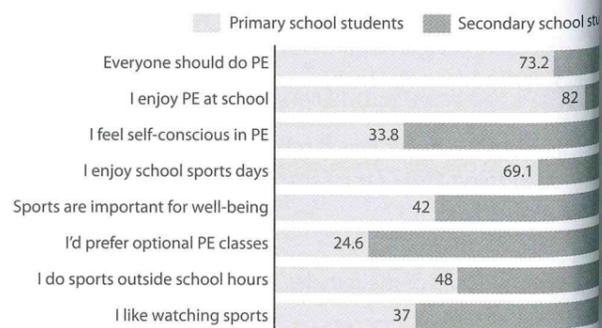
(8) _____.

- a Being higher than the national average
- b with fewer than one in ten participants attending boxing matches
- c attending boxing events
- d which aimed to discover levels of annual attendance at sporting events
- e Basketball was the
- f well over half of those interviewed attended football matches
- g participating in volleyball
- h This may be explained by geography

- 6 Read the text again. Then answer the questions.

- 1 What was the purpose of the survey?
 - a to find out how many people are playing sports
 - b to find out how many people are watching sports
- 2 How many people interviewed did not attend any sporting events?
 - a none of them
 - b at least one
- 3 Which statistics are first mentioned in the text?
 - a the national average for attendance at these sports
 - b the sports with the best and worst attendance
- 4 Which sport did roughly one-third of all participants attend?
 - a baseball
 - b swimming
- 5 What reason is suggested for the high numbers attending football matches?
 - a that the local team in this city is very successful
 - b that football is known to have high levels of support
- 6 According to the text, why did so many people go to watch volleyball?
 - a because their relatives play volleyball
 - b because their city has extremely well-developed facilities for volleyball

- 7 The chart below gives information about a group of people who were surveyed about their attitudes to PE classes. Summarize the information by selecting and reporting the main features, and make comparison where relevant.



Review

- Match the two parts of the sentences.

- | | |
|------------------------|-------------------------|
| 1 You scored a | a player. |
| 2 He hasn't got a real | b key role in the team. |
| 3 We competed | c a new world record. |
| 4 He's a skilful | d passion for golf. |
| 5 She's a positive | e in the championship. |
| 6 I won | f great goal. |
| 7 I want to set | g the race. |
| 8 You played a | h role model. |

- 2 Complete the sentences with the missing word.

- 1 I won a silver _____ at my school sports day.
- 2 He has a real _____ for gymnastics.
- 3 She smashed the world _____ by three minutes.
- 4 He didn't _____ any goals on Saturday.
- 5 Messi was the youngest player to _____ Argentina.
- 6 He played a key _____ in the team from the start.
- 7 They have a really great _____ towards their opponents.
- 8 Who _____ the championship?

- 3 Complete the sentences with these words. Write x if no word is necessary. Some words can be used more than once.

a	a few	a lot of
many	the	x

- 1 In the sport of extreme ironing, which started in England, people travel to _____ remote places to iron their clothes there.
- 2 At the Cooper's Hill Cheese-Rolling and Wake, 'athletes' chase a wheel of cheese down a hill; the winner gets to keep _____ cheese.
- 3 Snow polo, _____ Swiss sport in which players play polo on a snowy field, is now played in other parts of the world.
- 4 Sweden gave us *kanin的角度* (Bunny Jumping) in which _____ trained rabbits jump over small fences (similar to horses in show jumping).
- 5 'Octopush' is another name for underwater hockey in which _____ swimmers use a 'pusher' to move a hockey puck into the goal.
- 6 Do you know _____ people who are interested in chessboxing? It combines a game of chess with a boxing match.

- 4 Choose the correct option to complete the sentences.

- 1 _____ of my friends are interested in trying out for the football team.
 - a Far few
 - b Hardly any
 - c Every

- 2 The Shanghai Tower isn't the world's _____ building any more.
 - a as tall as
 - b quite a bit tallest
 - c tallest
- 3 I couldn't go to the match because I had _____ homework.
 - a many
 - b a lot of
 - c too
- 4 Star footballer Cristiano Ronaldo was born in _____.
 - a Madeira, Portugal
 - b the Madeira, Portugal
 - c Madeira, Portugal
- 5 I didn't see _____ my friends at the match.
 - a any of
 - b any
 - c every of
- 6 Our team lost the match because we didn't score _____ the other team did.
 - a as much points as
 - b as many points as
 - c slightly fewer points as
- 7 I am two years _____ my sister.
 - a as older than
 - b older than
 - c the oldest

- 5 Complete the comparative sentences with the information given.

- 1 Lima's population: almost ten million; Bogota's population: around nine million (slightly / big)
Lima is _____ Bogota.
- 2 the red shirt: \$9.99; the blue shirt: \$11.50 (not / quite / cheap)
The blue shirt _____ as the red shirt.
- 3 Always Dreaming time: 2:03.59; Smarty Jones time: 2:04.06 (fast)
The 2004 Kentucky Derby winner, a horse named Smarty Jones, _____ the 2017 winner Always Dreaming.
- 4 Brad: 1.8 metres; Jackie: 1.5 metres (quite / tall)
Brad is _____ than Jackie.
- 5 money China spent on Beijing Olympics: \$40 billion; money Russia spent on Sochi Olympics: \$50 billion (not / quite / expensive)
The Beijing Olympics _____ the Sochi Olympics.
- 6 River Volga length: 3,645km; River Congo-Chambeshi length: 4,700km (long)
The River Volga _____ as the River Congo.

4 Cultural transformation

4A Putting the town on the map

VOCABULARY Cultural events

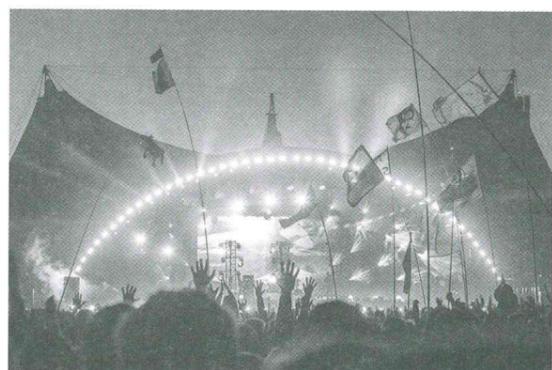
1 Revision Choose the correct option to complete the sentences.

- We saw a fantastic *broadcast / production* of *Hamlet* at the theatre yesterday.
- The photographs are on display in the *art gallery / concert hall*.
- They are rehearsing in their new music *cultural centre / studio*.
- Can you write down the *sculpture / lyrics* of that song, please?
- He painted a *mural / portrait* of the Queen.
- How many *listeners / viewers* watched the documentary on TV?

2 Revision Are these words connected with art or music? Complete the table.

concert hall	lyrics	mural
painting	portrait	verse

Art	Music



Roskilde Festival Denmark

3 Complete the sentences with these verbs.

attend attracts boost brings generates holds

- Roskilde Festival is a music festival in Denmark that _____ music lovers from around the world every year.

- Organizers expect thousands of people to _____ the week-long event this summer.
- The arrival of tourists going to the festival will _____ the country's broader economy.
- It's also a humanitarian event which _____ people together.
- The festival _____ events that include a vote for which charities should receive support from the festival.
- Attendees visit local restaurants and attractions during their stay, which _____ income for the local economy.

4 Choose the correct option to complete the sentences.

- The event organizers are putting *on / in / by* a parade.
- The large number of visitors has a big impact *to / at / on* the city.
- There is wide support *with / for / to* public art.
- Thousands of people take part *on / by / in* carnivals around the country.
- Street artist Banksy helped to put his home town, Bristol, *on / at / in* the map.
- The exhibition creates a sense of pride *to / for / in* their history.

5 Choose the correct option (a–d) to complete the sentences.

- The new music venue has had a negative _____ on transportation.
 - a support
 - b opportunity
 - c impact
 - d sense
- Cultural events are great for _____ people together.
 - a putting
 - b bringing
 - c offering
 - d attracting
- Having public art creates a _____ of pride in the local area.
 - a sense
 - b parade
 - c festival
 - d venue
- Local people had the opportunity to take _____ in the organization.
 - a place
 - b together
 - c role
 - d part
- The film festival has put Cannes on the _____.
 - a map
 - b party
 - c road
 - d menu

6 The art gallery generates over one million _____ in income.

- a tourists
- b events
- c opportunities
- d dollars

7 The many cultural events _____ tourists from all over the world.

- a put on
- b boost
- c generate
- d attract

8 Many people _____ several events every day.

- a support
- b attend
- c generate
- d attract

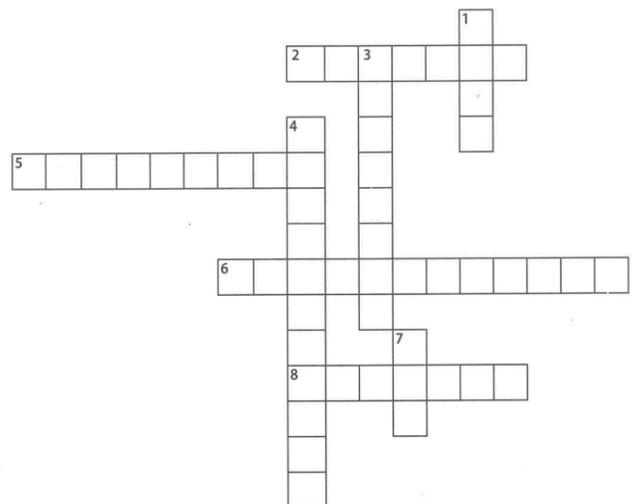
5 Match the events or activities (1–8) with the benefits each one accomplishes (a–f). You can use the letters more than once.

- Have a party for the planners of a music festival. _____
 - Advertise the different groups that will perform. _____
 - Sell tickets for the event. _____
 - Hire teens and young people to work at the festival. _____
 - Organize volunteers for the festival. _____
 - Sell merchandise at the festival. _____
 - Hold a party after the festival for everyone who worked and performed. _____
 - Film a documentary about the music festival. _____
- a attracts tourists
 - b creates sense of pride
 - c brings people together
 - d boosts the economy
 - e generates income
 - f offers young people opportunities

7 Extension Read the clues and complete the crossword puzzle with these words.

- Across**
- a performance of music
 - a person who directs the performance of an orchestra
 - a school where musicians are trained
 - a film with singing and dancing in the story
- Down**
- a style of popular music, originally from the United States
 - a person who writes music
 - a piece of music played in a particular way
 - a live performance by a musician or comedian

arrangement composer conductor conservatory
gig jazz musical recital



8 Extension Choose the correct options to complete the text.

Every May, we organize a 'fringe festival' that runs alongside the main festival in Brighton. There are hundreds of different events that are held over the five-day period. There is stand- (1) _____ comedy at the Bizarre Comedy Club, where there is also an (2) _____ mic for people wanting to have a go! There will be showing of the best of (3) _____ cinema, and poetry (4) _____ from new writers. There are also free events including dozens of outdoor (5) _____ performances and a (6) _____ launch on Saturday, where you can meet local authors and get signed copies of their books. Finally, come along to the City (7) _____ Hall to see a display of local children's artwork.

- | | |
|-----------------|---------------|
| 1 a off | c up |
| b in | d down |
| 2 a public | c private |
| b closed | d open |
| 3 a independent | c fringe |
| b main | d public |
| 4 a writings | c launches |
| b readings | d exhibitions |
| 5 a hall | c park |
| b cinema | d street |
| 6 a film | c book |
| b art | d photography |
| 7 a exhibit | c Exhibiting |
| b Exhibition | d Exhibited |

PRONUNCIATION

9 Listen to the sentences. Underline the word that you hear using contrastive stress. Then practise saying the sentences. 28

- We were going to take the subway to the festival, but it was mobbed.
- The forecast said it was going to be a chilly evening, but it was freezing.
- I thought there would be about twenty guests, but loads of people showed up.
- They thought the tickets would cost ten dollars, but they were way more expensive.
- She was going to meet me there, but she never showed up.
- He said he would sing a song for us, but he's got a terrible voice.
- The parade was going to start at 9, but we waited for hours.
- My friend promised the show would be great, but it was awful.

LISTENING

10 Listen to some people describing eight different cultural events. Choose the best answer. 29

- Where is the man talking about going?

a a music festival	c a magic show
b a museum	
- Where does the woman want to take her friend?

a a comedy club	c a music club
b a night club	
- What is the man describing?

a a music festival	c a parade
b a symphony orchestra	
- Where did the woman go?

a an art gallery	c an art festival
b an art museum	
- Where was the woman going to meet the man?

a the comedy club	c the theatre
b the cinema	
- What is the woman describing?

a a night club	c a parade
b a food festival	
- What did the man go to see?

a a film in a cinema	c a symphony orchestra
b a play in a theatre	
- Where did the woman go?

a a music festival	c an art festival
b a food festival	



Georgian architecture in Edinburgh, Scotland

11 Listen to a talk about Edinburgh, Scotland. Match the adjectives with nouns to form the collocations that you hear. 30

- | | |
|-----------------|------------------|
| 1 rolling | a streets |
| 2 artistic | b museum |
| 3 narrow | c appeal |
| 4 elegant | d centre |
| 5 architectural | e proportions |
| 6 residential | f design |
| 7 aesthetic | g hills |
| 8 pleasing | h area |
| 9 cultural | i transformation |

12 Listen again and answer the questions. 30

- How many artistically interesting cities does the speaker mention?

a one	c three
b two	
- What does the speaker say Edinburgh is known for?

a its rolling hills	c its romantic landscape
b its cultural festivals	
- What was the motivation to construct New Town?

a its foundation in the 12th century	
b an architectural competition	
c the unhealthy conditions in Old Town	
- What style of architecture is New Town?

a Georgian	c British
b Scottish	
- What residential area does the speaker mention?

a Dundas Street	c Cumberland Street
b Scotland Street	

GRAMMAR Future forms

Correct the errors in the sentences. There is one error in each sentence.

In the future ...

- people will to read more digital books than print books.
- we going to rely on our smartphones more than we expected.
- people will subscribing to music streaming services rather than downloading songs.
- people are going watch TV on the internet, not with cable.
- you use your 3D printer to print things at home rather than buying them at a store.
- electric cars is going to be 'normal' cars.
- drones are going deliver many of the products – and food! – that we order online.
- self-driving cars will to take everyone to work.
- we won't not use paper money anymore.

4 Choose the correct options to complete the sentences.

- On Tuesday, my class *is attending / attends* a classical concert so we can learn more about the music.
- Like most people, *I'll be pretending / 'm pretending* to understand the modern art when we go to the gallery.
- The school choir *performs / is performing* several songs at the assembly today.
- She *is about to wear / will be wearing* her costume when she walks home from school.
- On Sunday, *I'm going to meet / 'm about to meet* my friends at the food festival in the park.
- I'll be really happy once we will finish / finish* our exams.
- My parents *are going to order / will order* a print of my favourite painting for my room.
- Let's go! The teachers *are about to put / will put* the sculpture in the school lobby.

15 Put the words in the correct order to make sentences and questions.

- on / evening / the lectures / Friday / start / .

- be / the singer / the reporters / will / after / interviewing / the concert / ?

- are / watch / we / about / the music video / on his laptop / to / .

- when / on the art world / an impression / that young artist / make / starts / her show / will certainly / .

- be / on / the musicians / working / tomorrow / will / their / song / new / ?

- their drawings / going / the art class / to display / is / next week / in the hallway / .

- think / he / be / time / don't / will / on / I / ready / .

- my first book / have / ready / I / publish / enough / will / short stories / I / once / .

16 Complete the questions about the future with the correct form of the verbs in brackets. Sometimes there is more than one correct answer.

- _____ you _____ (know) when the documentary film about Salvador Dalí will be shown?
- When _____ the class _____ (film) the performance of the school musical?
- _____ the band leader _____ (give) us a new song to learn for next week?
- What time _____ your flight _____ (leave) on Saturday?
- What _____ we _____ (do) this time next week?
- _____ your friend _____ (dance) with the professional ballet dancers at the theatre tonight?
- It's late! _____ the show about _____ (finish)?

4B Painting the town

VOCABULARY BUILDING Adjective and noun collocations 2

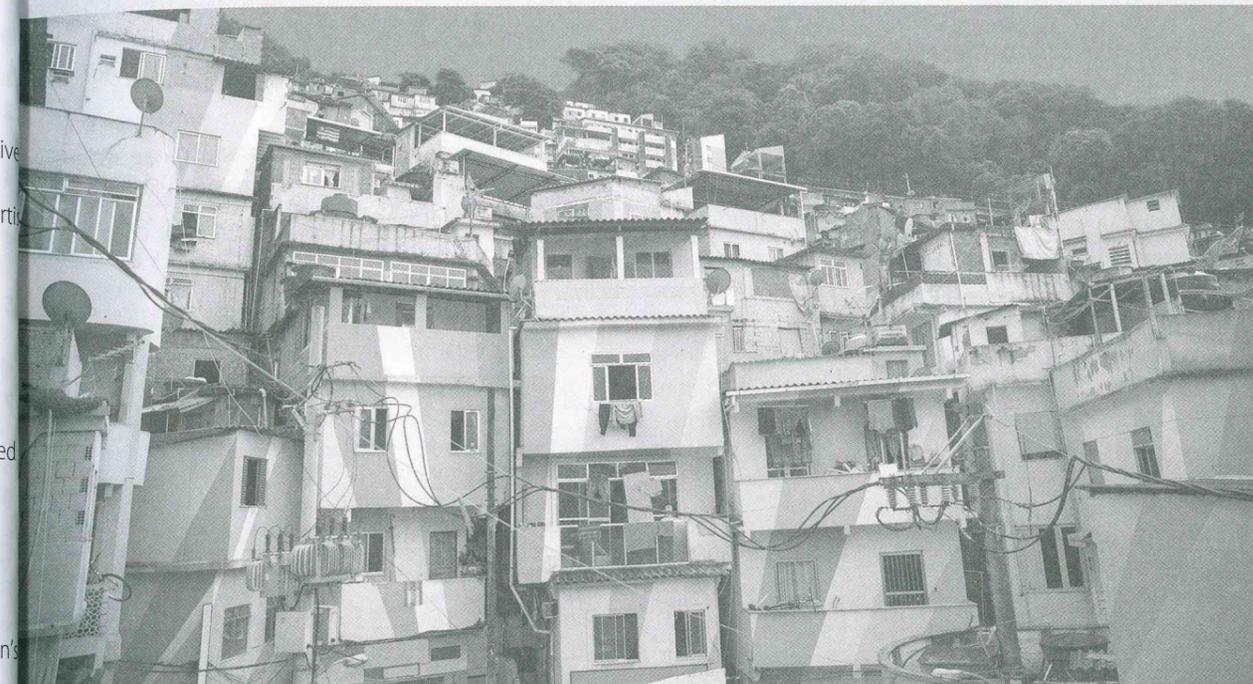
- 1 Choose the correct option to complete the sentences.
- The students in my class are from *diverse / low / leading* backgrounds – everyone has a different perspective to share.
 - In this school we follow a *hard / strict / mixed* set of rules, and there are consequences if you break them.
 - With a lot of *driving / innovative / hard* work and effort, you can achieve all your goals.
 - My school is starting an *innovative / individual / mixed* scheme where students can volunteer to tutor other students who need extra help.
 - He won a scholarship that helps *mixed- / diverse- / low-*income students afford the fees at the private school.
 - She is a member of the *leading / straightforward / private* orchestra in the city, in which she plays the violin.
 - He never stops studying because of his *hard / leading / driving* ambition to get into the best university in the country.
 - Although the teacher worked hard to prepare the students, they received *straightforward / hard / mixed* results on the exam.

READING

- 2 Read the article. Sentences a–g below have been removed from the article. Decide which sentence belongs in each gap (1–6). There is one extra sentence that you do not need to use.
- _____ a They moved to the neighbourhood, hired about twelve local residents and trained them to paint.
 - _____ b They were built without any of the planning that makes cities functional and attractive.
 - _____ c The Vila Cruzeiro project attracted attention from other cities trying to improve their struggling neighbourhoods.
 - _____ d Koolhaas and Urhahn hope to work in many more cities, all over the world.
 - _____ e Koolhaas and Urhahn agree.
 - _____ f However, they believe that bringing colourful art into disadvantaged neighbourhoods does something else.
 - _____ g While visiting these favelas, famous for their crime and drug problems, the artists saw something different – potential.

- 3 Choose the correct options according to the information in the article.
- Why did Koolhaas and Urhahn want to paint the favelas?
 - They wanted to make them inspiring places to live.
 - They wanted to provide jobs for local workers.
 - They were making a documentary about local art.
 - They enjoy street painting.
 - Who built most of the favelas in Brazil?
 - skilled carpenters
 - city planners
 - the people who live there
 - architects
 - Which of the following could replace the underlined word 'accomplishment' in paragraph 4?
 - buildings
 - successful project
 - employment
 - stripes
 - Why do some people criticize Koolhaas and Urhahn's art projects?
 - They think the artists take advantage of local workers.
 - They do not believe that art can help local communities.
 - They believe the art does not help with the bigger problems in the communities.
 - They do not think that artists from another country can understand local communities.
 - What may be the best title for the article?
 - Art in the Favelas
 - Painting Buildings
 - How do you paint neighbourhoods?
 - Can art save a neighbourhood?
- 4 Do the statements match the information in the article? Write true (T), false (F) or information not given (NG).
- Koolhaas and Urhahn grew up in neighbourhoods like the ones they paint. _____
 - Koolhaas and Urhahn believe that painting can be done without much planning. _____
 - The majority of residents in Vila Cruzeiro were glad that the artists were painting their favela. _____
 - The project in Philadelphia took longer than the project in Vila Cruzeiro. _____
 - Urhahn believes that a painting project can help a neighbourhood economically. _____

Painting the town 31



favela neighbourhood in Rio de Janeiro

Jeroen Koolhaas and Dre Urhahn, the pair of artists known as Haas and Hahn, grew up in Holland, far from the tough neighbourhoods of Rio de Janeiro, Brazil, where they completed some of their most innovative street paintings. Koolhaas and Urhahn met as university students and began working together professionally when Koolhaas was making a documentary film about hip hop in Brazil's favelas – the informal, urban neighbourhoods in which many of Brazil's very low-income families live. (1) What if they could paint the crumbling houses and dirty buildings and turn them into art? Could they help make these dangerous neighbourhoods beautiful, inspiring places to live?

Most favelas in Brazil were built by the people who live in them as they moved to the cities in search of work. (2) Koolhaas and Urhahn wanted to do their paintings in the same way the favelas were built, using local people to paint and letting the paintings be created without too much planning.

First, they started spending a lot of time in Vila Cruzeiro, a favela neighbourhood that they believed could become their first large painting project. The artists spent time in the neighbourhood, and got to know the people there. As local residents became excited about the project, Koolhaas and Urhahn began hiring local workers to plaster and paint the houses they selected. They worked together with

the local artists for 18 months, and the result was colourful 'neighbourhood paintings that cover dozens of buildings and bring art into one of Rio's poorest communities.

- 4 (3) After Vila Cruzeiro, Koolhaas and Urhahn were contacted by officials from North Philadelphia, one of the poorest neighbourhoods in the United States. (4) The project took roughly two years to complete, but the new painters, along with Koolhaas and Urhahn, painted over 50 buildings to create a huge urban painting of colourful stripes. The City of Philadelphia recognized the efforts of the local painters by giving them an award for their accomplishment.
- 5 Critics of Koolhaas and Urhahn's art projects say that painting such troubled neighbourhoods does not address the real problems they face, like poverty, unemployment, drugs and crime. (5) They don't expect a painting to solve complex social and economic issues. (6) It inspires the local residents and gives them pride in their community. It changes attitudes.
- 6 So Koolhaas and Urhahn will continue to bring art to troubled communities. They have worked in Haiti and Curacao and receive emails from interested cities every week. They hope their work will encourage kids to pursue creative careers.

4C Things we will have done and learned

GRAMMAR The future in the past

1 Match the two parts of the sentences.

- | | |
|--|--|
| 1 She was going to play baseball, | a she was going to play baseball with her friends. |
| 2 It was starting to rain, | b because she hoped she would see her favourite player. |
| 3 She promised | c but it started raining. |
| 4 Yesterday my sister said | d so she knew she'd have to go inside soon. |
| 5 They were still playing baseball when it got dark, | e we would play baseball if it isn't too hot this afternoon. |
| 6 She decided to go to the baseball game | f so we had to tell them to come inside. |

2 Complete the sentences with these phrases.

I'll have cooked	I will have listened
she'll have visited	we'll have been swimming
will have been practising	will have been studying

- Once she gets to Greece next month, _____ nine different countries.
- They _____ the songs for six weeks by the time they have their concert next month.
- I _____ English for three years by the time I graduate.
- After the birthday dinner I'm making for my mum next week, _____ all the recipes in Madhur Jaffrey's *Vegetarian India*.
- _____ for an hour by the time you join us.
- _____ to all of the band's music by the time I go to the concert next month.

3 Put the verbs in brackets in the correct form of the future perfect simple or future perfect continuous.

- By the time we go to the music festival in March, our band _____ (learn) several new songs.
- I _____ (not have) time to finish all my homework by tomorrow.
- Before the weekend, I _____ (pack) for the trip.
- By the time our sister is able to meet us, we _____ (look around) the museum for about an hour.
- They _____ (watch) the first film in the series again before the second one comes out in June.
- In ten minutes' time, we _____ (wait) for the train for two hours.

- He _____ (take) acting lessons for six years by the time he graduates from high school.
- I _____ (try out) for the school jazz band by the end of the month.

4 Put the words in the correct order to make sentences talking about the future in the past.

- read / my / book / sister / to / but / couldn't / going / find / her / was
- my / I / if / he / wondered / to / come / party / would
- fell / I / to / going / call / was / you, / but / I / asleep
- the / by the time / started / the / we / will / get / to / have / cinema, / film

- have / sailing / two / by the time / arrive, / we'll / be / we / for / hours

- saved / he'll / by the time / of / money / have / he / retires, / a lot

5 Which sentence, a or b, is closer in meaning to the original sentence?

- They'll have set out all the food and put on some fun music by the time their friends arrive for the party.
 - When their friends arrive, there will be food out and music playing.
 - They'll turn on music and put out food after their friends arrive.
- Niko told me he was going to camp in Yosemite National Park for a week with his family.
 - Niko told me he and his family camped for a week in Yosemite National Park.
 - When I talked to Niko, he hadn't gone camping with his family yet, but they were planning to go.
- Once he goes to Yosemite, he'll have visited seven national parks.
 - He hasn't been to Yosemite yet, but he's planning to go. It will be the seventh national park he's visited.
 - He went to Yosemite once, and it was the seventh national park he'd visited.
- By the time I put the bread in the oven, the beans will have been cooking for an hour.
 - Once I put the bread in the oven, the beans will cook for an hour.
 - The beans will cook for an hour. Then I'll put the bread in the oven.

- He'll have been watching TV for 45 minutes by the time he has to go to bed.

- He'll need to go to bed 45 minutes after he starts watching TV.
- After 45 minutes of watching TV, he'll need to continue watching in bed.

- Yen asked our teacher if we would visit the Louvre on our trip to Paris.

- The trip to Paris occurred after Yen asked the question.
- Yen asked the question while her teacher went to the Louvre.

- By the time I go to my violin lesson on Tuesday, I'll have learned the song my instructor taught me last week.

- I learned a new song from my instructor last week. I've been practising it since then. I will know it well when I go to my lesson on Tuesday.
- I will be practising the song my instructor taught me last week when I go to my violin lesson on Tuesday.

5 Complete the sentences about the future in the past with the correct form of the verb in brackets.

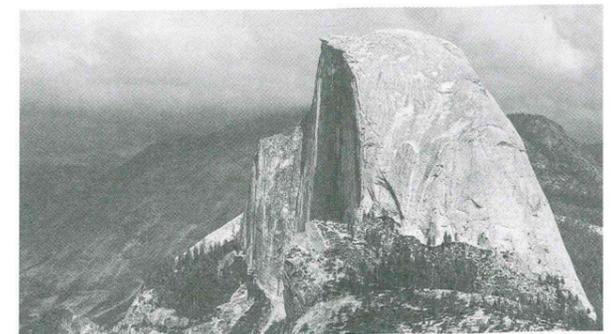
- By the end of this week, I _____ (finish) writing my paper on architecture in medieval Europe.
- I knew you _____ (plan to stay) in Hong Kong for a week, but I didn't know you were going to fly to Bangkok afterwards.
- By the time we get to the south rim of the Grand Canyon, we _____ (hike) for three days.
- I _____ (not read) JK Rowling's new book by the time I meet her at the book signing.
- My pottery project _____ (finish drying) by the time I get to class on Thursday, so I can start painting it then.
- He said he _____ (study) at the library after school today.
- By the time we complete our volunteer hours at the park, we _____ (not spend) more than ten hours picking up litter.

7 Complete the text with the correct form of these verbs.

be finish hike melt plan visit welcome

Yosemite National Park is a beautiful site in northern California that has waterfalls, mountains and amazing forests. In the year 2040, Yosemite

(1) _____ a national park for 150 years. The park is always extremely popular; in fact, by the end of this season, the rangers (2) _____ more than three million visitors. I heard the other day that my friend Brian (3) _____ a trip to Yosemite. Actually, he (4) _____ last year but didn't have enough time. For this trip, though, Brian thought he (5) _____ to Mirror Lake to take photos of Half Dome, one of Yosemite's most famous landmarks. I reminded him that Highway 120, which runs through the park, will remain closed until June or July, when the snow (6) _____ from the road. He said he was planning to go in August and invited me. Perfect timing, actually, because I (7) _____ my classes by then!



The Half Dome in Yosemite National Park

8 Use the prompts to write sentences with the future in the past.

- I / thought / we / enjoy / new exhibition

- By the time / you / take your Spanish exam / you / ready / go Costa Rica

- We / finish decorating / house / by July

- I / take drawing class / tomorrow / not enough time

- Students / read the book / by Monday

- I / hoped / the play / finish / earlier

- He / say / ride bike / meet us / museum

- We / had to leave early / because / he / arrive / 9:00

4D Building a park in the sky

TED TALKS

AUTHENTIC LISTENING SKILLS

- 1 Listen to the extracts from the TED Talk and complete the sentences with these words. **32**

a lot of	even though	going to	or for worse
right after	sort of	to try to	you know

- I'm going to fast-forward through _____ lawsuits and a lot of sort of community engagement.
- So we commissioned an economic feasibility study _____ make the case.
- We opened the first section in 2009. It's been _____ successful beyond our dreams.
- And this has been designed by Renzo Piano. And they're _____ break ground in May.
- And the city has planned – for better _____ – twelve million square-feet of development that the High Line is going to ring around.
- And honestly, _____ I love the designs that we were building, I was always frightened that I wouldn't really love it.
- Just one quick example is I realized _____ we opened that there were all these people holding hands on the High Line.
- I think that's, _____, the power that public space can have to transform how people experience their city and interact with each other.

WATCH

- 2 Complete the sentences with one or two words.
- But even with a cowboy, about one person a month was killed and _____.
 - But with the rise of interstate trucking, it was used less and _____.
 - It was a train loaded with frozen turkeys – they say, at Thanksgiving – from the meatpacking district. And then it was _____.
 - And what first attracted me, or interested me, was this... this view from the street – which is this, you know, steel structure, sort of rusty, this _____.
 - Mayor Bloomberg came in office, he was very supportive, but we still had to make the _____.

- We opened the first section in 2009. It's been sort of successful beyond our _____.
- The other thing, it's generated, obviously, a lot of economic value; it's also inspired, I think, a lot of great _____.

- 3 Choose the correct option to complete the sentence

- The railroad hoped that the 'West Side Cowboy' *would / will* reduce the number of fatal accidents on the train tracks.
- The city *would / was going to* demolish the High Line tracks before Hammond and his organization got involved.
- Hammond thought it *would have been / would be* nice to incorporate wild flowers and plants into the park.
- They commissioned a study and predicted that the project *will have / would* cost 100 million dollars.
- Hammond says that the Whitney *is moving / would move* downtown to build their new museum at the base of the High Line.
- The final section of the High Line *would have gone / is going to go* around the rail yards.

VOCABULARY IN CONTEXT

- 4 Match the words and phrases (1–6) with the sentences where a synonym is used (a–f).

- | | |
|--------------------|------------------|
| 1 engagement _____ | 4 run over _____ |
| 2 figure out _____ | 5 assumed _____ |
| 3 behind _____ | 6 relic _____ |

- One of the major problems with the original rail line in the city was that people were frequently **hit by the trains** and killed.
- Many people simply **believed** that it would not make economic sense to turn the High Line into a park.
- Robert Hammond wanted to **try to understand** how to transform the High Line into a park that would improve the life of the city.
- One of the challenges Hammond faced was convincing people that the High Line could be part of the city's future, and wasn't simply an **object from the past**.
- Many citizens were interested in the fate of the High Line, and they held **several meetings** to debate what should be done with it.
- The community members who were **supportive** of the High Line Park were certain that it would provide great economic and social benefits.

4E What's the plan?

PEAKING

Useful language

Making suggestions

Do you feel like going to ...?

I was wondering if you'd like to go to ...?

Rejecting suggestions

To be honest, it's not really my kind of thing.

Doesn't really sound like my kind of thing, I'm afraid.

Suggesting alternatives

OK. Well, in that case, how about going to ...?

OK. Well, if you'd rather, we could always go to ...

- 2 Read the two conversations. Sentences a–f below have been removed from the conversations. Decide which sentence belongs in each gap (1–6). **33**

- Doesn't really sound like my kind of thing, I'm afraid.
- OK. Well, in that case, how about going to the 90s party with a few of us on Friday?
- Do you feel like going to the zoo with me next Saturday?
- To be honest, it's not really my kind of thing. I'm more into pop music.
- I was wondering if you'd like to go to the Kamaal Williams gig that's on in town?
- Well, if you'd rather, we could always go to the sculpture park they've got there.

Conversation 1

- A: Hey, what are you up to at the weekend?
 B: Well, I've got a project I was going to work on, but otherwise not too much, why?
 A: (1) _____
 B: Who's he? What kind of sound is it?
 A: It's a kind of jazz funk music. He plays keyboard but he's got a band with him too.
 B: (2) _____
 A: (3) _____
 B: You know, I'd like that. Thanks.
 A: Great.
 B: What time are you meeting?
 A: I guess we'll head into town for about 8pm.

Conversation 2

- A: (4) _____
 B: What?
 A: It's a big family trip. My cousins were coming but had to cancel, so my parents said I could bring a friend with me. What do you think?
 B: (5) _____ There are all those animals and I really disagree with them being kept in captivity.
 A: Oh, really? You know it's that sanctuary where they rescue them, so it's not that bad.

B: Hmm, sorry, I'm really not sure.

A: (6) _____ And there's also an animal art centre. It's got some of those paintings done by horses and elephants and stuff.

B: Yeah, that sounds OK. Are you sure your parents won't mind us wandering off?

A: No, they'll be fine as long as I'm not on my own, and my little brother, Joe, won't let them take him anywhere near art.

B: Yeah, alright then.

A: Great!

- 2 Answer the questions about the conversations in Exercise 1. You do not need to write complete sentences.

1 What style of music is the invitation for?

2 What instrument does the musician play?

3 Why does the invitation get rejected?

4 What do they arrange to do? _____

5 Are they going alone? _____

6 Why is Suzie invited to the zoo? _____

7 Does she want to go? Why? / Why not?

8 What's special about the zoo? _____

9 What part of the trip appeals to Suzie?

10 Why won't everyone be together on the trip?

- 3 Write one word in each gap to complete the sentences. Use the phrases in the useful language box to help you.

1 Do you _____ like going _____ a food _____ this weekend?

2 Doesn't really _____ like my _____ of thing, _____ afraid.

3 OK. Well, _____ that case, _____ about going _____ an art _____?

4 I was _____ if you'd _____ to go to _____ comedy _____?

5 To be _____, it's not _____ my kind _____ thing.

6 OK. Well, _____ you'd _____, we could _____ go to _____ theatre.

- 4 Answer the following questions. Make notes and remember to include the useful language. Then, listen to the sample answers and compare your ideas. **34**

- What do you enjoy doing in your free time?
- Do you listen to a lot of music in your free time?

WRITING *For and against* essay

5 Read the sentences. Decide whether each one is for (F) or against (A) something.

- 1 The most serious drawback is the location. ____
- 2 One argument in favour of this is tourism. ____
- 3 The creation of extra jobs is an advantage. ____
- 4 An additional problem is traffic congestion. ____
- 5 Another negative aspect is the schedule. ____
- 6 This would be of great benefit to the area. ____
- 7 It would bring a positive sense of local pride. ____
- 8 A major disadvantage would be the cost. ____

6 Complete the steps for writing a *for and against* essay.

against	brief	conclusion	four
in favour of	introduction	personal	relevant
support	three		

A *for and against* essay is usually

(1) _____ paragraphs long.
 The opening paragraph is the (2) _____.
 It states the topic and tells the reader why it is currently
 (3) _____. It also gives a
 (4) _____ overview of the topic.
 The main body of the essay is made up of paragraphs
 two and (5) _____. The
 second paragraph should offer a few points
 (6) _____, or for, the topic. The
 third paragraph should supply two or three points
 opposing, or (7) _____, the topic. It
 is important to provide reasons and examples to
 (8) _____ these points.
 The closing paragraph is the (9) _____.
 The writer sums up the essay and gives his or her
 (10) _____ opinion on the topic.

7 Read the *for and against* essay. Then match the underlined items (1–8) with their function (a–h).

Local artists who improve our community should be given free housing. Do you support or oppose this idea?

(1) There has been a significant increase in community art projects in the past year. Local artists have been working with residents to create public murals, installations and various sculptures around our city.
 (2) By and large, these creations are warmly received by the community. It also bears mentioning that many of these artists are struggling financially.
 One very convincing argument in favour of giving free housing to local artists is the value they bring

to our city. (3) The work they do helps to establish a stronger sense of community. It is sometimes said that cities are unfriendly, lonely places, but these shared collaborations bring people together and give them an opportunity to express themselves creatively. (4) In addition, such meaningful creations give people great pride in their neighbourhoods. Providing free housing to the artists would be a worthy gesture of thanks from the city.

(5) However, many people strongly disagree with this proposal. First of all, it has been reported that some residents dislike the murals and sculptures in their area.

(6) Secondly, it is worth remembering that artists who collaborate in community projects are paid for their work. It is also important to point out that a career in art is a personal choice. Why should one profession be rewarded more generously than another? Finally, as our city has a high number of homeless people, many feel it would be better to give free housing to the needy rather than to artists.

(7) To sum up, (8) it seems to me that free housing should be reserved for those who need it the most. While it is true to say that local artists are doing excellent work in the community, giving them free housing does not seem to be a popular prospect.

- a sequencing points in a list ____
- b introducing the conclusion ____
- c introducing a general statement ____
- d introducing an opposing view ____
- e adding a further point ____
- f introducing a personal opinion ____
- g supporting a main point with a reason ____
- h establishing the recent relevance of the topic ____

8 Read the *for and against* essay in Exercise 3 again. Then answer the questions. Write *yes* or *no*.

- 1 Is the essay about a definite plan to give free housing to local artists? ____
- 2 Does the writer show that local artists bring value to the community? ____
- 3 Can we infer that only a few people are opposed to giving artists free housing? ____
- 4 Do artists collaborate in community projects for free? ____
- 5 Overall, is the writer against artists being given free housing? ____

9 The local government is planning to fund a major arts festival in your town next year. Do you support or oppose this plan? Write a 300-word essay to respond to this question.

Review

Complete the sentences with a word from this unit.

- 1 The food festival has a big _____ on the city.
- 2 The sculpture creates a _____ of pride in the community.
- 3 There is wide _____ for a new football stadium; everyone wants it.
- 4 The museum _____ together people from across the city.
- 5 The comedy club _____ a lot of students.
- 6 The title 'European Capital of Culture' _____ the local economy.
- 7 We hope the event will _____ a lot of income for the museum.
- 8 Thousands of people _____ the Fringe Festival last year.

Circle the item that is NOT a correct definition.

- 1 to have an impact on: *to influence / to not influence / to cause changes*
- 2 to generate: *to hold back / to produce / to stimulate*
- 3 to hold an event: *to cancel an event / to schedule an event / to have an event*
- 4 to raise money: *to find money / to earn money / to collect money*
- 5 to fade: *to become less important / to grow in importance / to get lighter in colour*
- 6 an innovative scheme: *an idea or plan that's been done before / a new method / an unusual method*
- 7 mixed results: *good results / different types of results / both good and bad results*
- 8 driving ambition: *weak ambition / strong ambition / long-lasting ambition*

Complete the sentences with these verbs.

was going to	was starting	would make
would start	would take	wouldn't go
wouldn't sell		

- 1 Hana didn't rush because she knew the concert _____ late.
- 2 The painter said he _____ a presentation of his work to the art class.
- 3 The gallery owner promised he _____ the painting to anyone else but me.

- 4 She already said that she _____ to the music festival.
- 5 They always thought their son _____ be a writer.
- 6 Ivan said he _____ a lot of pictures at the art exhibition.
- 7 The play _____ so we had to take seats quickly at the back of the theatre.

Match the two parts of the sentences.

- 1 By dinner time, ____
 - 2 I'm looking forward to going to dinner because ____
 - 3 I'll be eating dinner after ____
 - 4 I'll eat dinner when ____
 - 5 I told him I was ____
 - 6 I'm going to eat dinner and then ____
 - 7 Before I went to dinner, I ____
 - 8 I'm about to eat dinner and ____
 - 9 Before I went to dinner, ____
- a going to eat dinner and then study.
 - b was planning to study.
 - c I thought I would study.
 - d I study.
 - e I'll have been studying for six hours.
 - f then I'll study.
 - g study.
 - h I'm finished studying.
 - i I'll have finished studying by then.

Complete the sentences with the correct form of these verbs. Use one verb twice.

give	go	have	live	play	wait
------	----	------	------	------	------

- 1 I wondered if he _____ to hike all the way to the bottom of the Grand Canyon.
- 2 She _____ to come to the restaurant with us.
- 3 I thought I _____ until I got to the theatre to buy my ticket.
- 4 He texted to say he _____ a presentation at our school next week.
- 5 I _____ in Buenos Aires for three months by the time you come to visit me.
- 6 I _____ three different art teachers by the time I go to college.
- 7 She _____ volleyball for eight years by the time she tries out for the national team.

5 It's not rocket science

5A Steps in the process

VOCABULARY Science in action

1 Revision Choose the best options to complete the text.

Manuel Castillo is an experienced (1) ____, who has just been employed as a new member of the Help Team. Please contact him if you are having any problems with your computing (2) ____. Manuel can respond to your queries by email or he can come to your office and (3) ____ things face-to-face. He can also advise you on how to (4) ____ with other departments, (5) ____ for documents in the scientific library and (6) ____ scientific research materials from other universities online.

- 1 a computing technician
b computer technician
c hacker
d software developer
- 2 a equip
b equipped
c equips
d equipment
- 3 a ask
b search
c explain
d find
- 4 a join
b connect
c access
d connection
- 5 a find
b search
c access
d get
- 6 a access
b invent
c connect
d ask

2 Revision Complete the sentences with these words.

curious	data	discover	examine
proof	results	solution	technology

- 1 All the _____ the scientists collected is still being examined.
- 2 The _____ of the experiment were very disappointing. We did not learn anything new.
- 3 Many people still want to _____ if there is life on other planets.

- 4 The _____ to the problem still escapes us.
- 5 I won't believe you unless you give me _____ of your statement.
- 6 Children ask so many questions because they are naturally _____ about everything around them.
- 7 We will _____ all the ancient statues we found on our trip.
- 8 The _____ in computer science is changing every day.

3 Choose the correct option (a-d) to complete each sentence.

- 1 The first step is to ____ a hypothesis.
a release
b record
c track
d form
- 2 I ____ the substance under the microscope.
a got rid
b placed
c recorded
d formed
- 3 When did you carry ____ the experiment?
a off
b in
c over
d out
- 4 The substance ____ in the water.
a released
b got rid of
c dissolved
d added
- 5 The scientists ____ their eating habits over six months.
a tracked
b proved
c rewarded
d submitted
- 6 We ____ an experiment to test the effects of heat.
a formed
b designed
c dissolved
d placed
- 7 The action ____ a chemical reaction.
a did
b added
c proved
d created

- 8 He ____ the results of the experiment.
a looked
b carried out
c analyzed
d placed

4 Complete the sentences with these verbs.

analyze	carry	dissolve	form
heat	prove	submit	track

- 1 First, you need to _____ up the substance.
- 2 The team hopes to _____ the movement of the whales.
- 3 My goal is to _____ the hypothesis.
- 4 Doctors _____ the samples in a lab outside the hospital.
- 5 Make sure you _____ your report before the deadline.
- 6 I _____ out research as part of my job.
- 7 The salt didn't _____ in the cold water.
- 8 It's important to _____ an interesting hypothesis.

5 Number the steps of the research in order.

- ____ a Record the results of the experiment.
- ____ b Prove or discount your hypothesis.
- ____ c Carry out research.
- ____ d Design an experiment.
- ____ e Form a hypothesis.
- ____ f Analyze the data.

6 Cross out the mistake in each sentence and write the correct word.

- 1 The chemical reaction realized a gas.

- 2 You should add referees at the end of your research report.

- 3 Scientists are carrying in research into cancer.

- 4 We'll analysis the results at the end.

- 5 He heated out the chemicals.

- 6 We designed the test to get rid with a chemical.

7 Put the words in the correct order to make sentences.

- 1 researchers / demonstrate / their / experiment / to / designed / an / theory / .

- 2 the / energy / chemical / released / reaction / .

- 3 dissolved / the / heated up / substance / after / it / was / .

- 4 data / form / a / before / collecting / hypothesis / .

- 5 the / cell / placed / she / microscope / under / the / .

- 6 the / gorillas' / tracked / eating / scientists / habits / .

8 Extension Complete the table. Match these verbs with the noun they collocate with.

conduct disprove formulate perform set-up test

hypothesis	experiment

9 Extension Complete the sentences with these words.

data	disprove	dissect	observation
performed	reacted	set	support

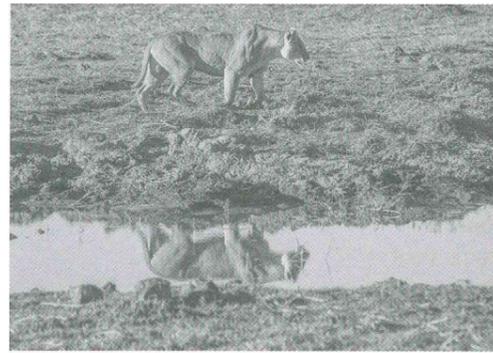
- 1 After the experiment, we analyzed the _____.
- 2 The chemicals _____ with each other.
- 3 She wanted to _____ her hypothesis and show it was false.
- 4 They _____ up the experiment in the laboratory.
- 5 We _____ the experiment over three days.
- 6 Students _____ animals as part of their biology course.
- 7 Biology is the study of the natural world through _____ and experimentation.
- 8 Does your data _____ your hypothesis?

PRONUNCIATION

- 10 Listen to the sentences. Underline the verb that is stressed in the passive construction. Then practise saying the sentences. **35**
- The heart was believed to be the centre of intelligence until the Middle Ages.
 - It is claimed that computer training programs can limit the effects of ageing on the brain.
 - Einstein's brain was said to be bigger than average, which explains his intelligence.
 - It's estimated that the human brain is about 75 percent water.
 - It's well known that most of the time we only use 10 percent of our brain capacity.
 - Doing exercise is thought to create chemicals that reduce your ability to think.
 - The part of the brain called the hippocampus is known to be connected to our sense of direction.
 - It has been generally accepted that creative people have a dominant right brain.

LISTENING

- 11 Listen to a short talk about accents and perception. What would you say is the main finding of the researchers? **36**
- Looks and accent are the two traits that people perceive first.
 - Good-looking people are generally perceived as more honest.
 - The brain's response to different looks and accents is inconclusive.
 - People with accents are sometimes perceived as outsiders.
- 12 Listen again. Then complete the text with the words that you hear. **36**
- When it comes to the way we speak, accents (1) _____ more than where we come from. (2) _____ at Germany's Friedrich Schiller University Jena found that speech wins out over looks when people (3) _____ someone based on those two (4) _____ alone. Accents may be key to social (5) _____ because they can affect whether listeners (6) _____ the speaker as being one of their own or part of a different group. Says Patricia Bestelmeyer, whose research at the University of Glasgow focuses on the brain's (7) _____ to different accents: "They can (8) _____ how much you prefer or trust someone."



A lion walks in the Okavango Delta.

- 13 Listen to a story about being overly curious. What do you think would be the best title for the story? **37**
- The Curious Bayei
 - Curiosity and a Cat
 - A Curious Brother
 - Curiosity Kills
- 14 Listen again and answer the questions. **37**
- How many lions are in the Okavango Delta?
 - 10,000
 - more than 2,000
 - nearly 80,000
 - around 20,000
 - What did the ancestors of the Bayei people hunt?
 - crocodiles
 - leopards
 - lions
 - hippopotami
 - What raised the curiosity of the brothers?
 - lions calling
 - hippos swimming
 - elephants running
 - Bayei learning
 - After wandering from camp, how did the brothers feel?
 - embarrassed
 - defenceless
 - curious
 - ashamed
 - What did the brothers not want the lions to think of them as?
 - naked
 - curious
 - inviting
 - threatening
 - How did the brothers get the lions to relax?
 - by staring at the lions
 - by reasoning with them
 - by focusing on some dung
 - by running towards them
 - What lesson did the brothers learn?
 - to be more cautious
 - to take more risks
 - to never be curious
 - to forget consequences

GRAMMAR Passives 1

Read about important inventions of the 21st century. Then choose the correct options to complete the text.

It might be said that some of the most important advances of the 21st century have been the iPhone, the iPod, YouTube and Skype. Today, they are a part of everyday life, but our lives (1) *has been changed / have been changed / have changed* by all of them.

Music players existed before Apple's iPod, but the iPod changed people's relationship with music – especially how it (2) *was enjoyed / was to enjoy / enjoy*.

The iPod and Apple's music store, iTunes, (3) *was develop / were developing / were developed* in 2001. The iPod's modern design and its large storage capacity made it very popular. And because of iTunes, digital music has become normal.

YouTube (4) *founded / was being founded / was founded* in 2005 and is now the world's most popular video-sharing website. Videos (5) *can shared / can be shared / can share* by anyone from anywhere. Millions of hours (6) *spent / is spent / are spent* each month watching music videos, clips from TV programmes and films, how-to tutorials, and even cat videos!

How people communicate (7) *also been changed / has also been changed / is also changing* because of Skype. Before this, telephone calls to friends abroad were expensive, but that changed with Skype's free, internet-based calls. Now anyone with an internet connection can (8) *been "called" / is "called" / be "called"* for free! What's more, they (9) *can be seen / can see / have seen* thanks to the video chat!

Apple's iPhone was the first user-friendly smartphone with a large touchscreen. It came out in 2007 and took over the mobile phone market, and a new industry (10) *created / was creating / was created* – app development. To date, nearly 900 million iPhones (11) *has been sold / have been sold / are sold*.

The 21st century is still young. Who knows how our lives (12) *improved / will improved / will be improved* by other inventions in the next few years!

- 16 Complete the sentences with the passive forms of these verbs and the tenses in brackets below.
- | | | | | |
|--------|---------|-----------|----------|--------|
| cause | conduct | confirm | question | select |
| submit | track | transform | win | |

- We were told that more research _____ if there's enough funding. (modal + passive)
 - The other team's hypothesis _____ by the teacher. (past perfect passive)
 - The smoke _____ by escaping gas. (past continuous passive)
 - The results of the experiment _____ by the surprised researchers. (past simple passive)
 - The raw materials _____ into a unique substance. (present perfect passive)
 - Temperature changes _____ by the scientists. (future passive)
 - The winner of the competition _____ by the committee. (present perfect passive)
 - The innovation prizes _____ right now. (present continuous passive)
 - The teacher was happy that our homework _____ on time. (past simple passive)
- 17 Rewrite the passive sentences in active form and the active sentences in passive form.
- An experiment was designed by the scientists to test the quality of the gold.
 - The fish had been released into the stream by the biologist.
 - The wire was attached to the battery, which started the experiment.
 - The powder is being dissolved in the liquid.
 - They used the smartphone to make a video of our experiment.
 - You can find the winners on our website or in our magazine.
 - The high cost has discouraged me from building a supercomputer.
 - Experts consider scientists from your country to be among the best in the world.

5B Playing to learn

VOCABULARY BUILDING Adjectives

- 1 Complete the table with the adjectives that go with these nouns.

adaptation	beauty	curiosity	effect	help
hope	imagination	innovation	treatment	

-able	-ful
treatable	
-ive	-ous

READING

- 2 Read the article and choose the best headings for paragraphs 1–6 from the list of headings below. You will not use all the headings.

Paragraph 1 ____
 Paragraph 2 ____
 Paragraph 3 ____
 Paragraph 4 ____
 Paragraph 5 ____
 Paragraph 6 ____

- a Guided play for learning
- b Guided play for discovery
- c How education is changing
- d How children learn best
- e Why rats play
- f The problem with play
- g Why animals play
- h Playing for the future
- i Play and the brain

- 3 Read the article again. Choose the answer which you think fits best according to the article.

- 1 In paragraph 2, what is the author's main point about animal play?
- a Play makes rats more social and less stressed.
 - b Play is extremely important for animals to survive and succeed.
 - c Playful animals live longer than animals who are not playful.
 - d Rats, squirrels and bears are healthy animals because they play a lot.

- 2 The author gives examples of animals that play because
- a it is interesting information for the reader.
 - b it is important information for teachers to understand.
 - c it helps explain why play is important for human children.
 - d scientists are focused on animal play.
- 3 In paragraph 4, what does the author suggest about guided play?
- a It is better for learning than many traditional teaching methods.
 - b It should be used mainly to teach vocabulary.
 - c It should be directed by teachers, not children.
 - d It should be focused on fun more than on specific learning goals.
- 4 In paragraph 5, what is the author's purpose in describing the teacher's interaction with students about shapes?
- a to prove that this is a good teacher
 - b to prove that guided play is important for children
 - c to suggest that teachers should never talk more to children
 - d to give an example of how guided play works
- 5 In the last paragraph, "this" refers to
- a research.
 - b children.
 - c guided play.
 - d scientists.

- 4 Complete each sentence with the correct ending based on information from the article.

- 1 Rats that play regularly ____
 - 2 Students in the past ____
 - 3 The purpose of guided play is to ____
 - 4 A teacher using guided play well will ____
 - 5 Children learn best when they ____
 - 6 Worksheets and flashcards ____
- a have strong social skills.
 - b spend a lot of time listening.
 - c help students achieve learning goals.
 - d make connections to their own lives.
 - e do not always help students remember information
 - f spent less time playing than they do now.

Playing to learn 38



When most people think of school, we think of sitting in desks or at tables, listening to teachers and taking exams. But today, especially in classrooms for young children, learning looks quite different. One of the biggest trends in early childhood education is for play-based learning. Instead of seeing children sitting at a desk, you might find them playing in a model kitchen or building towers of blocks. Rather than watching a teacher who stands at the front of the room, these students will be playing with their teacher in the park. What is play-based learning, and why do children need it?

To find some answers, we can look to the animal kingdom. Many species of animals have been observed playing, and scientists have begun to understand why. Animals play for a variety of reasons: to learn social skills, to master survival skills and to relieve stress. Rats are some of the most playful animals, and research shows that rats who play have better developed brains, are able to pay attention longer and have better memories than rats who don't. Rats who play are also better in social situations with other rats; they get in fewer fights and have much lower stress levels. Squirrels are also playful animals. Scientists have found that squirrels who play have better coordination and even have more babies than those who don't. Brown bears who play as children are more likely to survive into adulthood than those who do not experience play. Play is crucial for animals to learn important social and survival skills, and might even create healthier brains.

3 It's not surprising, then, that human children also benefit from playing to learn. Educational researchers

have found that children learn best when they are mentally active, interested, socially interactive and able to make connections between what they are learning and their own lives. Teachers build on this research by practising guided play in their classrooms.

- 4 Play is flexible, fun and directed by children; guided play helps children focus their play to achieve a learning goal. For example, a teacher using guided play to teach farm animal vocabulary might read a book with the children and then let them play with toy horses, cows and chickens. Studies show that this type of guided play helps children remember words better than regular school activities like worksheets or flashcards.
- 5 With guided play, teachers watch and listen more than they talk. If children are playing with toys of different shapes, a teacher might ask questions about the shape. This allows the child to learn about different shapes through discovery rather than instruction. They are able to form hypotheses of their own, test them and become little scientists.
- 6 Research is showing that children learn better from playing, especially from guided play. Scientists are trying to learn more about what effects this has on the brain, but it is clear that play is an important part of development. Guided play helps prepare children to become curious, creative thinkers and caring members of society. Many teacher training programmes are now focusing on the importance of guided play so that the next generation gets the best education possible.

5C Mind-blowing!

GRAMMAR Passives 2 and have/get something done

1 Read the sentences. Are they active (A) or passive (P)?

- 1 My sister Roberta claims to be too busy to help me study. ___
- 2 It's well known that Beijing Capital International Airport is one of the busiest airports in the world. ___
- 3 I believe Barbara McClintock won the Nobel Prize in Physiology or Medicine in 1983 for her work in genetics. ___
- 4 The estimate the scientists made for how long it takes certain bacteria to multiply was accurate. ___
- 5 Louis Armstrong was said to be one of the most innovative jazz trumpeters. ___
- 6 Exercising every day is thought to lead to better sleep. ___
- 7 They said getting humans to the moon couldn't be done. ___
- 8 It's estimated that the world's population will be 9.7 billion by 2050. ___
- 9 Thoughts on the nature of the universe have changed throughout time. ___
- 10 Ella Fitzgerald was a well-known jazz singer. ___
- 11 Marie Curie was believed by many people to be one of the greatest scientists working in the early 20th century. ___

2 Choose the correct option to complete the sentences.

- 1 It ___ that human actions are increasing the negative effects of climate change.
 - a is claimed
 - b claimed
 - c is known to be
 - d is thought to
- 2 In the 1950s, it ___ by some people that women should not play sports.
 - a believe
 - b were believed
 - c has been believed
 - d was believed
- 3 The Space Launch System ___ a major step along the road to putting people in space to explore Mars as well as other aspects of deep space.
 - a it's expected to be
 - b is expecting to be
 - c is expected to be
 - d expecting

- 4 Rewriting your notes after class ___ help you learn the material better.
 - a is thought to
 - b known to be
 - c thought to
 - d knowing to

- 5 ___ that students who study every day get better grades.
 - a Thought
 - b It's considered
 - c It's thinking
 - d It's well known

- 6 British archaeologist Howard Carter ___ as the person who, in 1922, discovered Tutankhamun's tomb in Egypt.
 - a seems
 - b is said
 - c considered
 - d is known

- 7 In the 1400s, many people ___ India's spices were the best in the world.
 - a were said
 - b said
 - c have generally accepted
 - d have been said

3 Choose the correct option to complete the sentences about brain myths.

- 1 *It's said / It says* we use only 10 percent of our brain capacity.
- 2 Our brain *doesn't / is believed to be* work as well after turn 50.
- 3 Brains *claim / are claimed to be* like computers.
- 4 It *generally accepts / is generally accepted* that we have only five senses.
- 5 *It's assumed / It assumes* that you have to speak one language well before you learn a new language.
- 6 Men's brains *were believed to / are* different in many ways from women's brains.
- 7 *It is thought / Thoughts* that adults can't grow new brain cells.

4 Which sentence, a or b, is closer in meaning to the original sentence?

- 1 Gabriel García Márquez is said to be one of the greatest authors of the 20th century.
 - a I think Gabriel García Márquez is one of the greatest authors of the 20th century.
 - b Many people think Gabriel García Márquez is one of the greatest authors of the 20th century.
- 2 It's well known that tennis players who take extra lessons do better in competitions.
 - a Tennis players know to take extra lessons and do well in competitions.
 - b If tennis players take extra lessons, they generally do better in competitions.

Persuasive advertisements are thought to make customers buy more.

- a People generally think that customers buy more when they see persuasive advertisements.
- b Customers buy more items and like persuasive advertisements.

Lewis Hamilton is known to be one of the best Formula One drivers of all time.

- a Lewis Hamilton knows he is one of the best Formula One drivers of all time.
- b Many people think Lewis Hamilton is one of the best Formula One drivers of all time.

It's been generally accepted that science has made life better.

- a Though not everyone agrees, a lot of people think science has made our lives better.
- b Science making our lives better is accepted to be a general thought.

It's widely believed that teachers should encourage curiosity in their students.

- a Teachers generally want to encourage their students to be curious.
- b Most people think it's important for teachers to encourage their students to be curious.

Use *have or get + something + past participle* to write a new sentence in the passive that is related to the first sentence.

- 1 Someone took my photo for my new ID. (get)
I got my photo taken for my new ID.
- 2 They displayed my research project at the science fair. (have)
- 3 They printed my aunt's favourite recipe in the newspaper. (get)
- 4 They took my temperature at the clinic. (have)
- 5 Some classmates finished Jamie's experiment for him. (get)

6 Use the prompts to write present simple sentences with the impersonal *it*.

- 1 well / know / people / like / ice cream
It is well known (that) people like ice cream.
- 2 think / recording lectures / help / students / learn
- 3 assume / most students / need / study / regularly
- 4 think / exercise / good for / brain
- 5 claim / world / get / hotter / every decade
- 6 assume / scientific advances / help / people / live longer
- 7 well know / Mrs Liu / be / best teacher / our school

7 Rewrite each passive sentence so that it does not use the impersonal *it*.

- 1 It is thought that studying abroad helps students become more curious about the world.
- 2 It's estimated that 37 percent of the people in our country have university degrees.
- 3 It was said that our experiment was doomed to failure since we didn't take into account the temperature.
- 4 It is claimed that brushing your teeth twice a day keeps your mouth healthy.
- 5 It's believed that fish such as salmon are good for the health of your brain.
- 6 It's thought that getting at least eight hours of sleep every night helps your brain work better.

5D Science is for everyone, kids included.

TED TALKS

AUTHENTIC LISTENING SKILLS

- 1 Listen to the extract from Beau Lotto's TED Talk, and choose the filler words where he uses them. If he does not use a filler word, choose X. 39

Now, I want to tell you a story about seeing differently, and all new perceptions begin in the same way. (1) *Right?* / *X* They begin with a question. The problem with questions is they create uncertainty. Now, uncertainty is a very bad thing. It's evolutionarily a bad thing. If you're not sure that's a predator, it's too late. (2) *OK?* / *X* Even seasickness is a consequence of uncertainty. (3) *Right?* / *X* If you go down below on a boat, your inner ears are telling you you're moving. Your eyes, because it's moving in register with the boat, say I'm standing still. (4) *OK?* / *X* Your brain cannot deal with the uncertainty of that information, and it gets ill. The question "why?" is one of the most dangerous things you can do, because it takes you into uncertainty. (5) *You know?* / *X* And yet, the irony is, the only way we can ever do anything new is to step into that space. So how can we ever do anything new? Well fortunately, evolution has given us an answer, (6) *right?* / *X* And it enables us to address even the most difficult of questions. (7) *Yeah.* / *X* The best questions are the ones that create the most uncertainty. They're the ones that question the things we think to be true already. (8) *Right?* / *X* It's easy to ask questions about how did life begin, or what extends beyond the universe, but to question what you think to be true already is really stepping into that space.

WATCH

- 2 Do Beau (B) or Amy (A) make each of these statements?

- The brain takes meaningless information and makes meaning out of it, which means we never see what's there. ____
- Science is not defined by the method section of a paper. It's actually a way of being, which is here, and this is true for anything that is creative. ____
- We thought that it was easy to see the link between humans and apes in the way that we think, because we look alike. ____
- Really, we wanted to know if bees can also adapt themselves to new situations using previously learned rules and conditions. ____

- We asked the bees to learn not just to go to a certain colour, but to a certain colour flower only when it's a certain pattern. ____
- So the kids give me the words, right? I put it into a narrative, which means that this paper is written in speak. ____
- It took four months to do the science, two years to get it published. ____
- This project was really exciting for me, because it brought the process of discovery to life, and it shows me that anyone, and I mean anyone, has the potential to discover something new. ____

- 3 Answer each question with one or two words and a number.

- What are the four sections of a scientific paper?
 - _____
 - _____
 - _____
 - _____
- What was the name of the journal where the paper was finally published? _____
- How many times was the paper downloaded in the first day? _____

VOCABULARY IN CONTEXT

- 4 Match the words 1–6 with the sentences that show their meaning (a–f).

- | | |
|----------------|-------------------|
| 1 adapt ____ | 4 surrounded ____ |
| 2 a voice ____ | 5 bother ____ |
| 3 reward ____ | 6 link ____ |

- Joaquín's mother always told him that knowledge would be the **benefit he received** for his effort in school.
- Sometimes adults don't **make the effort** to take children's questions seriously, even though they can provide valuable insights.
- Amy and her classmates wanted to study the **connection** between the way humans solve problems and the way bees do.
- The students wondered whether the bees would **change** their behaviour based on the experiments they designed.
- When I go into the city, I have people and buildings **around me**.
- Beau Lotto thinks that it is important for children to have **the opportunity to contribute** to scientific discussions.

5E Conducting experiments

5E SPEAKING

Useful language

Staging

The first thing we'd need to do is ...
We'd also need to make sure that we (didn't) ...
I suppose then we'd probably be best ... -ing ...

Preparing research questions

I wonder if / how / why ...
It'd be good to know what / whether ...
We'd need to try and work out ...

Hypothesizing

I'd expect the results to show ...
I'd imagine that the data would probably reveal ...
I would / wouldn't have thought it'd be possible to prove that ...

- Match each useful language phrase with its function: Talking about Staging (S), Preparing research questions (Q) or Hypothesizing (H).

- I wonder if / how / why ____
- We'd also need to make sure that we (didn't) ____
- I would / wouldn't have thought it'd be possible to prove that ____
- We'd need to try and work out ____
- I guess then we'd probably be best ...-ing ____
- I'd expect the results to show ____
- It'd be good to know what / whether ____
- I'd imagine that the data would probably reveal ____
- The first thing we'd need to do is ____

- 2 Listen to the conversation and decide what the experiment will be about. 40

- commerce
- science
- technology

- 3 Complete the conversation with phrases from the useful language box. Then listen again and check your answers. 40

- A:** So, how are we going to plan our science project together?
- B:** Well, I think (1) _____ design the experiment.
- A:** That's a good idea. So, if we're investigating the gas released in the chemical reaction with different metals, we need to use sound research methods.
- C:** (2) _____ we can measure the rate of gas produced?
- B:** (3) _____ measured and recorded the results accurately.
- A:** Yeah, and (4) _____ how the reaction occurs.
- C:** (5) _____ doing some research, forming a hypothesis about the reaction, and then proving it in our experiment.
- B:** Also, (6) _____ the quantity varies at different temperatures.
- C:** (7) _____ the speed of the reaction changes at different temperatures.
- A:** Yeah, (8) _____ an increase in volume at higher temperatures.
- B:** What about the different metals? Are they all going to be the same?
- C:** (9) _____ that one of the metals was the most reactive.
- A:** Right, let's decide how we're going to research this then.

- 4 Think about how you and some classmates would work together to plan one of the experiments from the list below (or an example of your own). Apply the research methods you learned in the unit to plan your task. Use the useful language to make notes. Then compare your ideas with the conversation in Exercise 3.

- How do different building designs react in an earthquake?
- Frozen substances – expansion or contraction?
- How can we produce light without electricity (or fire)?
- The effectiveness of different materials to filter dirty water

- 5 Listen to part of a lecture from a biology course and answer the question below. 41

Using the information from the talk, describe the two main consequences of global warming and how the examples illustrate the concept.

Make notes and remember to use the useful language. Then listen to the sample answer. 42

WRITING A scientific method

6 Match the two parts of the sentences.

- The experiment aimed to measure ____
- The purpose of the experiment ____
- Pavlov played the same sound ____
- The reactions among the gases were studied in order to ____
- During the experiment, the scientists ____
- After the experiment, the properties ____
 - determine their volumes.
 - of radioactivity were described.
 - was to demonstrate superconductivity.
 - reproduced certain types of bacteria.
 - so that the dogs knew they would be given food.
 - the force of gravity in a laboratory.

7 Match each sentence with its function: Introducing the process (I), Linking the steps (L) or Explaining the steps (E).

- Once Louis Pasteur had separated the mixture, he could demonstrate the impact. ____
- The purpose of the experiment was to show the effects of gravity. ____
- Next, the psychologist showed the child the choice of rewards. ____
- A microscope was provided so that the cells could be seen. ____
- The diagram illustrates the process used to complete the experiment. ____
- Finally, the pendulum was suspended from the dome of the Pantheon in Paris. ____
- In order to prove the theory, citrus fruits were only provided on one of the two ships. ____
- The experiment aimed to prove that light travels faster than sound. ____

8 Complete the process for this scientific experiment using these words and phrases. Two items are not used.

after the experiment, aim before the experiment,
carried out conform discover
during the experiment, finally in order to
incorrect once then

The Asch conformity experiment

The (1) _____ of this 1950s experiment was to (2) _____ whether social pressure would make individual people conform. In other words, it tested whether individuals would

(3) _____, that is, agree, with an answer given by a majority of others even though they knew the answer was (4) _____. The experiment was (5) _____ with 50 male students from a college in the United States.

(6) _____ seven participants were told what answer to give about a comparison between the length of lines on two different cards. One participant, not aware of this, and was not given any instruction. (7) _____ this person was deliberately placed last in the line of participants, who were all required to answer the question aloud.

(8) _____ prove the theory, the first seven people were instructed to give the same incorrect answer. (9) _____ these seven had answered, the final participant (10) _____ had to decide whether to conform and give the answer everyone else had given, or the one they personally knew to be correct.

9 Read the process in Exercise 8 again. Then put the points (a–h) in the correct order (1–8).

- Before the experiment, seven of the eight people were told what answer to give. ____
- The plan was to ask the group to answer an obvious question. ____
- After hearing all seven answers, the eighth person had to decide whether to conform. ____
- Groups of eight people were formed to participate in this experiment. ____
- The eighth person didn't know the others had been told how to answer. ____
- The purpose was to find out whether people would conform to what others said. ____
- These seven people were all instructed to give the same incorrect answer. ____
- They had to answer aloud, so everyone in the group could hear their answer. ____

10 In your English class you have been talking about robots. Now your English teacher has asked you to write an essay. Write 140–190 words in an appropriate style.

Today, scientists are developing more advanced robots that will carry out many functions for human beings in the future. Some people feel this is a bad idea. Do you agree?

Notes

Write about:

- convenience
- jobs
- _____ (your own idea)

Review

Choose the correct option to complete the sentences.

- She *recorded* / *formed* the results of the experiment on her tablet.
- In a *reference* / *hypothesis* you try to explain an observation.
- The scientists *carried out* / *tracked* the progress of the athletes.
- The chemicals *dissolved* / *released* a gas.
- Can you *add* / *place* it under the microscope, please?
- The team *designed* / *formed* a hypothesis.

Complete the words to make the phrases.

- s _____ an assignment before the deadline
- c _____ a chemical reaction
- a _____ references at the end of a report
- d _____ an experiment
- c _____ o _____ research
- a _____ the results of an experiment
- p _____ a hypothesis
- g _____ r _____ o _____ a chemical

Cross out the mistake in each sentence and write the correct word.

- Music streaming being used by more and more people these days. _____
- The electric car been developed to decrease our dependence on petroleum. _____
- The driverless car has been dream of for many years, but now it is a reality. _____
- Smartphones is now carried by the majority of adults. _____
- Before I left school, tablet computers had introduced into most lessons. _____
- The internet was using for research for the science project. _____
- Wearables (small computer devices that you wear) being advertised as the latest tech gadget. _____
- Her files stored in the Cloud so she can access them from any computer with an internet connection. _____

Complete the sentences using the verbs in brackets in the passive voice.

- It _____ (generally agree) that travel sparks curiosity.
- Certain senses and functions of the body _____ (control) by the brain.

- In the 15th century, it _____ (say) that the world was flat.
- The Copley Medal _____ (award) annually by the Royal Society, London, to persons in any field of science who show outstanding achievement.
- The report _____ (write) after the students completed the experiment.
- In the 16th century, the Earth _____ (believe) to be at the centre of the universe.
- In many circles, it _____ (claim) that scientific innovation depends on a solid secondary school education.

5 Read the questions. Choose the correct answer.

- Who do you think the best footballer is?
 - It's claimed that either Lionel Messi or Ronaldo is the best footballer in the world.
 - I claim that either Ronaldo or Lionel Messi is the best footballer.
- Do I really have to study every day?
 - You'll get better grades if you study more.
 - Well, it's been generally accepted that the more you study, the better grades you'll get.
- Name one of the happiest countries in the world.
 - Denmark says to be one of the happiest country in the world.
 - Denmark is said to be one of the happiest countries in the world.
- How many people were in the world in the 1600s?
 - It's estimated that the population then was around 500 million.
 - The population in the 1600s it's estimated that it was around 500 million.
- What can I do to stay healthy?
 - If you wash your hands frequently, I think you'll get sick less often.
 - It's well know washing your hands frequently leads to fewer illnesses.
- Do you think I should join the drama club?
 - If you do join, I think you'll have got better grades and you had liked it.
 - Yes, I do! Participating in activities such as drama club is thought to help you get better grades. And I think you'll like it, too.
- Didn't your hair use to be longer?
 - Yes, I have it cut last Monday.
 - Yes, I got it cut on Monday.

6 Adapt to survive

6A Evolution and conservation

VOCABULARY Endangered species

1 **Revision** Complete the sentences with these words.

drought	environmental	expedition	fishing
route	save	waste	wild

- Many plant species die during a _____.
- The world is facing an increasing number of _____ problems.
- Many charities track illegal _____ boats using technology.
- Everyone should change their daily routine to help _____ the environment.
- Campaigners are encouraging restaurants not to _____ food.
- Illegal hunters catch _____ animals in their habitats.
- The scientific _____ to Antarctica lasted eight months.
- The _____ the climbers chose was straight up the mountain.

2 **Revision** Mark each sentence correct (C) or incorrect (I). Then cross out the incorrect words and write the correct ones.

- The increase in people using cars has led to global cooling. _____
- A result of the bluehouse effect is the heating up of the Earth's surface. _____
- Governments need to take action against companies that damage nature. _____
- Building projects are destroying the nature environment. _____
- Schools are teaching children about how to protect the environment. _____
- Climate change is leading to less extreme weather. _____

3 Are these words positive or negative? Complete the table.

conserve	die out	endangered	extinct
habitat	hunt	save	survive

Positive	Negative

4 Choose the correct option (a–d) to complete the sentences.

- The Javan rhino is at risk of _____.
a endangered **c** extinction
b survival **d** conservation
- The zoo is running a _____ programme for turtles.
a hunting **c** species
b conservation **d** habitat
- Parents _____ on their genes to their children.
a preserve **c** breed
b pass **d** bring
- Farming is _____ the natural habitat of plants and animals.
a destroying **c** losing
b preserving **d** improving
- Scientists are concerned about the long-term _____ of the Western Lowland gorilla.
a risk **c** extinction
b survival **d** consequence
- Increased water pollution will have lasting _____ on the area.
a risks **c** consequences
b extinction **d** species

5 Cross out the phrase that does NOT collocate with the noun.

- improve energy / bring a lasting / work in nature + conservation*
- discover a new / an endangered / work in nature + species*
- lose its natural / destroy the / pass on its + habitat*
- leave the / have serious / consider the + consequence*
- ensure its / preserve their / its long-term + survival*

6 Complete the phrasal verbs in the sentences with these prepositions.

for from on out to

- Scientists benefit _____ new technology.
- We had to adapt _____ the freezing temperatures during our stay.
- We had to conform _____ the tribe's rules about exploring the area.
- My parents passed _____ their love of bees to me.
- Many species have died _____ in the last century.
- We had to stop them hunting _____ the elephants.



A Namib Desert Darkling Beetle

Complete the text with these words.

adapted	endangered	extinct	habitat
risk	species	store	survive

Everyone knows that if your (1) _____ is the desert, there is one thing you lack: water. The Namib Desert Beetle may look ancient, but it is not (2) _____ or even (3) _____. How does this insect (4) _____? This (5) _____ of beetle has (6) _____ to its surroundings. Its back has bumps on it. The bumps contain something that attracts water. Once a day, these bumps collect moisture from the cool morning breeze and (7) _____ it on the beetle's back. When the bumps have collected enough, the water runs down into the beetle's mouth.

Now, using the same idea, a company is trying to make a self-filling water bottle for people and animals at (8) _____ of dehydration in the desert.

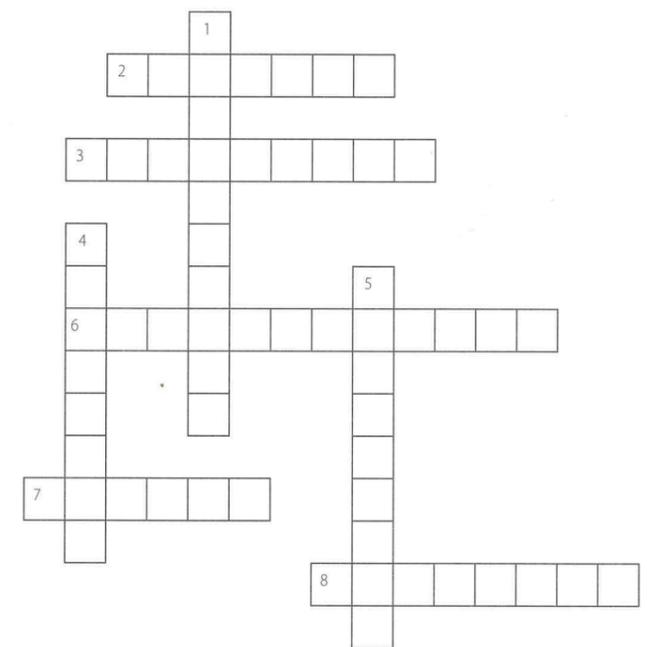
3 Listen to the descriptions. Match each description with the item it describes. 43

- _____ **a** an animal that has adapted for survival in a difficult habitat
- _____ **b** a species that was saved by conservation efforts
- _____ **c** a species that is extinct
- _____ **d** an insect that is beneficial to people
- _____ **e** a species whose habitat is being destroyed
- _____ **f** a species that is endangered by hunting

9 **Extension** Complete the table. Use a dictionary if necessary.

Noun	Adjective	Verb
conformity	conforming	
	modified	
	threatened	
habit		habituate
sustenance	sustaining, sustained	

10 **Extension** Complete the crossword.



Across

- to obey a rule or law
- the ability to do something unpleasant for a long time
- a small change
- a danger or risk
- the chance or hope that something will happen

Down

- protection from heat or cold, etc.
- well known to you
- a place that is safe from danger

PRONUNCIATION

11 Listen to the sentences. Is the underlined *have* or *been* pronounced in its weak or strong form? Practise saying the sentences. 44

- Those animals should have been protected.
a weak b strong
- That article must have been fake.
a weak b strong
- How have the gorillas been doing?
a weak b strong
- He's been working with endangered species all his life.
a weak b strong
- Have they benefited from the conservation efforts?
a weak b strong
- Most of their habitat has been destroyed.
a weak b strong
- What has been most rewarding about the work?
a weak b strong
- I think we all might have done more.
a weak b strong

LISTENING

12 Listen to the conversation. Complete the collocations that you hear. 45

- consider _____
- an endangered _____
- destroying _____
- risk of _____
- involved in a conservation _____
- ensure the _____
- pass on their _____
- a potential _____



a crocodile bag

13 Listen again and answer the questions. 45

- How did Janice react to what Laura showed her?
a She was disappointed.
b She wasn't interested.
c She was a bit jealous.
d She was very curious.
- What did Janice criticize Laura for not considering?
a how expensive the bag was
b which country the bag came from
c what the bag was made of
d who actually made the bag

3 What did Janice tell Laura she was doing to crocodiles?

- destroying their only habitat
- ensuring their final extinction
- not considering their rights
- adding to the threat to them

4 How did the man describe Janice?

- patronizing
- passionate
- pessimistic
- perplexed

5 What was one of Janice's arguments in favour of conservation?

- the possible benefits to humankind
- stopping unnecessary cruelty to animals
- reducing the amount of consumerism
- ensuring the survival of the human race

6 In the end, how would you describe Laura's attitude?

- She was even more offended.
- She was a bit upset with the man.
- She was rethinking her position.
- She was finished with Janice.

14 Listen to the lecture. Match these scientific terms with their definitions. 46

- | | |
|-----------------|--|
| 1 species | a the usual weather conditions in an area |
| 2 habitat | b a group of particular animals |
| 3 troop | c the ways in which a person or animal acts |
| 4 climate | d continuing to live despite difficult circumstances |
| 5 adapt | e an animal's natural home or environment |
| 6 behaviour | f to change because of or different conditions |
| 7 primatologist | g a group of similar individuals capable of breeding |
| 8 survival | h an expert in the study of primates |

15 Listen again. Are the statements true (T) or false (F)? Practise saying the true sentences. 46

- Male chacma baboons generally weigh more than 40 kilograms. _____
- Chacmas do not usually live in desert areas. _____
- Long periods without water affects the baboons' behaviour. _____
- The baboons get water from the Kuiseb River all year round. _____
- Chacmas in the Namib will sometimes sleep during the day. _____
- Temperatures in the Namib are often higher than 45 degrees Celsius. _____

GRAMMAR Modal verbs and meaning

Choose the best option to complete the sentences.

- The Korowai people in southeastern Papua, Indonesia, *can / may* disappear in the next generation because the young people are moving to nearby towns.
- A drought in Kenya *shall / might* make life even more difficult for the Samburu people who travel across northern Kenya looking for water and food for their animals.
- The Awa people in Brazil *can / should* be protected from the farmers and loggers who are coming into their homeland and destroying the habitat.
- If the Tsaatan people in Mongolia *could / would* get help from the government, their culture and their reindeer, on which they depend, could survive.
- Help from the Indian government *may / must* help the Ladakhis in the state of Jammu and Kashmir as their culture modernizes and changes very quickly.

Choose the best options to complete the text.

Even though we (1) *shall not / may not* realize, language is always changing. It changes so slowly that we (usually) don't notice it. Some people (2) *may / mustn't* assume that language change is bad and the result of laziness or mistakes, but in truth, language change is neither good nor bad. It just *is*.

Language evolution (3) *shall / can* include changes in vocabulary, grammar and pronunciation. Because it reflects the needs of its speakers, a language (4) *could / will* require new words if the needs of its speakers change, due to new technology, new products or unique experiences.

Languages (5) *can / should* adapt by borrowing words (for example, *sushi*), by shortening words or phrases (*text messaging* has become *texting*), or by combining words to create a new word (*breakfast + lunch = brunch*).

Geography (6) *should / can* lead to language change, too. If a group of speakers is separated from other people who speak the same language, their language (7) *will / must* change differently or at a different speed than the other people. British and American English are an example of this.

If languages didn't change, we (8) *couldn't / wouldn't* have any words for the digital technologies that have appeared in the 21st century so far. Language (9) *must / could* change to keep up with the lives of its speakers.

18 Complete the sentences with these words. You may use the words more than once. There is more than one correct answer for some items.

can could may might must

- In the plains and grasslands of North America, we _____ not interfere with the habitat of the bison or they, too, will become extinct.
- The blue whale _____ die out if we don't stop polluting the Gulf of California.
- Building roads in the jungle _____ destroy the habitat of the endangered bonobos in the Congo Basin.
- We _____ protect the Galapagos Islands in order to save the giant tortoise.
- You _____ borrow the binoculars, but please be careful with them.
- In order for animals to survive, they _____ evolve along with their changing habitats.

19 Complete the sentences with these phrases.

can expect couldn't connect might even be
must call must rely should know

- Reading a map is a disappearing skill. Now, we _____ on the sat nav on our smartphones.
- Changing a car tyre is a disappearing skill. Because no one can do it now, we _____ for help when we have a flat tyre.
- Knowing correct spelling and grammar is a disappearing skill. People these days _____ their computers, tablets and smartphones to fix mistakes.
- In the 21st century, people _____ how to use a smartphone.
- It would be practically unthinkable if someone _____ to Wi-Fi these days.
- It _____ dangerous if people didn't understand how online privacy settings work.

20 Choose the correct option to complete the sentences.

- In the future, it's unlikely that people *will / would / must* wear watches to know what time it is.
- People probably *should / shall / will* not have DVD players because they will stream movies from the internet.
- People *shall / can / might* get by with just a mobile phone these days so there's no need to have a landline.
- Because their smartphones have built-in music players, people *might / can / must* not need stereo equipment in the future.
- And because their phones have built-in cameras, fewer people *will / could / must* want digital cameras.
- Email is such a popular way to communicate now, so I doubt anyone *might / would / must* need a fax machine.

6B The lynx returns

VOCABULARY BUILDING Compound nouns

1 Match the words to form compound nouns.

- | | |
|----------------|-------------|
| 1 social media | a creatures |
| 2 sea | b products |
| 3 science | c shop |
| 4 animal | d age |
| 5 rain | e campaign |
| 6 ice | f teacher |
| 7 book | g house |
| 8 farm | h drop |

READING

2 Read the article and choose the best summary (a–d).

- Without more European rabbits, the survival of the Iberian lynx is in question.
- Spanish pride in their native cat, the Iberian lynx, has never been higher.
- While still endangered, the Iberian lynx population is steadily recovering.
- Like many small cats, the Iberian lynx is able to blend in with its environment.

3 Choose the correct option according to the information in the article.

- What can we infer from the first paragraph?
 - Iberian lynx like to live in and around olive trees.
 - It is usual for Iberian lynx to have two babies.
 - The cat is wearing some kind of electronic device.
 - Iberian lynx like to be around loud noises.
- What has surprised Germán Garrote about the Iberian lynx?
 - their ability to survive without any rabbits to eat
 - their ability to adapt to strange environments
 - their devotion and caring for their newborns
 - their incredible strength for such a small size
- What kind of fur does the Iberian lynx have?
 - striped
 - bushy
 - amber
 - spotted

4 How many Iberian lynx were there when the Iberian project started?

- less than 100
- more than 2,000
- approximately 176
- around 60

5 Why have scientists been able to reintroduce so many lynx into the wild?

- They know how to hide extremely well.
- They can eat things other than rabbits.
- They always have at least two babies.
- They breed well, even when confined.

6 What is the current status of the lynx?

- critically endangered
- almost extinct
- endangered
- surviving in captivity

7 What are Simón and his team providing in order to save more lynx?

- public information
- underpasses
- native cats
- road crossings

4 Sentences a–g have been removed from the article. Decide which sentence belongs in each gap (1–6). There is one extra sentence that you do not need to use.

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

a Four breeding centres and one zoo raised most of the cats, all of which were fitted with radio collars.

b Of the world's 38 wildcat species, 31 are considered small cats.

c Lynx are more adaptable than we thought, he explained.

d He says it's a beloved national figure.

e The team works closely with private landowners to earn their trust and persuade them to welcome lynx on their property.

f If it weren't for her radio collar, we'd never know that one of the world's rarest cats is hiding among the rows of trees.

g The lynx population was so small that it was suffering from dangerously low genetic diversity, making it vulnerable to disease and birth defects.

The Iberian lynx 47



'She's very close,' whispers Germán Garrote, pointing to a handheld receiver picking up Helena's signal. Somewhere in this olive grove* beside a busy highway in southern Spain, the Iberian lynx and her two cubs are probably watching us. (1) Helena has learned to blend into the human landscape, even hiding with her newborn cubs in a vacant house during a loud festival.

'Ten years ago we couldn't imagine that the lynx would be breeding in a habitat like this,' says Garrote, a biologist with the Life+Iberlynce project, a government-led group of more than 20 organizations working to help protect the Iberian lynx. The area where Helena lives is very hot for about five months of the year, and has heavy traffic on the roads. Garrote says that the spotted cat's future is to live in fragmented* areas. (2)

After many years of decline, the lynx population has started to increase. When Iberlynce stepped in to rescue the lynx in 2002, fewer than a hundred of the cats were scattered throughout southern Spain. The numbers were drastically reduced by hunting and a virus that nearly killed all the region's European rabbits, the lynx's main food. (3)

4 Luckily for scientists, lynx breed well in captivity, and 176 have been reintroduced* into carefully selected habitats since 2010. (4) Sixty percent of the reintroduced cats have survived and some have done extremely well.

5 Two lynx travelled across the Iberian peninsula, each walking more than 1,500 miles to new territory, says biologist Miguel Simón, director of the reintroduction programme. (5) In 2012, when the population hit 313 – about half of which were old enough to breed – the International Union for Conservation of Nature upgraded the lynx's status from critically endangered to endangered.

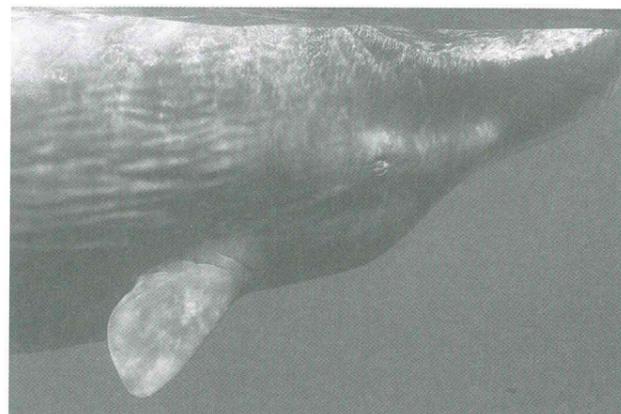
6 Cars and trucks are the leading killers of lynx, so Simón and his team are working with the government to create wildlife underpasses* so the animals can cross beneath the roads. Simón says that everyone knows about the Iberian lynx and the Spanish are very proud of their native cat. (6) With Simón's and others' help, the remarkable feline should continue to inhabit the peninsula for which it is named.

olive grove an area in which a certain kind of tree grows
fragmented broken up; not connected

reintroduced when an animal goes to live in the wild
underpasses walkways under roads

6C Mysterious changes

GRAMMAR Modal verbs and infinitive forms



Blue whale

1 Choose the correct option to complete the sentences.

- Today there _____ only between 10,000 to 25,000 blue whales left.
 - be
 - have been
 - being
 - are
- Blue whales can _____ from 82 to 105 feet and weigh up to 200 tonnes.
 - be ranging
 - ranged
 - range
 - have been ranged
- Every day, the blue whale must _____ about 4 tonnes of food.
 - have eaten
 - be eating
 - eating
 - eat
- Blue whales can _____ in every ocean.
 - being found
 - be found
 - find
 - found
- Climate change could _____ the survival of blue whales.
 - being threat
 - threaten
 - have been threatened
 - threat
- We should _____ into consideration the effects of pollution on blue whales' habitats.
 - be taking
 - have take
 - took
 - taking

- More must _____ to help blue whales by preserving their environments.

- be
- have been
- being done
- be done

2 Listen and complete the sentences. 48

- The pizza _____ cooked too long.
- We _____ left earlier.
- You _____ studying all night.
- I don't know where they are. They _____ gone to the museum.
- It _____ mattered if we had made more coffee.
- They _____ set up the tent by now.
- You _____ talking during class.

3 Choose the correct option to complete the sentence logically.

- Paleontologists have discovered feather imprints in many dinosaur fossils. They now believe that most dinosaurs must *be / were / have been* covered in feathers.
- The Carolina parakeet, the only parrot native to the United States, was extinct by 1904 as a result of hunting, deforestation and disease. People *should / may / won't* have protected them.
- NASA has found some interesting mineral deposits on Mars. Similar formations on Earth were formed by ancient bacteria. This means that life *can't / could / should* have existed on Mars.
- Every year, people report seeing a yeti, Bigfoot or Sasquatch – all large, hairy, human-like creatures from local legends. However, there is no scientific evidence that these creatures actually exist. They may *see / be seeing / be seen* an ape, a bear or another animal.
- The black-footed ferret was almost extinct, but biologists have been working hard to save the species. In fact, they are hoping that by 2020, the black-footed ferret *will have / will have been / would have been* removed from the endangered species list.
- The Amazon Rainforest is home to 10% of plant and animal species in the world. Unfortunately, humans are cutting down the forest at an alarming rate. We *wouldn't be / can't have been / shouldn't be* destroying this precious natural resource.

Complete the sentences with these phrases.

as you can see	could have been done
could have come	have to study
must have been	need I explain
should have seen	wouldn't have come

- _____ how your new phone works?
- We _____ for the final exam.
- _____, the climate is getting warmer.
- You _____ to the party.
- I _____ to the party if I'd known Dominic would be here.
- We _____ many more birds on our hike.
- More _____ to clean up the river.
- The book _____ really interesting. She was up until at least midnight reading.

Match the related sentences.

- | | |
|--|---|
| 1 I didn't invite my friends on the camping trip last weekend. | a It could have been better. |
| 2 The students all finished the test in less than 20 minutes. | b It must have been exciting! |
| 3 The documentary wasn't great. | c It can't have been very difficult. |
| 4 They went on a trip to Antarctica last year. | d They should be studying now. |
| 5 Friday is the last day for us to turn in our science projects. | e They will have finished eating by then. |
| 6 Ten o'clock is definitely too late for us to arrive at the dinner party. | f They might be eating dinner. |
| 7 The students have a big test tomorrow. | g They must be finished by then. |
| 8 Wait. Don't call the neighbours right now. | h They wouldn't have come. |

6 Which option is closer in meaning to the original sentence?

- You can't have cooked the rice long enough.
 - You didn't cook the rice long enough.
 - Next time you may want to cook the rice longer.
- We must make more spaghetti next time.
 - We might want more spaghetti next time.
 - Next time we make spaghetti, we need to make more.

- He can't drive his friend to the cinema on Friday.
 - He won't be able to drive his friend to the cinema on Friday.
 - On Friday, he may be able to drive his friend to the cinema.
- I can't believe how long it took to hike to the waterfall.
 - It took longer than I thought it would to hike to the waterfall.
 - The hike to the waterfall was really long.
- We should set up our tents before we eat.
 - We might set up our tents before we eat.
 - It would be a good idea for us to set up our tents before we eat.
- I shouldn't have taken five classes this semester.
 - I wish I had taken fewer classes this semester.
 - I shall take fewer classes next semester.

7 Put the words in the correct order to make sentences.

- see / I / can / on / film / Saturday / the / .
- studying / be / you / every / should / at / library / the / day / .
- Madagascar / summer / he / go / to / this / might / .
- she / new / need / bike / to / may / buy / a / .
- have / you / read / that / can't / book / entire / !
- he / the / might / more / have / beach / enjoyed / weather / better / in / .
- should / before / went / have / you / told / me / I / !

8 Complete the sentences with the correct form of the verbs in brackets.

- An Amur tiger can also _____ (call) a Siberian tiger.
- In the past, Amur tigers could _____ (find) in eastern Russia, northern China and the Korean peninsula.
- Experts say there might _____ (be) only 540 Amur tigers left in the world today.
- In the 1940s, there may _____ (be) only 40 Amur tigers left because of hunting.
- A reason these numbers could _____ (be) higher today is because the Russian government was the first to grant these tigers full protection.
- There mightn't _____ (be) such an increase in numbers if the government hadn't stepped in to protect them.
- We must _____ (encourage) industries such as logging, agriculture and mining to consider the Amur tiger's habitat as they make business plans.

6D You have no idea where camels actually come from

TED TALKS

AUTHENTIC LISTENING SKILLS

- Listen and complete each extract from the TED Talk with one, two or three words. **49**
 - She's a paleobiologist, which means she specializes in _____ really old dead stuff.
 - ... maybe I'm looking _____ more closely and realizing it doesn't quite look like this has tree rings.
 - ... and eventually collected 30 fragments of that exact same bone, _____ really tiny.
 - Having hit a wall, she showed one of the fragments to some colleagues of hers in Colorado, and they _____.
 - And usually, after so many _____, it breaks down.
 - And he processed it, and compared it to 37 known and modern-day mammal species. And _____ a match.
 - Well, scientists have known for _____ turns out, even before Natalia's discovery, that camels are actually originally American.
 - It went from being this ridiculously niche creature suited only to this one _____ environment ...

WATCH

- Complete the sentences with a word or short phrase.
 - The Fyles Leaf Bed is located near the _____ Pole.
 - Over the years, Rybczynski collected 30 _____ of the same bone.
 - Eventually, Rybczynski used a 3D surface _____ to complete her work.
 - Collagen is what gives _____ to our bones.
 - The bone belonged to a camel that would have been _____ feet tall.
 - Camels are originally _____.
 - Camels' humps are filled with _____.
 - Llamas and alpacas are relatives of camels that live in _____.

- Number these events from the talk in chronological order.
 - Eventually, the North American camels went ex _____
 - In 2006, Natalia Rybczynski discovered ancient camel bones in the Arctic.
 - Camels first evolved in North America, where th _____ were around 20 species.
 - Now scientists are questioning whether camels have evolved for cold climates, instead of the de _____
 - For a long time, people assumed camels origina _____ in the desert.
 - Around 7 million years ago, camels migrated to South America and to Asia.

VOCABULARY IN CONTEXT

- Match the words and phrases to the sentences that illustrate their meaning.

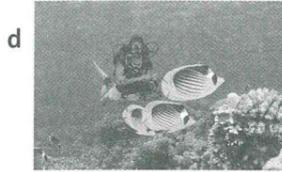
1 spot _____	4 surface _____
2 willingness _____	5 proof _____
3 hit a wall _____	6 camp _____

 - The scientists knew they had to dig deeper than the **top layer of land** to find the oldest artifacts.
 - They chose a quiet **place to set up their tents** and spend the night.
 - Natalia went back to the same **place** to look for more bone fragments.
 - She tried hundreds of different ideas, but eventually, she **reached a point where she couldn't make any more progress**.
 - One of the key things we look for is **evidence** that our hypotheses are true.
 - I was impressed by Natalia's **desire to keep trying** to find the answer even though it was a difficult challenge.

E Finding a solution

PEAKING

Look at the photos. Match the anecdotes with the pictures. Write the correct letter in the space provided.



- Last year, I had the opportunity to go scuba diving in the Red Sea. I felt a little frightened when I first got into the water, but I forgot all about my fear when I started seeing beautiful fish. _____
- For their thirtieth wedding anniversary, my parents went whale watching. Seeing whales in their natural environment had always been their dream. _____
- When I graduated from high school, my parents surprised me with plane tickets to South Africa. They'd made plans for us to visit an elephant sanctuary. _____
- Over the summer, I went on a safari. It was an unforgettable experience. _____

Complete the conversation using these words and phrases. Some items may have more than one answer.

How amazing! Really?
So, what did you do? That must have been wonderful!
What happened?

- A: Last year my family and I decided to visit a nature reserve.
B: (1) _____ I've always wanted to do that.
A: So had I! Anyway, we weren't quite sure where to go, but after considering several options, we decided to travel to Tanzania.
B: Wow. (2) _____
A: Yes, that's what I thought, but for the first few days we didn't see any animals.
B: Oh, no. How disappointing!
A: My parents were sure that eventually we would see something. After all, we were in the animals' natural habitat.
B: (3) _____
A: Well, on our last day, we were really lucky.
B: (4) _____
A: Well, very early in the morning we came across a herd of zebras. They were grazing by the side of the road and it was just beautiful.
B: (5) _____ Were you able to take any photos?

Now answer the following questions.

- Which photo are the two friends speaking about? _____
 - How would you feel if you were in Speaker A's situation? _____
 - What other questions could Speaker B ask to find out more information? _____
- Choose one of the photos in Exercise 1 and write your own anecdote. You can begin with one of these prompts or a sentence in Exercise 1. Make notes below.

Last year, my family and I decided to ...
Ever since I was a child, I had always wanted to ...
Once, I had the opportunity to ...
It had always been my dream to ...
On my last holiday, my family and I ...

- Listen to an anecdote. Then write a list of questions you could ask to find out more. Use these expressions. **50**

How did you feel when ...? What did you do when ...?
What happened after ...? Who else ...?
Why do you think ...?

Now, write the ending to the story. Include some of the details you asked about in your questions.

- Read the following questions. Make notes on how you would answer them. Listen and compare your ideas to the sample answers. **51**

- Would you like to go on a safari? Why? / Why not?
- Does whale watching appeal to you? Why? / Why not?
- Would you enjoy scuba diving? Why? / Why not?
- What do you think is the best way to protect endangered species? Why?
- What are the advantages of nature reserves compared to zoos?

WRITING A problem-solution essay

6 Put the steps for writing a problem-solution essay into the correct order, 1–7.

- a Also, try to start each new paragraph with a topic sentence. _____
- b Begin the essay by outlining the problems and saying you will suggest solutions. _____
- c First, read the essay topic carefully. _____
- d Finally, if you have time, write a brief conclusion to sum up. _____
- e Next, plan your essay. Make notes on your ideas and main points. _____
- f Write about one problem and solution in each new paragraph. _____
- g As you plan, do some research if possible. To give your main points greater authority, refer to other sources. _____

7 Read the sentences. Write TS for topic sentence or NS for naming sources.

- 1 The project manager, Dorothy Kim, says that awareness of this issue needs to be raised. _____
- 2 Everyone agrees that the first step is to protect the natural habitat. _____
- 3 New technologies are really making a difference, according to conservationists. _____
- 4 According to experts, the problem is significantly worse than it was last year. _____

8 Complete the problem-solution essay with sentences a–h.

- (1) _____
- (2) _____ Apart from loss of habitat, these animals are also hunted for their meat. The worst issue of all, though, is frequent poaching, that is, they are illegally hunted for their horn. (3) _____
- (4) _____ One of the greatest of these is deforestation (cutting down trees). (5) _____ Conservation groups such as Save the Rhino relocate, or move, the rhino to safer areas, and also run various projects to protect the animals. People in developing countries often don't have enough to eat. This is not a new problem. (6) _____ I agree with the solution proposed by experts from Stirling and Oregon State universities to have local governments encourage their people to switch to alternative food sources.
- (7) _____ In some countries, the horn is believed to provide medical benefits, although there is no scientific evidence for this. In recent years, some conservationists have been using chemicals to dye rhino horns pink, so that they become less valuable to poachers. (8) _____ It is not yet clear whether or not this solution is working, but it's certainly an interesting approach.

- a Large animals, such as rhino, can provide meat for entire villages in some areas.
- b Loss of habitat happens for a number of reasons.
- c According to the Rhino Rescue Project, humans who consume these chemicals would become ill.
- d How can we protect the world's rhino?
- e In this essay, I will suggest solutions to these three problems.
- f Being poached for their horn is the greatest threat rhinos face.
- g Today, most species of rhinoceros in the world are critically endangered.
- h This forces the rhino to move to more open areas where they may not have enough food, and where they are more vulnerable to other threats.

9 Read the essay in Exercise 3 again. Then match the questions (1–8) with the answers (a–k). Three answers are not used.

- 1 What are the three problems faced by the rhino? _____
- 2 Which of the problems is the worst? _____
- 3 What is one solution to the loss of habitat problem? _____
- 4 Why are rhino hunted for their meat in some areas? _____
- 5 Why are rhino poached for their horn? _____
- 6 What are some conservationists doing to the rhino horn? _____
- 7 What source claims that the dye could make people sick? _____
- 8 Is the dye and chemicals solution a success? _____

- a moving the rhino to safer areas
- b applying chemicals and pink dye to it
- c it isn't yet known
- d loss of habitat
- e loss of habitat, being hunted for their meat and being poached for their horn
- f yes, it's very successful
- g it's used as medicine in some countries
- h poaching
- i experts from Stirling and Oregon State universities
- j the people in those villages are very hungry
- k the Rhino Rescue Project

10 Read the text below and follow the instructions.

A number of zoos around the world are important centres for research and conservation of certain species. The animals in zoos may be well cared for, but they don't have freedom and aren't in their natural environment.

There are numerous benefits from having animals in zoos.

Do you agree or disagree? Write an essay giving your thoughts on this topic.

Review

Rewrite the sentences. Complete the sentences using the word in capital letters. Use between two and five words.

- 1 The Madagascan dwarf hippopotamus has become extinct.
OUT
The Madagascan dwarf hippopotamus _____
- 2 Sea turtles are endangered.
RISK
Sea turtles _____
- 3 The animals haven't been able to live in the new environment.
ADAPTED
The animals _____ the new environment.
- 4 We are concerned that many birds won't survive for long.
TERM
We are concerned about the _____ of many birds.
- 5 The Amur tiger hasn't become extinct yet.
SAVE
The Amur tiger has _____
- 6 I got my red hair from my mother.
PASS
My mother _____ her red-hair gene to me.

2 Complete the sentences with one word.

- 1 Tropical forests are the natural _____ of millions of species.
- 2 Conservation programmes breed animals at _____ of extinction.
- 3 The Canarian oystercatcher was a _____ of bird.
- 4 We need to ensure the _____ of as many species as possible for future generations.
- 5 Your _____ can even determine the length of your life.
- 6 Millions of species have _____ to life in the rainforests.

3 Choose the correct option to complete the sentences. There may be more than one correct answer.

- 1 Scientists have plenty of ideas of how to rescue the elephants and they _____ need any more.
a must not b may not c should not
- 2 If the government promises to protect our traditional way of life, it _____ survive for future generations.
a must b will c can
- 3 The loggerhead turtles in the Mediterranean _____ be saved because several countries are working together.
a could b shall c need

- 4 Stopping people from cutting down the trees in their habitat _____ help save the endangered bonobos.
a should b would c must
- 5 The red panda _____ be protected because its forest habitat is being destroyed.
a must b can c should
- 6 Habitat loss _____ be the most dangerous factor faced by snow leopards today.
a should b might c must

4 Match the two parts of the sentences.

- 1 More money must _____
- 2 Now we should _____
- 3 I can't _____
- 4 As you can, _____
- 5 You should _____
- 6 I don't think we could _____
- 7 Nicaragua must _____
- 8 If the Amur tiger hadn't been given protection, they would _____

- a have been even more beautiful before so many of its trees were cut down.
- b see, protecting the forest elephant's habitat is vital.
- c have done more to protect Australia's Great Barrier reef.
- d have died out.
- e be spent on protecting the environment.
- f be doing more to protect the environment.
- g see why people hunt endangered species.
- h have told us more about how Amur tigers protect their young.

5 Choose the correct option to complete the sentences.

- 1 **A:** Did Sasha have a lot of interesting things to say about the reading assignment?
B: She didn't have much to say about the book in class. She *can't have / may have* read it very thoroughly.
- 2 **A:** Do you think we're lost?
B: Yes, we *can have / must have* turned the wrong way.
- 3 **A:** I can't believe we're still going to be on the train at midnight.
B: I know! Normally, I *shall be going / would be going* to bed by 10 o'clock.
- 4 **A:** Why didn't you take the early train?
B: I *should've / wouldn't have* made it on time, even if I'd taken the early train.
- 5 **A:** We had such a great time on our trip to Puerto Rico.
B: It *must have been / can have been* fun to explore the island and the old city.
- 6 **A:** Why didn't you study more for your exam?
B: Studying more *would helped / wouldn't have helped* me do better on the exam.
- 7 **A:** But what can we do to help the environment?
B: More animals *can't have lived / could live* here if we planted more trees and cleaned up the river.

7 Outside the box

7A Rules of creativity

VOCABULARY Breaking the mould

1 Revision Rewrite the sentences. Complete the sentences using the word in capital letters. You may use between one and four other words in your answer.

- Kate Robinson works as a photographer in New York. Kate Robinson _____ as a photographer. **LIVING**
 - I always do a lot with my time. I _____ of my time. **MAKE**
 - Many people don't understand abstract art. Abstract art _____ to a lot of people. **SENSE**
 - Please decide in the next few minutes. Please _____ in the next few minutes. **MIND**
 - The public loved Banksy's artwork in Calais. Banksy's artwork _____ in Calais. **SPLASH**
 - The film *Planet Ocean* had a big effect on the viewers. The film *Planet Ocean* _____ on the viewers. **MADE**
- 2 Revision** Cross out the mistake in each sentence. Write the correct words.
- I'm sorry, but I really can make up my mind. I don't know what I want. _____
 - The mural will make a big different to the hospital. _____
 - Let's make the most for our gallery visit. _____
 - Supermarkets should make way to small, independent shops. _____
 - He makes a good live as an actor. _____
 - The documentary did quite a splash – people loved it. _____
 - Her novels don't make many sense to me. _____
 - Your photographs are going to make a big impressive. _____

3 Match the two parts of the sentences.

- | | |
|-----------------------------|------------------------------|
| 1 I'm going to create | a person. |
| 2 He's made | b creatively. |
| 3 She's a very creative | c to the problem. |
| 4 He's an artist who breaks | d up some lyrics for a song. |
| 5 We need a new approach | e something new to wear. |
| 6 She thinks | f the rules. |

4 Complete the sentences with these verbs.

adapt create follow has kill make score

- Jazz musicians don't _____ traditional rules.
 - New Bollywood films always _____ a lot of excitement.
 - Less money means we need to _____ existing ways of doing things.
 - Teaching more grammar in schools might _____ creativity.
 - Artists generally _____ high on intelligence tests.
 - I always _____ up new words in my poems.
 - He _____ an interesting approach to problem-solving.
 - The marketing team _____ very creatively together.
- 5 Choose the correct option to complete the sentences.**
- We couldn't come _____ with a solution.
 - up
 - down
 - in
 - out
 - I go to _____ writing classes twice a week.
 - create
 - creativity
 - creative
 - creatively

3 Street artists usually _____ the rules of traditional art.

- obey
- follow
- solve
- break

4 Let's _____ up a cool name for our band.

- give
- make
- write
- do

5 The team had a wide variety of _____ to the problem.

- approaches
- rules
- creations
- ways

6 He had to _____ his way of working when he moved to a new country.

- follow
- invent
- break
- adapt

6 Cross out the mistake in each sentence. Write the correct word.

- We're going to creatively a storytelling group in our local library. _____
- Boredom actually encourages creation in children. _____
- The festival led to the create of a lot of opportunities for young people. _____
- World leaders need to think more creative about solutions. _____
- It's difficult to come up to a solution. _____
- She made out a new way of singing. _____

7 Extension Circle the option that does not form a collocation.

- create + a scene / an email account / a bank account
- break + the law / a deadline / someone's heart
- come up with + an emotion / a plan / a theory
- follow + your heart / your instinct / your CV
- wealth / disease / job + creation
- destroy / stifle / find out + creativity

8 Extension Complete the sentences with these words.

gift	imagination	ingenious
innovative	originality	vision

- Mozart had a creative _____.
- It was an _____ piece of work that showed skill and intelligence.
- The play didn't have any new ideas and lacked _____.
- Creating storybooks is great for sparking children's _____.
- _____ artists experiment with forms and materials.
- Any great project starts with its creator's _____.

PRONUNCIATION

9 Listen to the sentences. Underline the words where the final consonant disappears. Then practise saying the sentences. **52**

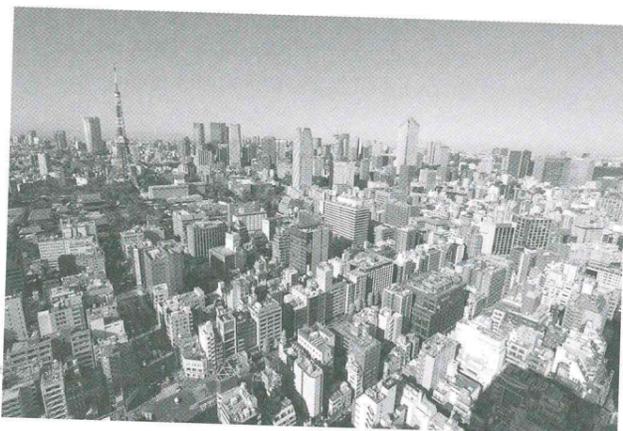
- 1 I'd rather you didn't take all the same classes as me.
- 2 My teacher says I should try to be more creative.
- 3 She still couldn't decide how to tell her parents.
- 4 Creativity doesn't mean the same thing to everybody.
- 5 I wish I could design my own house.
- 6 If only I hadn't stayed up all night.
- 7 He wishes he had a year off so he could travel.
- 8 I really can't believe how creative she is.

LISTENING

10 Listen to six different people talking. Match the speakers (1–6) with the statements (a–h). There are two extra statements. **53**

Speaker 1
Speaker 2
Speaker 3
Speaker 4
Speaker 5
Speaker 6

- a He wishes the classes weren't compulsory.
- b If only she weren't so busy all the time.
- c If only he had listened to his friend.
- d He would rather have joined the other group.
- e She wishes they could understand how she really feels.
- f If only she'd been more serious about her studies.
- g He wishes that he could have played basketball instead.
- h She'd rather focus on less creative subjects.



11 Listen to part of an interview with Professor Richard Florida. What seems to be the main point of his theories? **54**

- a the loss of sense of community in our cities and the resulting damage
- b the exploding populations of our cities and our inability to support this
- c the increasing concentration of creativity and innovation in our cities
- d decreasing innovation because of people and firms clustering together

12 Listen to some of Professor Florida's statements. Decide if they are fact (F) or opinion (O). **55**

- 1 ___ 2 ___ 3 ___ 4 ___
5 ___ 6 ___ 7 ___ 8 ___

13 Listen to the interview again and answer the questions. **54**

- 1 What does the professor say increasingly determines a person's prosperity?
 - a location
 - b economic trends
 - c education
- 2 What word is in the title of both of Professor Florida's books?
 - a economy
 - b city
 - c creative
- 3 How many world centres of innovation does the professor mention?
 - a 3
 - b 4
 - c 5
- 4 What does the professor say is the downside to all of this innovation and development?
 - a growing concentration
 - b growing inequality
 - c growing prosperity
- 5 What percentage of the population does the professor say now lives in cities?
 - a less than 20 percent
 - b more than 40 percent
 - c more than 50 percent
- 6 How many of our new innovations does the professor say come from mega-regions?
 - a less than 20 percent
 - b 2/3
 - c 90 percent
- 7 Why does the professor say that sense of community is so important?
 - a because so many people have been dislocated
 - b because so many people have anchors
 - c because so many people want to live alone
- 8 What does the professor say he is attracted to?
 - a a remade suburb
 - b a place with a soul
 - c a livable city

GRAMMAR First, second, third and mixed conditionals

Choose the correct option to complete the sentences.

- 1 If teachers *had allowed* / *allow* creative students to daydream, they would be better prepared for their future.
- 2 Students *would have* / *will have* difficulty in the future if education doesn't include creativity because we are going to need workers who can think creatively.
- 3 How can we expect students to be creative if their assignments *have* / *would have had* very specific instructions?
- 4 If students *are* / *were* taught that there's only one solution to a problem, they won't be able to imagine creative solutions.
- 5 Students *are* / *would be* better prepared to be scientists or musicians if we didn't expect them to focus on memorizing facts and formulas.
- 6 If students *have been* / *were* able to decide what they want to learn about, they would be more interested in the subject.

5 Choose the correct option to complete the sentences.

- 1 If we *hadn't played* / *didn't play* the video game, we *aren't* / *wouldn't have been* in such a good mood, which often makes us more creative.
- 2 If you *would meditate* / *meditate*, you *will be able to think* / *could think* about a problem differently and perhaps come up with a new solution.
- 3 If you *had exercised* / *exercised* more often, your body – and mind – *are* / *would feel* more relaxed, which makes it easier to have creative ideas.
- 4 If you *look* / *would look* at something blue, you *had thought* / *might think* more clearly. (According to researchers, we associate blue with the sea, sky and openness.)
- 5 If you *had taken* / *took* a walk outdoors, you *could think* / *thought* more creatively. (Being outdoors stimulates all five of your senses, which can stimulate creativity.)
- 6 We *hadn't been* / *mightn't have been* distracted by the background noise if we *had gone* / *went* to a café to do our work.
- 7 If I *hadn't taken* / *haven't taken* a nap, I *can think* / *wouldn't have been able to tackle* the problem in a creative way.

16 Correct the verb forms in bold. Sometimes there is more than one correct answer.

- 1 If creative people daydream, or let their minds wander, sometimes new ideas **came** into their minds while they are thinking about something else.
- 2 There would probably be fewer distractions if you **would work** late at night or early in the morning, like Benjamin Franklin or Ernest Hemmingway.

3 Creative people **were able to plan** their days more effectively if they know when they do their best work.

4 If they **hadn't taken** failure personally, creative people could learn from their mistakes and not be afraid of taking risks.

5 If J.K. Rowling hadn't been able to work anywhere, at any time, she **hadn't written** the *Harry Potter* books.

6 Beethoven and Tchaikovsky might not have been such brilliant composers if they **didn't walk** every day for exercise.

7 If creative people **are** motivated by money or awards, they mightn't find challenges so exciting.

17 Complete the sentences with the correct forms of the verbs in brackets.

- 1 If she _____ (know) how other people solved similar problems, she _____ (find) a way to solve this problem.
- 2 You _____ (understand) the problem differently if you _____ (think) about it in a more creative way.
- 3 If I _____ (not start) listening to how other people solved their problems, I _____ (not learn) so many different ways of solving the problems I've been having.
- 4 She _____ (be) inspired to be more creative if she _____ (surround) herself with creative people when she starts university next month.
- 5 If he _____ (try) to solve his problem backwards, he _____ (understand) the problem differently, but he doesn't see that.
- 6 He _____ (not start) listening to what other people have to say if he _____ (not realize) how important it is.
- 7 If we _____ (not draw) a picture representing our problem, we _____ (not find) this amazing solution!
- 8 You _____ (realize) how similar these problems are if you _____ (research) different problems.

7B Testing times

VOCABULARY BUILDING Noun forms

1 Complete the table by forming nouns from the verbs and adjectives.

Verb	Noun	Adjective	Noun
vary		useful	
publish		logical	
know		fluent	
conclude		flexible	
assess		intelligent	
analyze		concerned	

READING

2 Read the article. Match these words from the article with the definitions. Use the context to help you.

- 1 nurture ___
 - 2 DNA ___
 - 3 vulnerability ___
 - 4 heredity ___
 - 5 indistinguishable ___
 - 6 IQ ___
- a being unprotected from harm, either physically or emotionally
 - b a measure of intelligence, usually with a number score
 - c unable to identify as different
 - d the process of taking care of someone, for example, a baby
 - e the passing of mental or physical characteristics from parents to children
 - f the carrier of genetic information

3 The paragraphs in the article are numbered 1–6. Choose the most correct heading (a–g) for each paragraph. There is one extra heading.

- | | |
|-------------|-------------------------|
| Paragraph 1 | a Separated at birth |
| Paragraph 2 | b What is the role of D |
| Paragraph 3 | c Early research |
| Paragraph 4 | d Human diversity |
| Paragraph 5 | e Understanding iden |
| Paragraph 6 | f Answering the |
| | g Two areas of researc |

4 Complete the statements with one or two words from the article.

- 1 Twins that look the same are _____
- 2 Twins that do not look the same are _____
- 3 Comparing both kinds of twins help us understand role of nature and _____
- 4 Research on twins who had been separated _____ began in the 1980s.
- 5 People found the way the two Jims spoke to be _____
- 6 Research at the University of Minnesota tried to ans some of the mysteries of _____
- 7 Bouchard concluded that heredity was more import in determining _____ than educatio
- 8 Everywhere scientists look, they find _____ shaping who we are.

thing or two about twins 56



To scientists, twins offer a special opportunity to understand the influence of genes and the environment – of nature and nurture. Identical twins share virtually the same genetic code. Any differences between them – one twin having younger-looking skin, for example – must be due to environmental factors such as less time spent in the sun.

Alternatively, by comparing the experiences of identical twins with those of fraternal twins, who share about half their DNA, researchers can measure the degree to which genes affect our lives. If identical twins are more likely to both have an illness than fraternal twins are, then vulnerability to the disease must come at least in part from heredity.

These two lines of research – studying the differences between identical twins to identify the influence of environment, and comparing identical twins with fraternal ones to measure the role of heredity – have been crucial to understanding the role of nature and nurture in determining our personalities, creativity, behaviour and vulnerability to disease.

The idea of using twins to measure heredity dates back to 1875, when the English scientist Francis Galton first suggested the approach (and came up with the phrase “nature and nurture”). But twin studies took a surprising turn in the 1980s, following the discovery of a number of identical twins who had been separated at birth.

The story began with the famous case of two brothers, both named Jim. Born in the US state of

Ohio in 1939, Jim Springer and Jim Lewis were put up for adoption as babies and raised by different parents, who gave them the same first name by chance. When Jim Springer reconnected with his brother at age 39 in 1979, they uncovered many similarities. Both men were six feet tall and weighed 180 pounds. Growing up, they both had dogs named Toy and had taken family vacations in St. Pete Beach in Florida. As young men, they’d both married women named Linda, and then divorced them. Their second wives were both named Betty. They named their sons James Alan and James Allan. They’d both worked as part-time sheriffs, enjoyed home carpentry projects and suffered severe headaches. Although they wore their hair differently, their voices were indistinguishable.

Over the next two decades, the Jim twins and hundreds of other twins were studied by Thomas Bouchard Jr, a psychologist at the University of Minnesota. Bouchard and his colleagues tried to answer some of the mysteries of human nature: Why are some people happy and others shy? Where does general intelligence come from? Bouchard’s team reached a controversial conclusion: IQ depended more on heredity than on training or education. Until this time, most scientists thought that our brains were shaped more by experience. It was as if it didn’t matter in which family the twins had been raised. They concluded that IQ scores were influenced more by genetics than parenting. Other studies found that heredity could predict criminal behaviour and religious beliefs. Wherever scientists looked, they found genetic influence helping to shape our lives.

7C If only ...

GRAMMAR Wish, if only, would rather

1 Choose the correct option to complete the sentences.

- I wish I _____ play the guitar. I tried to learn when I was younger, but I wasn't very good.
 - would
 - had
 - could
 - was
- I'm not a very creative person. If only I _____ been taught more about art at school.
 - have
 - could
 - would
 - had
- I have never liked art galleries. I wish I _____ had to visit them when I was young, but my parents were really into art.
 - had
 - hadn't
 - wouldn't
 - could have
- I am not a fan of modern art. I wish I _____ understand what the artist was trying to say.
 - could
 - would
 - were
 - can
- I would _____ study a subject like media at university, but my parents really want me to do business.
 - prefer
 - like
 - rather
 - enjoy
- If I _____ so shy, I would love to try acting.
 - was
 - would
 - wasn't
 - couldn't be
- If only we _____ that film, it was terrible. There are so many other films we could have chosen.
 - had chosen
 - didn't choose
 - would choose
 - hadn't chosen
- I wish he _____ talking about galleries and museums. I'm just not interested.
 - would stop
 - could stop
 - did stop
 - had stopped

2 Complete the conversation using *was, would or could*. Then listen and check your answers. **57**

- A:** Hi Julia, what are you doing?
B: Oh hi, Stephen. I'm just watching a short video about making videos to put online. I wish I (1) _____ creative like that.
A: Yeah, I know what you mean. If only we (2) _____ learn things like that at university. I wish they (3) _____ for on things like that a little more.
B: Exactly, these kinds of skills are really important in the modern world. Ah, anyway. Are you going to come to the lecture tonight? It's on the future of creative marketing.
A: I wish I (4) _____ but I really haven't done some work on my project.
B: That's a shame. I'm going with a few friends, but they will probably turn up late. I wish they (5) _____ check their watches a little more often.
A: Ha ha. Yeah, we all have friends a bit like that. Well, I should get back to my project. I wish I (6) _____ coming tonight. Have fun!
B: I wish you (7) _____ come. Oh well. See you tomorrow.
A: Yeah, see you tomorrow.

3 Choose the correct option to complete the sentences.

- I wish I *would / could* think like a child.
- If only I *had / have* studied design at school.
- I would *prefer / rather* listen to classical music.
- I wish I *am / was* good at art.
- I wish he *would / could* stop telling everyone how creative he is.
- If only I *listened / had listened* to my parents. They told me to study media.
- I wish advertisers *would stop / had stopped* making so many abstract adverts these days.
- I would rather *go / gone* to the old town. There is a lot more culture in that part.

4 Read the sentences below and decide if they are correct or incorrect. Correct the incorrect sentences.

- A lot of people say that creativity is about breaking the rules. Sometimes I wish I would be braver.
- I wish I'd had more time to play at school. Scientists say play is really important for making us more creative.
- I wish you could stop talking. You are really annoying me.

4 If only I haven't chosen this approach for my project. There's so much work to do and I think the presentation is going to be really detailed.

5 I wish we didn't have to go to the exhibition.

6 I would rather go to the theatre than to the cinema.

7 I wish they give additional marks in exams for original ideas.

8 If only I had more time for my hobbies. I'd love to spend more time painting.

5 Rewrite the second sentence so that it has the same meaning as the first using the word in brackets.

- It would be amazing to be a fashion designer. (wish) _____
- I would prefer to be at the beach right now. (rather) _____
- My parents made me learn the violin. I hated it. (hadn't) _____
- I have to practise for the concert but I don't want to. (wish) _____
- He always tells me how to finish my writing. It's annoying. (would) _____
- I did not finish my project on time. I really regret that now. (only) _____
- I want to be like my brother. (was) _____



6 Complete the email with these phrases.

I wish I could go _____ I wish I'd chosen _____ I wish I'd signed _____
 I wish you were _____ I'd rather make _____ I'd rather she had _____
 If only I'd paid _____

Hey Sara,
 How are you? Well, I hope. You'll never believe what I did at the weekend! Do you remember I signed up to that pottery course? Well, it started on Saturday and
 (1) _____ up ages ago – it was amazing!
 (2) _____ in the class too though – you would have loved it!

At first, the teacher told us about how to treat the clay. To be honest, this part of the class was a bit boring. (3) _____ let us start making things immediately, but I think it was an important thing to know. (4) _____ more attention, the next part of the class might have been better! Next, she showed us how to turn the wheel and I was pretty good at that.

Finally, we got to use the clay. We could choose to make a bowl or a cup. I said (5) _____ a cup, but now (6) _____ a bowl. My cup wasn't very good, but the teacher said I was very creative ☺ (7) _____ every day – it is so much fun! You should come next time. The classes are on Saturday morning.
 See you soon,
 Yeon-soo

7 Put the words in the correct order to make sentences.

- encouraged / me / my / had / play / to / wish / instrument / I / an / parents / .
- only / his / he / if / wasted / talent / hadn't / .
- neighbour / wish / practising / drums / stop / all / day / I / my / would / .
- rather / I / in the book / the / was / more / likeable / would / main character / .
- open / I / the / was / really / wish / gallery / .
- didn't / I / have / to / invent / I / wish / solutions / all the time / .
- could / paint / only / like / Picasso / if / I / .
- teacher / freedom / would / the / more / gave / rather / us / I / .

8 Complete the sentences so they are true for you.

- I wish I could _____
- I wish my parents would _____
- I wish I had _____
- If only I hadn't _____
- I'd rather go to _____
- I'd rather my family _____

7D Go ahead, make up new words!

TED TALKS

AUTHENTIC LISTENING SKILLS

- 1 Listen to these extracts from Erin McKean's TED Talk, and repeat the sentences. Listen especially to the speed of her speech, and try to match her pace and intonation. 58
- Every language is just a group of people who agree to understand each other.
 - That rule lives in your brain. You never had to be taught this rule, you just understand it.
 - So we've been talking about this for a long time.
 - And I think that is, well, stupid.
 - 'Motel' is a blend of 'motor' and 'hotel'.

WATCH

- 2 Choose the best options.
- What is the main topic of this TED Talk?
 - Dictionaries are useful tools.
 - English grammar is so complicated it's easy to make mistakes.
 - It's OK to be creative with language.
 - A lot of English words come from Japanese.
 - According to McKean, what are the two types of rules language has?
 - old-fashioned rules and modern rules
 - formal rules and informal rules
 - rules based on Latin and rules based on German
 - unconscious rules and learned rules
 - What is McKean's attitude towards grammar rules?
 - They shouldn't stop people from inventing words.
 - They help you decide whether a word is acceptable.
 - They explain confusing patterns.
 - They are the only rules we should follow.
 - According to McKean, how are words like hats?
 - Both words and hats come in many forms.
 - Both words and hats are used by humans.
 - Both words and hats have "natural" and "learned" rules associated with them.
 - You can find the word "hat" in the dictionary.

- How does McKean organize her recommendations about creating new words?
 - She begins by telling a story.
 - She describes six ways to form new words and gives examples.
 - She compares and contrasts word formation in English with other languages.
 - She starts with simple words and ends with complex words.
- Why does McKean say, "OMG"?
 - to give a humorous example of a word formed with the first letters of a phrase.
 - to show shock that the audience likes NASA.
 - to emphasize her point that anyone can create new words.
 - to demonstrate that she disagrees with formal grammar rules.

3 Choose the correct option to complete the sentence.

- If you look at the word NASA, *you'll / you would* notice that the letters come from "National Aeronautics and Space Administration".
- If we didn't borrow words from other languages, we *don't have / wouldn't have* the word "kumquat" in English.
- If the word "brunch" did not exist, what *do we call / would we call* a late breakfast?
- If you want a job making dictionaries, you *should / should have* become a lexicographer.
- If you hadn't been taught what a "wug" was, you *would still know / will still know* how to form the plural, "wugs".
- If you learn a language as a child, you *understand / would understand* some grammar rules unconsciously.
- If you use unusual words when you speak, people will *pay / paid* more attention to what you say.
- If we didn't create new words in English, *how do we name / would we name* new technologies?

VOCABULARY IN CONTEXT

4 Match the words (1–6) with the sentences that show their meaning (a–f).

- | | |
|---------------------------|---------------|
| 1 get your meaning across | 4 heartbroken |
| 2 manners | 5 edit |
| 3 grab | 6 electrocute |

- It's always a good idea to use **polite behaviour**.
- Miguel was **very sad** when his team didn't win the basketball tournament.
- During the storm, the electricity company warned people that fallen power lines could **seriously injure** them.
- Lily works for her school newspaper; she **decides what information should be included** in each version.
- When you know more words, you have more ways to **explain your ideas**.
- When you say something surprising or unexpected, you can **attract** people's attention.

7E Creative solutions

PEAKING

Read the sentences. Match each one with its function: Raising concerns (C), Making suggestions (S) or Giving reasons (R).

- That way we will be sure to finish on time. ___
- If we do that, we can save time and money. ___
- Wouldn't that approach lead to other problems? ___
- I can't see how that would work. ___
- If you ask me, we should do it a different way. ___
- This approach will enable us to be more efficient. ___
- I propose doing it differently. ___
- What do you think about this idea? ___
- I can see several issues with that. ___
- Wouldn't it be better to consider an alternative? ___
- That will allow us to complete the project faster. ___

2 Choose the correct response to each question or statement.

- How do you feel about the plan?
 - Personally, I can't see how it would work.
 - It allowed us to make progress more quickly.
- Do you agree with the approach we're taking?
 - On the other hand, I can't think of any alternatives.
 - If you ask me, we should consider an alternative.
- What is the main advantage?
 - Doing it this way will allow us to save money.
 - Wouldn't it be better to do it a different way?
- Can you see any problems with this strategy?
 - I can think of three main issues.
 - If we do that, it will definitely work.
- I think we should work on it as a group.
 - If you ask me, we should do it that way.
 - If we do that, won't it take longer?
- Why do you think that?
 - Well, it will enable us to get better results.
 - The thing is, I can't see how that would work.

3 Complete the conversation with these words and phrases.

- | | |
|-------------------------|-------------------------|
| if we do that, won't it | • my only issue is |
| it would allow us | that way we could |
| maybe we should | what do you think about |

- A: I'm worried we're not going to be able to finish the project on time. You know, we only have two days left.
- B: I agree. (1) _____ asking for an extension?
- A: Hmm ... (2) _____ affect our final grade?
- B: Yes, maybe. But on the other hand, (3) _____ to put in some extra time this weekend.
- A: Yes, and (4) _____ go to the library this afternoon to do more research.
- B: Exactly.

- A: (5) _____, I asked for an extension a couple of months ago.
- B: Oh, I see. I didn't realize that.
- A: (6) _____ see how much we get done this evening, and think about it again tomorrow.
- B: That's a good idea.

4 Choose one of the situations below and suggest a better approach. Make notes about your ideas in the space provided. Use these expressions to help you.

I'd suggest ...
 If you ask me, I think you should ...
 My recommendation would be to ...
 Perhaps it would be better to ...
 That way, you would/could ...
 That would enable/allow you to ...
 Wouldn't it be better to ...?

- Your friend is considering running a half marathon, but he hasn't done very much training.
- Two of your classmates have had an argument, but they need to work together on a school assignment.
- Your sister doesn't like her part-time job and she is considering leaving it.

5 Read the following text and listen to the conversation that follows it. 59

Public Bikes in Stoney Bridge

Town leaders in Stoney Bridge are thinking about implementing a public bicycle system. They want to install thirty stations around the town, each of which will have ten bikes. For a monthly fee, anyone will be able to borrow a bike and use it to get from place to place. Several neighbouring towns recently put similar systems in place and research has shown that they are an effective way to reduce congestion and improve air quality. In addition, cycling is a good way to promote a healthy lifestyle and encourage exercise.

Make notes on what you would say to answer the question below. Then listen to the sample answer and compare your ideas. 60

Question: Why does the mayor want to install the bike system now? What is the council member's concern?

PRONUNCIATION

- 9 Listen to the conversations. Underline the word or phrase that is stressed for clarification. Then practise saying that sentence. **61**
- 1 **A:** There must be hundreds of different languages in the world.
B: Actually, there are thousands of different languages.
- 2 **A:** We should get going. The film starts at seven.
B: What? I thought you said that it started at eight.
- 3 **A:** I'm driving up to see my sister this weekend.
B: This weekend? I thought you were going next weekend.
- 4 **A:** She has to move to Europe with her parents.
B: And leave university? I thought she didn't have to go with them.
- 5 **A:** My mother just turned 58.
B: Oh, that makes sense. At first I thought you said 98.
- 6 **A:** I've decided to start studying Mandarin.
B: That's a surprise. I'm sure you told me that you weren't interested in Chinese.

LISTENING

- 10 Listen to the lecture on cultural globalization. Match the words and phrases you hear. **62**
- | | |
|----------------|-------------------|
| 1 developing | a marketplace |
| 2 experiencing | b change |
| 3 global | c societies |
| 4 human | d communication |
| 5 barriers | e entertainment |
| 6 cross-border | f global culture |
| 7 worldwide | g and connections |
- 11 Listen again to the lecture and complete the sentences. There are no more than three words for each answer. **62**
- 1 There's no doubt that we are experiencing change at an ever _____.
- 2 The term *globalization* is most often used to describe the _____.
- 3 Cultures leave behind _____ that can be studied and tracked over time.
- 4 The thousands of _____ are coming together on just a handful of global languages.
- 5 What is lost and what is gained in each case _____ us personally and globally.



Languages depend on older generations passing them on to younger generations.

- 12 Listen to the lecture on languages. What is the main idea of the talk? **63**
- a language provides insight into cultures
b the variety of languages under threat
c linguists don't all agree on what language is
d some countries don't have a variety of languages
- 13 Now listen to the lecture again and answer the questions. **63**
- 1 How do linguists classify languages?
a by narrow classifications
b by age of the language
c by location and features
- 2 What determines higher-level family groupings of languages?
a particular spoken features
b ancient linguistic origins
c geographical locations
- 3 How does the speaker describe language use today?
a there are many people who speak many languages
b there are few people who speak few languages
c there are many people who speak few languages
- 4 What does the speaker say should happen next?
a rare languages should be brought back
b new film and audio technologies should be developed
c less common languages should be recorded
- 5 What does the speaker say helped create some multi-cultural countries?
a a wide variety of languages
b trade and cultural exchange
c people of the same culture
- 6 How many countries does the speaker mention as having multiple surviving ethnic groups?
a 3
b 4
c 5
- 7 What determines when a language dies?
a every 14 days
b no recording for posterity
c its last speaker
- 8 How is language usually passed on?
a within family groups
b by cultural identity
c recordings for posterity

GRAMMAR Reported speech

- 9 Read the statements. Choose the correct option to complete the sentences.
- 1 Caitlin: "Americans are very, very friendly; sometimes it seems that they're *too* friendly."
She answered that Americans *were / are / will be* very friendly and that sometimes they're *too* friendly.
- 2 Yui: "There is public transportation in most American cities but not in smaller towns."
She advised that most American cities *have / have had / would had* public transportation but not smaller towns.
- 3 Natalia: "Americans eat dinner kind of early: 6 o'clock."
She complained that Americans *eat / have eaten / would eat* dinner too early.
- 4 Ye-jun: "There's a special relationship between Americans and their cars."
He confirmed that Americans *are having / has / have a* special relationship with their cars.
- 5 Nora: "Soft drinks and water are served with ice, so you need to tell the server if you don't want ice."
She reminded us that soft drinks and water are always *served / serve / serving* with ice in the US.
- 6 James: "Americans are usually on time and appreciate it if you are, too."
He repeated that Americans *like / would liked / have liked* it when you are on time.

- 15 Complete the sentences with the correct forms of the verbs in brackets.

Read these travellers' comments on visiting Peru.

- museumlover commented that while in Lima he (1) _____ (visit) a lot of great museums.
- foodie67 added that the Inca ruins (2) _____ (be) the most interesting he'd ever seen.
- iloveperu explained that ceviche (3) _____ (be) the most popular dish in Peru.
- inkaking02 told us that the Norte Chico people (4) _____ (build) a civilization in Peru more than 5,000 years ago, long before the Inca.
- travelismylife confirmed that it (5) _____ (take) her a while to get used to the high altitude in the Sacred Valley, and she (6) _____ (warn) that the sun is very strong there.
- limaismyhome announced that he (7) _____ (think) the dry season (May to October) was the best time to visit Peru.
- pacificsurfer said she (8) _____ (be) able to see Machu Picchu because she didn't buy tickets in advance.

- 16 Put the words in the correct order to create reported speech questions.

- 1 Jens asked **if** / was / funny / for making / there / a championship / faces / .

- 2 Monika asked **whether** / Turkey / camel wrestling / in / there / was / .

- 3 Chen asked **what** / to celebrate / weddings / Germans / did / .

- 4 Wilma asked **how** / China and Japan / business cards / exchanged / people / in / .

- 5 Hasan asked **if** / a monkey festival / was / Thailand / there / in / .

- 6 Petra asked **whether** / unusual / to close / was / is / it / while another / person / speaking / for people / their eyes / .

- 7 Ana asked **where** / in the world / took / tomato fight / place / the biggest / .

8B The third wave

VOCABULARY BUILDING Compound adjectives

1 Match the adjectives with the nouns to form compound adjectives. Note that one of the compound adjectives is not hyphenated (-).

- | | |
|-----------|-------------|
| 1 well- | a faced |
| 2 long- | b effective |
| 3 heart | c minded |
| 4 two- | d respected |
| 5 like- | e broken |
| 6 deep- | f wide |
| 7 world- | g mannered |
| 8 open- | h rooted |
| 9 highly- | i minded |
| 10 cost- | j lasting |

READING

2 Read the article and choose the best summary.

- a The 'cultural assault' of Western influences will severely weaken other cultures.
- b Globalization continues a long tradition of cultural connections, but at a faster pace.
- c Countries like Brazil that have a mix of civilizations will dominate world culture.
- d Many cultures will be unrecognizable as a new 'global culture' gets more powerful.

3 Complete the statements with one or two words from the article.

- 1 Changes in politics, business, health and entertainment all fall under the umbrella of _____.
- 2 Teenagers all over the world are one of the _____ driving the new global culture.
- 3 Commercial and _____ are nothing new. Humans have been making them for centuries.
- 4 A _____ is that goods, people and ideas move. At the same time, cultures change.
- 5 Alvin Toffler's first book, _____, was a best-seller and very influential around the world.
- 6 Toffler says that in our current world, _____ economies will dominate the others.
- 7 Toffler is optimistic that countries can still have a _____ based on their core culture.

4 Read the article again and answer the questions.

- 1 In paragraph 1, the word 'merging' is closest in meaning to
 - a coming together
 - b moving forward
 - c going backward
 - d changing into

2 Which of the following can be inferred from the statement in paragraph 2 that globalization is a reality, not a choice?

- a Globalization has already happened and now we have to find a better way.
- b There was actually more globalization in the past than what we're seeing now.
- c Even with globalization, the reality is that we still have a great deal of choice.
- d People opposed to globalization need to accept the reality and deal with it.

3 According to paragraph 2, what is one example given of change in the 1800s?

- a radio
- b television
- c newspapers
- d air transport

4 In paragraph 4, what do some social scientists fear could result from globalization?

- a more Western companies
- b English replacing other languages
- c the weakening of all cultures
- d a kind of cultural cloning

5 In paragraph 4, the word 'wave' is closest in meaning to

- a movement
- b flood
- c signal
- d crashing

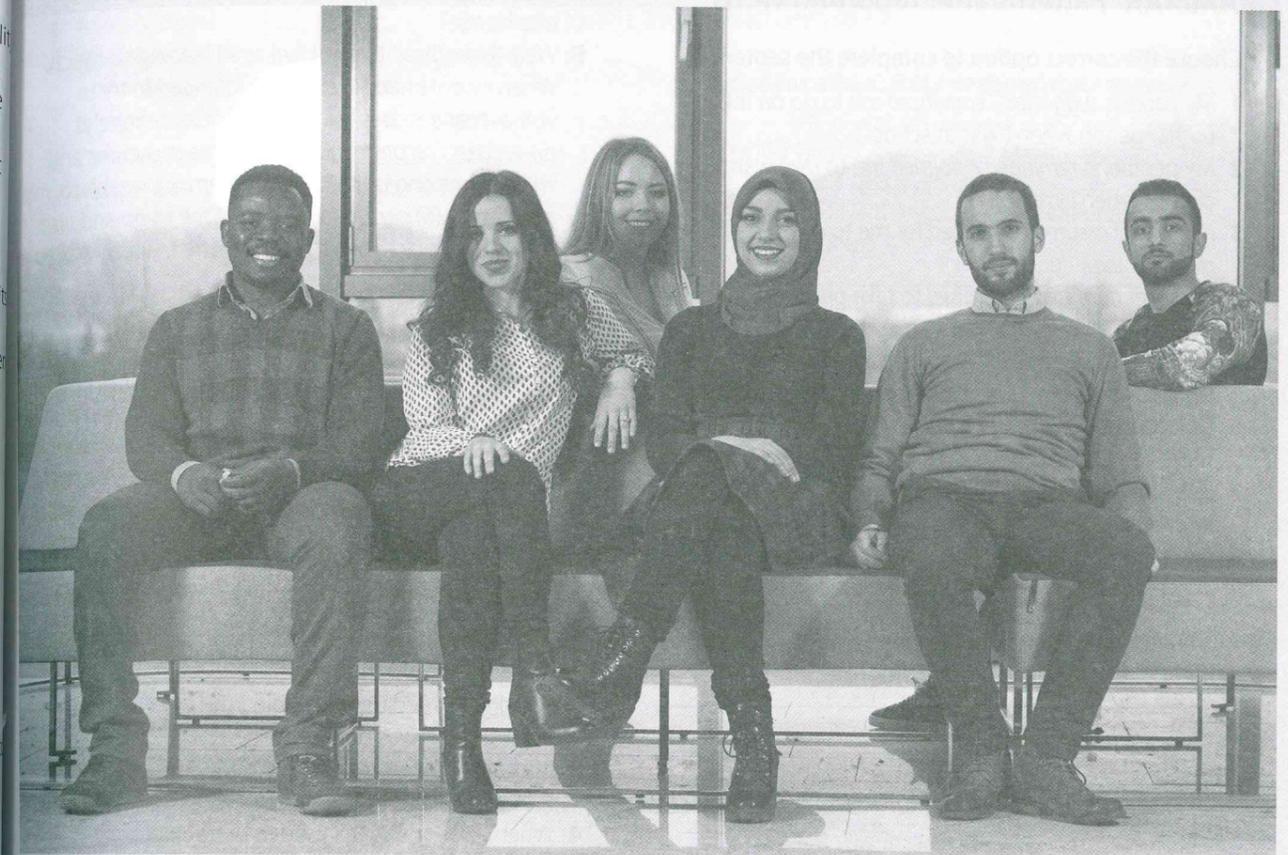
6 What word does Toffler use in paragraph 4 to describe industrial economies?

- a knowledge-based
- b smokestack
- c agrarian
- d trisection

7 Which of the following can be inferred from Toffler's comment that 'You can have a unique culture made of your core culture. But you'll be the Chinese of the future, not of the past.'?

- a the global culture of the future will include all cultures
- b the cultures of the past will be replaced by new modern ones
- c unique cultures will survive based on their central values
- d Chinese culture will take over the new global culture

The third wave 64



- 1 Today we are in the middle of a worldwide reorganization of cultures, a change in habits and dreams that social scientists call *globalization*. It's a broad term for sweeping changes in politics, business, health and entertainment. The huge number of teenagers – 800 million in the world – with time and money to spend is one of the powerful engines of merging global cultures. Kids travel, they hang out, and above all, they buy stuff.
- 2 How people feel about all this depends a great deal on where they live and how much money they have. Yet globalization, as one report stated, 'is a reality, not a choice'. Humans have been creating commercial and cultural connections for centuries. In the 19th century the postal service, newspapers, transcontinental railroads and great steam-powered ships brought huge changes. Telegraph, telephone, radio and television made further connections between individuals and the wider world. Now computers, the internet, smartphones, social media, cable TV and cheaper air transportation have made these connections both easier and more complicated.
- 3 Still one basic truth remains the same: Goods move. People move. Ideas move. And cultures change.

The difference now is the speed of these changes. It took television 13 years to get 50 million users; the internet took only five.

- 4 Alvin Toffler is an author whose book *Future Shock* was published in 1970. He also wrote *The Third Wave* with his wife, Heidi. Waves, he explains, are major changes in civilization. The first wave came with the development of agriculture, the second with industry. Today we are in the middle of the third wave, which he says is based on information. 'What's happening now is the trisection of world power,' he says. 'Agrarian nations on the bottom, smokestack countries in between, and knowledge-based economies on top.' There are a number of countries – Brazil, for example – where all three civilizations are present.
- 5 'Culturally we'll see big changes,' Toffler says. 'You're going to turn on your TV and get Nigerian TV and Fijian TV in your own language. People ask, "Can we become third wave and still remain Chinese?" Yes,' Toffler says. 'You can have a unique culture made of your core culture. But you'll be the Chinese of the future, not of the past.'

8C That's what they told me

GRAMMAR Patterns after reporting verbs

1 Choose the correct option to complete the sentences.

- 1 My parents *suggested / convinced* me to go on the exchange trip when I was at school.
- 2 My penfriend *reminded / claimed* me to take warm clothes when I visited her.
- 3 My school *assured / arranged* for me to go abroad for my work experience.
- 4 My sister *admitted / promised* to take photographs of her travels.
- 5 I *suggested / persuaded* that we should try new restaurants to experience different foods.
- 6 Doctors have *claimed / confessed* that new experiences make us happier.
- 7 I *persuaded / pretend* my friends to watch more international films.
- 8 I was lucky because my school *recommended / encouraged* us to learn about different cultures.

2 Complete the sentences with these prepositions. Some sentences do **not** need a preposition.

for (x2) of on to

- 1 She accused her friend _____ copying her style.
- 2 My host family insisted _____ collecting me from the airport.
- 3 My parents forced _____ me to read about different cultures as a child.
- 4 I have always blamed my brother _____ writing in my favourite books.
- 5 We were talking about fashion and I admitted _____ being a goth when I was young.
- 6 I used to imagine _____ travelling all around the world.
- 7 I decided _____ study languages so I could have a year abroad.
- 8 It is important to forgive people _____ their mistakes.

3 Read the following interview with Yasmin about her trip to London and choose the correct option to complete each sentence. Sometimes both words may be correct.

A: So Yasmin, you are just back from your trip. How was it?
B: Oh, it was all so amazing. At first I was worried as my friends and family had (1) *explained / warned* me that London was going to be so cold. They all (2) *suggested / advised* me to take lots of warm clothes, but it wasn't so bad. I will (3) *confess / consider* that I wore a lot of jumpers for the first few days though.

A: What do you think you learned most from the experience?
B: Well, that is hard to say, I feel as if I learned so much. When I went I had (4) *claimed / intended* to try to visit as many places as I could. I would definitely (5) *suggest / recommend* going to the museums and what is amazing is that most of them are free! Also, my host family (6) *persuaded / decided* me to go and visit some other places like the Lake District, which was so beautiful.
A: Yes, people always say that. Do you have any advice for people going on a similar trip?
B: Hmm, well, I would (7) *tell / recommend* that people try to plan what they really want to see. Oh, and don't be afraid to (8) *ask / offer* people to help you. The people were helpful. One last thing, I would (9) *consider / invite* trying to stay a bit longer next time.

4 Read the sentences below and decide if they are correct or incorrect. Correct the incorrect sentences.

- 1 A lot of people claim to me that modern technology makes the world smaller. _____
- 2 Katarina warned us for avoiding the city centre on Saturday as it was busy. _____
- 3 Michael urged us to visit him in the summer for their local festival. _____
- 4 When I was younger, I used to pretend being an explorer. _____
- 5 The government declared that companies should pay men and women equally. _____
- 6 Schools should avoid to make some subjects like woodwork only for boys. _____
- 7 Clement thanked Makie to the advice she gave him. _____
- 8 Denise asked to help her choose traditional local gifts for her family. _____

5 A word is missing in each sentence. Choose the **two** correct options to complete each sentence.

- 1 The presentation _____ me to do more to fight discrimination.
a suggested **c** recommended
b persuaded **d** convinced
- 2 My parents always _____ me not to believe stereotypes.
a warned **c** advised
b suggested **d** insisted
- 3 My colleague _____ to forgetting to update the company's website.
a confessed **c** promised
b declared **d** admitted
- 4 She _____ him for using offensive language and upsetting the guests.
a blamed **c** refused
b criticized **d** told

- 5 Max advised my brother to _____ working abroad as it was good for his C.V.
a offer **c** carry on
b consider **d** claim
- 6 A family friend _____ that I learn to ignore people who make negative comments.
a thanked **c** recommended
b suggested **d** avoided
- 7 The news report _____ that Iceland was the best place to live if you were female.
a claimed **c** assured
b told **d** announced
- 8 My sister _____ to help me with my project on international co-operation.
a encouraged **c** insisted
b offered **d** promised

6 Rewrite the second sentence so that it has the same meaning as the first using the word in brackets. The answer will be between two and five words.

- 1 "You should be careful of believing stereotypes," he said. He _____ stereotypes. (warned)
- 2 The speaker put forward the idea that we could learn from other cultures. In the talk it _____ we could learn from other cultures. (argued)
- 3 My parents didn't let me dye my hair when I was younger. My parents _____ my hair when I was younger. (refused)
- 4 Most modern companies want to employ people with good intercultural communication skills. Most modern companies _____ people with good intercultural communication skills. (insist)
- 5 "You should go to a place if you want to understand the people" she said. She _____ a place to understand the people. (suggested)
- 6 Society should make companies react strongly to any discrimination in the workplace. Companies should _____ strongly to any discrimination in the workplace. (forced)
- 7 Challenging social norms is a normal part of teenage years, scientists have said. Scientists have _____ social norms is a normal part of teenage years. (stated)

7 Put the words in order to make sentences.

- 1 threatened to / more cost-effective / dismiss workers / The company / to be / .

- 2 I / to make / urge everyone / like-minded / would / friends / .
- 3 notified us that / by email / the tickets / The company / had been sent / .
- 4 discriminated against / He denied that / anyone / he had / .
- 5 being called / She / a goth / resented / .
- 6 for being / He thanked / well-mannered / the audience / so / .
- 7 always asked / My / my clothes / to borrow / sister / .
- 8 people / I / staying away from / would recommend / two-faced / .

8 Complete the paragraph with these words.

announced	claimed	confess
deny	insist	persuade

Writers have recently (1) _____ that there is a new subculture among the country's youth: meet Seapunk, which is (2) _____ to be a mix of punk and pirates, and features the use of lots of marine colours. The followers of this new national trend (3) _____ that it is completely original and (4) _____ being influenced by anyone. Instead they try to (5) _____ us that this new subculture grew from online sites. There is no denying that the movement is humorous and doesn't take itself too seriously. But, I must (6) _____ that it will be a while before I am brave enough to experiment with this new fashion.

9 Complete the sentences so they are true for you.

- 1 My parents warned me not to _____
- 2 When people ask me about where to go in my hometown, I always advise them _____
- 3 I was lucky my parents encouraged me _____
- 4 When I was younger, I always tried to avoid _____
- 5 Last week I asked _____
- 6 I think it is wrong to criticize someone for _____

8D Why I keep speaking up, even when people mock my accent

TED TALKS

AUTHENTIC LISTENING SKILLS

1 Listen to the extracts from Safwat Saleem's TED Talk and select which meaning of *just* he uses in each statement. **65**

- I just had to grunt a lot for that one.
a soon b simply c exactly
- I just sat there on the computer, hitting "refresh".
a simply b recently c soon
- This was just the first of a two-part video.
a exactly b only c recently
- I just could not do it.
a exactly b soon c simply
- if I stutter along the way, I just go back in and fix it.
a simply b soon c only
- And just the year before, that number was about eight percent.
a soon b exactly c only
- Just like the colour blue for Ancient Greeks, minorities are not a part of what we consider normal.
a recently b exactly c only

WATCH

2 Are the following statements true (T) or false (F)?

- Saleem was self-conscious about his accent when he was a boy. —
- Saleem uses very different accents for each of his animated characters. —
- Saleem realized that people were reacting to his accent because they didn't think it was normal for an editor to have an accent. —
- At first, Saleem took the comments about his accent very personally. —
- Historical texts include more reference to colours than do modern texts. —
- Studies show that people are treated differently because of the expectations that we have. —
- Saleem says that it isn't enough to tell children they can do anything; we have to show them examples of people like them who have been successful. —
- Saleem says it is easy for him to be on stage. —

3 Read the sentence and paragraph. Look at the places in the text marked by a, b, c and d. In which place could the sentence be added to the paragraph? Choose a, b, c or d.

And the most popular theory for why that might be the case is that cultures begin to recognize a colour only once they have the ability to make that colour.

Let me give you an example. I came across this story about the Ancient Greek writer, Homer. Now, Homer mentions very few colours in his writing. (a) And even when he does, he seems to get them quite a bit wrong. For example, the sea is described as wine red, people's faces are sometimes green and sheep are purple. But it's just not Homer. If you look at all of the ancient literature – Ancient Chinese, Icelandic, Greek, Indian and even the original Hebrew Bible – they all mention very few colours. (b) So basically, if you can make a colour, only then can you see it. A colour like red, which was fairly easy for many cultures to make – they began to see that colour fairly early on. (c) But a colour like blue, which was much harder to make – many cultures didn't begin to learn how to make that colour until much later. They didn't begin to see it until much later as well. So, until then, even though a colour might be all around them, they simply did not have the ability to see it. (d) It was invisible. It was not a part of their normal.

VOCABULARY IN CONTEXT

4 Match each word with the sentence that shows its meaning.

- somewhat constructive —
- breakdown —
- around —
- humorous —
- huge step —
- self-conscious —
- a Sometimes misunderstandings can lead to **funny** situations.
- b Saleem has always felt a little **embarrassed** about the way he speaks.
- c The comments people made about Saleem's accent were **a little helpful**, but also a little offensive.
- d When I arrived at school, I was surprised not to see anyone **in the building or nearby**.
- e Getting positive feedback from people who didn't know him was **a very important event** for Saleem to increase his self-confidence.
- f Sometimes people have so many problems all at the same time that they get **anxious and upset and can't do anything**.

8E Agreeing, disagreeing and challenging

SPEAKING

1 Match the expressions (1–8) with the explanations (a–h).

- | | |
|------------------------------|------------------------------|
| 1 I'm in favour of the idea. | a I completely support that. |
| 2 That's crazy. | b What I think is... |
| 3 I'm against the idea. | c I don't agree. |
| 4 I'm totally for it. | d What I want to say is... |
| 5 I don't get what you mean. | e I strongly disagree. |
| 6 From my point of view... | f Do we have to... |
| 7 I mean... | g I agree with that. |
| 8 Are we supposed to... | h I don't understand. |

2 Complete the sentences with these words. Two options will not be used.

as a	for	from
I mean	I think	I'm in
it doesn't mean	it's crazy	just because
point of view	speaking as	totally supports

- _____ that's how it was done in the past, _____ we have to do it that way now.
- If you look at it _____ your parents' _____, you might see the matter differently.
- _____ someone who has done it before, I don't think it's a good idea.
- Everyone else _____ the proposal, but personally, I think _____.
- _____ young person, _____ doing it this way has a lot of advantages.
- There are a lot of reasons I'm for the idea. _____, first of all, it will help us save time.

3 Read the statements. Do you agree or disagree? Write your response and use these expressions.

I don't get that.	I totally support that.
I'm against the idea.	I'm in favour.
I'm totally for the idea.	That's crazy.

- More people should adopt a vegetarian diet.
- Driving should be taught in schools.
- All universities should be free.
- Standardized tests should be eliminated.
- All schools should be bilingual.
- Art and music should be required subjects.

4 Complete the conversation. Use one word in each space. Then listen and check your answers. **66**

Kim: I was thinking of going to the cinema tonight.

Carlos: I'd be in (1) _____ of that.

Kim: Yeah...

Carlos: You sound a little uncertain.

(2) _____ wrong?

Kim: Well, I suggested the idea to Adam, and he told me he doesn't want to come.

Carlos: Oh, I see. But (3) _____

because he's not into the idea, that

(4) _____ mean we can't go, does it?

Kim: No, I suppose you're right.

Carlos: If you look at it (5) _____ his point of (6) _____, it makes sense. He's had quite a long week.

Kim: Yes, he has.

Carlos: I (7) _____, he must be pretty tired.

Kim: Well, even if he doesn't want to join us, (8) _____ you still want to go?

Carlos: Sure. I'm all (9) _____ it. What do you want to see?

Kim: How about watching a thriller?

Carlos: I (10) _____ support that idea. I love films with a lot of suspense.

5 Choose one of the topics below. Think about how you would answer and make notes. Practise saying your response out loud. You should speak for one to two minutes and record yourself. Then listen to the sample answers. **67**

- Your best friend wants to go on a road trip this summer. You should say:
 - Whether you like this idea
 - Why you are in favour or against it
 - Where you would like to go
- Your parents want you to get a part-time job. You should say:
 - Whether you like this idea
 - Why you are for or against it
 - What type of job you would like to get
 - What you will do if you don't get a job

WRITING Writing a complaint

6 Match the sentence halves.

- 1 I am writing to complain about an offensive term ____
 - 2 This is a matter which ____
 - 3 Your article implied that most women are ____
 - 4 While I value freedom of expression, ____
 - 5 I realize it was meant as a joke, ____
 - 6 As a student myself, I was very upset ____
 - 7 I feel it is highly inappropriate ____
 - 8 I would like you to ____
- a should be taken very seriously.
 b however, I feel it was irresponsible.
 c publish a formal apology as soon as possible.
 d I believe it is important to remain respectful.
 e used in last night's broadcast.
 f by your implication that all students are lazy.
 g mean to each other, which is simply untrue.
 h to make a claim such as this on a popular website.

7 Complete the complaint with these words and phrases.

as it suggests	however
I am writing to complain	I suggest
I would like you to	problems
stereotype	the attitude
There is a risk	While

Dear Sir/Madam,

1 _____ about an article on the issue of homelessness, which was published in your magazine last week. This article is extremely insulting to homeless people, _____ they are deliberately trying to ruin our towns and cities. It also implies that their _____ are entirely their fault and, furthermore, that they could easily improve their situation if they wanted to.

2 I was very distressed by _____ expressed in this article. With some students from my school, I was recently involved in a fundraising event for the homeless, and I learned how difficult their lives really are. _____ it might make us uncomfortable to see homeless people sleeping on our streets, it is important to remember that they are human beings, and many of their stories are heart-breaking.

3 I understand that this was an opinion piece, _____, I feel it is irresponsible and dangerous to _____ homeless people in this way. _____ that it could make other readers lose sympathy for these disadvantaged people who need our help. In fact, it could even make residents angry towards the homeless.

4 _____ publish a revised version of the article, this time offering a more balanced view. In addition, _____ you make a donation to a homeless shelter to show your support for those in our society who are vulnerable.

Yours faithfully,
Kasia Baran

8 Read the complaint in Exercise 2 again, paying attention to the paragraph numbers. Then read the list of points mentioned, and highlight the paragraph or paragraphs they appear in.

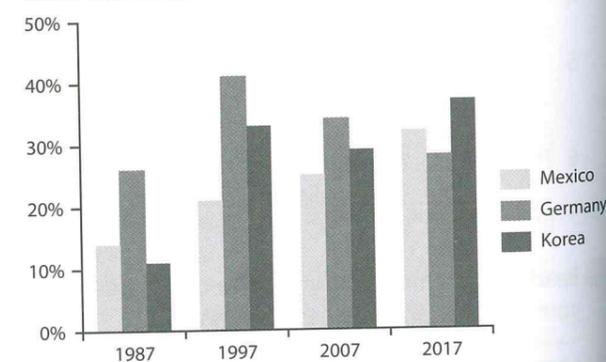
- | | | | | |
|---|---|---|---|---|
| a where the article appeared | 1 | 2 | 3 | 4 |
| b the reason for complaining | 1 | 2 | 3 | 4 |
| c helping the homeless | 1 | 2 | 3 | 4 |
| d the effects the article could have | 1 | 2 | 3 | 4 |
| e specific problems with the article | 1 | 2 | 3 | 4 |
| f how the article made the writer feel | 1 | 2 | 3 | 4 |
| g what action the writer expects | 1 | 2 | 3 | 4 |
| h how the article represents the homeless | 1 | 2 | 3 | 4 |

9 The chart below gives information about a survey carried out in one secondary school in Mexico, in Germany, and in Korea over a 30-year period. The survey shows how many students identified themselves with a sub-culture.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

You should spend about 20 minutes on this task. Write at least 150 words.

Percentage of students who identified themselves with a sub-culture

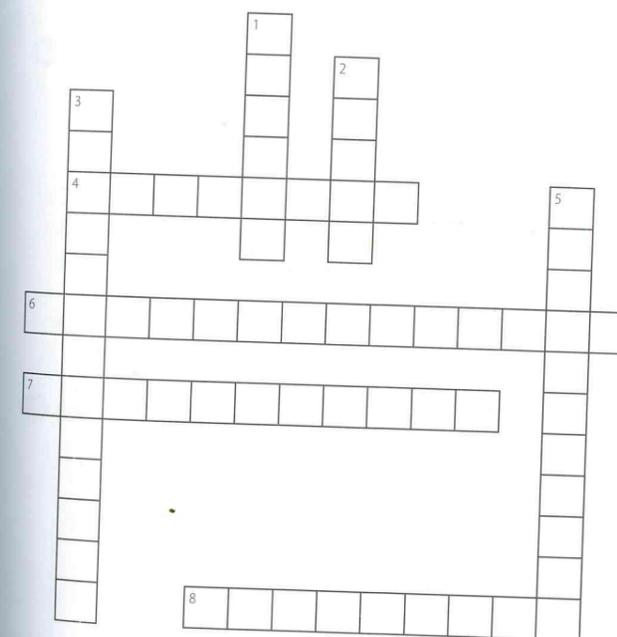


Review

1 Rewrite the sentences. Complete the sentences using the words in brackets. Use between two and five words.

- 1 They need to resolve their differences.
They need to _____ . (sort)
- 2 Your words upset me very much.
I _____ by your words. (offended)
- 3 She made a nice comment about my hair.
She _____ my hair. (paid)
- 4 It's better to say that you're busy that day.
The _____ to say that you're busy that day. (response)
- 5 They don't want me to go abroad.
They're trying to _____ abroad. (discourage)
- 6 I didn't feel comfortable talking to the manager.
I _____ talking to the manager. (awkward)

2 Complete the crossword.



Across

- 4 The children were quiet and polite. They were well-_____.
- 6 It is _____ to hire only people under age 50.
- 7 When she broke up with him, he was _____.
- 8 There is no _____ medicine against the common cold.

Down

- 1 We agree about everything. We are like-_____.
- 2 She told me one thing and my friend the opposite. She is very two-_____.
- 3 She said she liked my new dress and my shoes. She was very _____.
- 5 Not so long ago, women were _____ as housewives on TV.

3 Complete the reported statements with the verbs in brackets. Some sentences have more than one correct answer.

- 1 Chul asked if I _____ (take) offence when he asked how old I was.
- 2 Chailai answered that it _____ (seem) unusual for no one to be at home.
- 3 Apo announced that he _____ (make) plans to visit his grandparents.
- 4 Anurak asked how the tourists _____ (react) when they saw the whale.
- 5 Ja-kyung observed that some people _____ (clap) to get his attention.
- 6 Wayne explained that she _____ (expect) everyone to help plan the trip.

4 Rewrite the sentences with the words in brackets.

- 1 I avoid studying at the weekends.
_____ (tell / you)
- 2 I convinced her that seeing a doctor was a good idea.
_____ (tell)
- 3 He insists that studying in Cairo was a great experience.
_____ (assure / his parents)
- 4 We invited our friends to join us at the poetry reading.
_____ (insist on)
- 5 Did you tell him to study at the library after school?
_____ (ask)

5 Which sentence is closest in meaning to the original sentence?

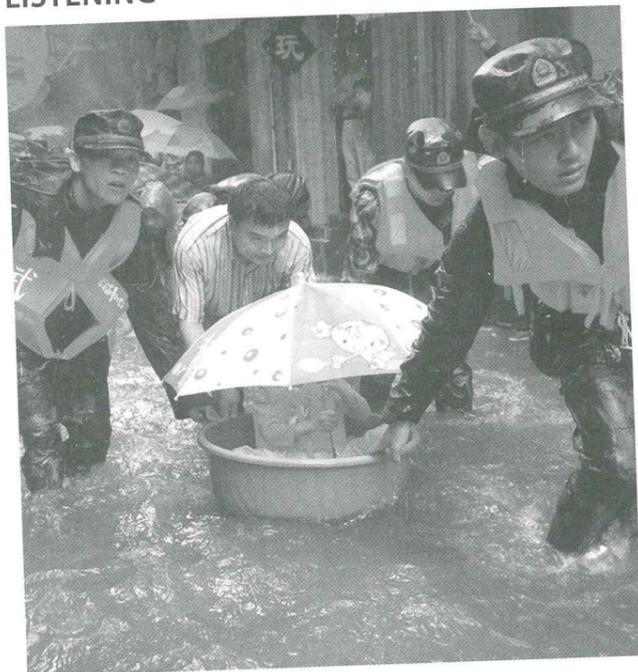
- 1 He admitted telling her my secret.
a He admitted that he had been telling her my secret.
b He admitted that he told her my secret.
- 2 She denied that she had eaten all the cake.
a She denied eating all the cake.
b After eating all the cake, she wanted to deny it.
- 3 He reported that he had passed the test.
a He told he passed the test.
b He reported passing the test.
- 4 I propose that we take the train to Mumbai.
a Perhaps we may take the train to Mumbai.
b I propose taking the train to Mumbai.

PRONUNCIATION

- 9 Listen to the sentences. Write the *-ing* verb that you hear. Then practise saying the sentences. 68

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

LISTENING



- 10 Listen to part of an interview at a disaster scene and answer the questions. 69

- 1 What does the captain say about the storm?
 - a The strongest part of the storm is approaching.
 - b The strongest part of the storm is happening now.
 - c The strongest part of the storm is over.
- 2 What seems to be the biggest continuing problem?
 - a flooding
 - b high winds
 - c casualties
- 3 What is the captain's advice for residents?
 - a Get to a rescue centre quickly.
 - b Stay in place if you're safe.
 - c Go to the hospital for food and water.
- 4 Are there any rescue centres operating?
 - a Yes, there are three.
 - b None have opened yet.
 - c So far, only the hospital.
- 5 What is the situation with casualties?
 - a there are many life-threatening injuries
 - b no injuries that she has heard of
 - c no deaths have been reported

- 6 How is the hospital doing?
 - a Luckily, it never lost power.
 - b It's operating with a generator.
 - c It's overwhelmed with injuries.
- 7 What does the captain say about the community?
 - a It's pulling together.
 - b It's restoring power.
 - c It's clearing roads.



- 11 Listen to the talk about a tornado. Match the phrases you hear. 70

- | | |
|------------------------|------------------|
| 1 cost of the | a frame by frame |
| 2 the loss | b and path |
| 3 more questions | c was personal |
| 4 revealed | d in its path |
| 5 destroyed everything | e damage |
| 6 turn his grief | f day and age |
| 7 a storm's strength | g into action |
| 8 in this | h than answers |

- 12 Listen to the talk again. From what you've heard, how would you best describe Anton Seimon? 70

- a fatalistic and discouraged
- b overwhelmed and overworked
- c resilient and determined
- d defeatist and dispirited

- 13 Listen again. Are the statements true (T) or false (F)? 70

- 1 It was the widest tornado ever recorded. ___
- 2 Seimon's vehicle was carried nearly a mile. ___
- 3 Seimon left the area because of his grief. ___
- 4 He decided to create a visual representation of the storm. ___
- 5 Seimon put the videos in order by time. ___
- 6 Seimon focused on the storm's strength and path. ___
- 7 Seimon hoped to inspire engineers with his work. ___
- 8 Seimon believes that deaths caused by tornados are inevitable. ___

GRAMMAR Relative clauses

- 14 Choose the correct relative pronoun to complete the sentences. Choose *x* if no pronoun is needed.

- 1 The students, *who / whose / who's / whom* were happy about missing a day of school, celebrated the news that a blizzard was expected last night.
- 2 The wind inside a tornado, *who / which / x* normally moves from southwest to northeast, blows in the opposite direction in the Northern Hemisphere.
- 3 The waves of a tsunami, *which / who / x* are caused by an underwater earthquake, can be as tall as 30 metres.
- 4 The blizzard *who / whom / x* they predicted dropped about a metre of snow and stranded people in their homes.
- 5 Hurricanes, like the one *that / who / x* hit New Orleans, can be more than 950 kilometres across.
- 6 Most of the survivors, *who / whose / who's / whom* homes were destroyed by the tornado, are now homeless.
- 7 More than 216,000 people in fourteen different countries died in the 2004 tsunami *which / who / x* occurred in the Indian Ocean.
- 8 We went to the parade for the rescuers, *who / whose / who's / whom* the president called heroes.

- 15 Choose the correct relative pronoun to complete the sentences.

- 1 The oil *whom / that* leaks into the environment is poisonous to both animals and plants.
- 2 The oil covers birds' feathers, *who / which* makes it difficult for them to maintain their body heat.
- 3 Animals *that / whom* accidentally swallow the oil soon die from poisoning.
- 4 The animals *whom / that* are most affected by oil spills live on or near the shoreline.
- 5 Seabirds, *whom / which* are the most common victims of oil spills, can be washed and often survive oil spills.
- 6 Volunteers *which / who / whom* haven't been properly trained should not try to wash birds.

- 16 Combine the sentences into one sentence using a relative pronoun.

- 1 There is new technology. It was designed for use in disaster zones. _____
- 2 Dr Paul Gardner-Stephen is a computer researcher at a university in Australia. He developed a way for people to communicate after a natural disaster. _____
- 3 He designed a new technology that lets people communicate by mobile phone where there is no mobile network or the mobile network has been destroyed. It is called "mesh networking". _____
- 4 In mesh networking, each phone sends and receives data for the whole network. The data could be text messages, phone calls or files. _____

- 5 Google started a drone program. The drones could deliver aid to hard-to-reach places. _____

- 6 Google also developed project Loon. It is a way to provide internet connections to remote places with a network of high-altitude balloons. _____

- 17 Put the words in the correct order to create sentences with relative clauses.

- 1 which / created / solar generator / Michael and Kenny Ham / is / the All Terrain Solar Trailer, / a / . _____
- 2 that / in disaster areas / cameras and software / OpenRelief / a drone / will use / to identify and locate / people / is developing / . _____
- 3 which / allows / The PLOTS spectrometer, / costs / people / about \$10 / their drinking water, / to test / . _____
- 4 which / can / terrain / carry / was invented / The Aid Necessities Transporter (ANT), / by Brian Lee, / supplies / over rough / . _____
- 5 which / disaster aid / Anna Stork and Andrea Sreshta / makes / it / a solar-powered light, / easier / to distribute / created / . _____

- 18 Cross out the mistake in each sentence and write the correct word. Each sentence contains one mistake.

- 1 Every eight minutes, the Red Cross, who responds to more than 60,000 disasters each year, responds to an emergency somewhere in the world. _____
- 2 In 2013, the Red Cross, that has 97 million volunteers worldwide, helped 100 million people. _____
- 3 When a disaster strikes, the Red Cross, which it opens shelters in disaster areas, ensures that people have somewhere to stay. _____
- 4 Red Cross health volunteers go to disaster areas to help people which need first aid, shelter and medical care. _____
- 5 People whose volunteer with the Red Cross provide hot meals, snacks and water as part of emergency response. _____
- 6 The Red Cross reunites families whom have been separated by natural disasters. _____

9B Bridges to prosperity

VOCABULARY BUILDING *the + adjective*

- 1 Complete each sentence with *the + one of these adjectives*.

best	brave	old	poor
rich	traumatized	young	worst

- Mental health experts were on the scene to help _____.
- Many would argue that _____ have a moral responsibility to help _____.
- Only _____ would dare enter such a disaster scene to rescue others.
- The old saying goes, 'Youth is wasted on _____.'
- In a real crisis you will encounter _____ and _____.
- It was especially difficult for _____, who had lived there all their lives.

READING

- 2 Read the article and choose the best headings for paragraphs 1–4 from the list of headings below. You will not use all the headings.

- Paragraph 1 —
Paragraph 2 —
Paragraph 3 —
Paragraph 4 —

- Destroying a bridge
- An organization is born
- Bridges around the world
- It all started with a photo
- Donkeys can do it
- Innovate, educate, inspire

- 3 Answer the questions below. Use one word and/or one number from the article for each answer.

- What word describes the way Ken thinks of himself? _____
- What were the Ethiopians using to cross the river before Ken arrived? _____
- What does Ken hope to create for people with his organization? _____
- What kind of steel design was chosen for the bridge? _____
- How were the bridge supplies transported to the site? _____
- How many thousands of dollars did the first bridge cost? _____
- What word describes the third part of the organization's strategy? _____
- What kind of bridge did the organization construct in Indonesia? _____

- 4 Sentences a–g below have been removed from the article. Decide which sentence belongs in each gap. One sentence is extra.

-
-
-
-
-
-

- Being appropriate to the community is key – one size does not fit all.
- Ten men would stand on either side of the broken span and pull themselves across.
- In addition to local governments, it also works with other charitable organizations.
- Rural, isolated areas almost always have higher levels of poverty and disease.
- Happily, this 'boy' owns a construction company.
- Additionally, both farming productivity and labour rates increase by more than 30%.
- 'Now they can trade, get to hospitals and schools on the other side, and see family members they haven't seen for years.'

Bridges to prosperity 71



A suspension bridge in Nepal

- Ken Frantz decided to fix an Ethiopian bridge because, he says, 'I'm a boy, and boys love bridges.' (1) Ken, 52 at the time, was waiting for mechanics to service a truck in his hometown of Gloucester, Virginia in the US, when he picked up an issue of *National Geographic* magazine. He saw a photo of Ethiopians being hauled on a rope across the Blue Nile river. (2) The 360-year-old bridge located there had been destroyed during the Italian occupation of 1935–1941. 'I looked at the photo once, twice, three times,' Ken recalls, 'and it came to me: What I want to do is repair that bridge.'
- Having made his decision, Ken helped launch Bridges to Prosperity, an organization dedicated to building bridges to help create wealth in developing nations. The group surveyed the site, won backing from tribal elders, and chose a lightweight steel design. Donkeys carried in 25,000 pounds of supplies, and Ken, his crew and Ethiopian volunteers rebuilt the bridge in ten days at a cost of \$108,000, largely donated by the organization's founders. 'Half a million people live near the bridge,' he says. (3)
- Bridges to Prosperity has three main strategies that determine where and how they build. First, build

to innovate: Using local knowledge and materials, the bridges must be cost-effective and appropriate for the community. (4) Second, build to educate: Each project has to involve the community and local labourers to increase their knowledge of bridge building. Finally, build to inspire: Community members must take responsibility for the project, including providing volunteers for construction, and maintenance of the bridge after completion.

- Bridges to Prosperity is a non-profit organization that works at the local level. (5) Since its founding, Bridges to Prosperity has built more than 200 footbridges in countries across Africa, Southeast Asia, and Central and South America – cableways in Nepal, a suspension bridge in Indonesia, and a second Ethiopian bridge. A study conducted by Notre Dame University found that bridge connectivity has a huge effect on rural communities and the people that live there. For example, the study concluded that each family's income increases by an average of 32%. (6) The organization's central goal is the same today as when it started; to reduce poverty by eliminating rural isolation.

9C Ready to help

GRAMMAR Participle clauses

1 Choose the correct option to complete the sentences.

- Countries *affecting / affected* by disasters often need international aid.
- Students *wanting / wanted* to help raise money for the appeal should meet in the library at 2pm.
- I find it hard to watch news of disasters *including / included* images of children.
- Donations *making / made* by the public will be sent to the victims of the earthquake.
- Many countries give development aid to countries *damaging / damaged* by war.
- The headquarters of the U.N., *basing / based* in New York, was set up in 1945.
- There has been an increase in companies *investing / invested* in green technologies.
- There has been a series of natural disasters *leading / led* to a food shortage.

2 Rewrite the sentences from Exercise 1 using a full relative clause.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

3 Read the article and then change the relative clauses in bold into reduced relative clauses.

Torrey Canyon

The *Torrey Canyon* was one of the largest oil tankers of its day when it was first built in 1959. It had a capacity of 60,000 tonnes, (1) **which was enlarged** to 120,000 tonnes in Japan. The ship, (2) **which was travelling** to Milford Haven, was full of oil, when it hit rocks off the coast of Britain. As soon as the ship started to break up, there was an attempt to prevent the oil escaping, (3) **which included** the use of detergent. When this was unsuccessful the government decided to try to set fire to the oil. Jets from the air force dropped bombs (4) **which**

were filled with fuel to start the blaze. These all failed because of the weather. Eventually the ship sank, but the oil damaged a lot of the coastal areas of the U.K. and the north of France.

The chemicals (5) **which were used** often did more harm than good and the government were criticized. However, the disaster did lead to changes in the law and the mistakes (6) **which were made** did mean countries were better prepared for future disasters.

- _____
- _____
- _____
- _____
- _____
- _____

4 Read the sentences below and decide if they are correct or incorrect. Correct the sentences that are wrong.

- Attending the UNICEF conference, the other students asked me all about it. _____
- Wanted to remain neutral, the U.N. works with many countries and charities. _____
- Providing role models to children globally, the youth assembly is an important project. _____
- Having fleeing the disaster zone, many people find themselves homeless. _____
- Watching the terrible news reports, people began sending donations. _____
- Making money, the rich have a responsibility to give assistance when appeals are launched. _____
- Facing with an earthquake, I would leave my home. _____
- Working in a disaster zone, the rescuers were in danger. _____

5 Rewrite the second sentence so that it has the same meaning as the first using the word in brackets. The answer will be between two and five words.

Example: He attended the conference, then returned to his university.
Having attended the conference, he returned to his university. (having)

- If I was forced to flee my home, I would take my diary with me.

I would take my diary with me. (forced)

- They were totally exhausted so they had to abandon the search for survivors.

they had to abandon the search for survivors. (exhausted)

- Because she was in an unfamiliar place, she felt nervous.

she felt nervous. (being)

- He realized he had forgotten his conference notes after he left the room.

he realized he had forgotten his conference notes. (left)

- He took notes while he listened to the other delegates. He took notes _____

(listening)

- Because he lacked money, he decided to get a part-time job.

he decided to get a part-time job. (lacking)

6 Read about a group of school friends who decided to become involved in charity. Complete the text with these phrases. Capitalize words as necessary.

after appointing asking them to make donations
having decided having done so
having met raising half of the required funds
recently destroyed by fire

(1) _____ in their first year at school, a group of students decided to do something to restore their local community centre. The centre, which had been (2) _____, was the home of many local groups. It was especially important to the older members of the community who used it as a place to meet. (3) _____ to try to raise money to rebuild the centre, they began by holding a sponsored silence. (4) _____, the event was a success. However, they then decided to become more serious. (5) _____ a committee, they tried to involve local businesses, (6) _____. This proved successful and they soon reached their target, but (7) _____, they decided to continue their work. So far the group has raised money for many projects based in the local area and abroad and it is a reminder to us all that we can all make a difference.

7 Complete these sentences with the correct form of the word in brackets.

- International response to disasters, _____ (cause) by extreme weather, is fast.
- _____ (travel) to the disaster zone, he met other aid workers.
- _____ (have) headquarters all over the world, it is a global company.
- The Red Cross, _____ (set up) in 1881, provides emergency assistance to people in need.
- _____ (join) the NGO, she was sent abroad where she helped to build infrastructure projects.

8 Complete these sentences so they are true for you.

- Having finished school, I _____
- I love watching programmes based on _____
- Studying a new language, I discovered that _____
- Using mobile technology, it is easier to _____

9D (Re)touching lives through photos

TED TALKS

AUTHENTIC LISTENING SKILLS

- 1 Listen to an extract from Becci Manson's TED Talk. Decide whether the intonation on the bold words is rising or falling. Choose the correct answer. 72

Once a **week** (1) (*rising / falling*), we would set up our scanning equipment in the temporary photo libraries that had been set up, where people were reclaiming their **photos** (2) (*rising / falling*). The older **ladies** (3) (*rising / falling*) sometimes hadn't seen a scanner **before** (4) (*rising / falling*), but within 10 minutes of them finding their lost **photo** (5) (*rising / falling*), they could give it to us, have it **scanned** (6) (*rising / falling*), uploaded to a cloud **server** (7) (*rising / falling*), it would be downloaded by a **gaijin** (8) (*rising / falling*), a stranger, somewhere on the other side of the **globe** (9) (*rising / falling*), and it'd start being **fixed** (10) (*rising / falling*).

WATCH

- 2 Listen to the extracts from the TED Talk. Choose the correct answers. 73

- What was Mason's profession?
 - a fashion model
 - a photo retoucher
 - a rescue worker
- What had happened in Ofunato?
 - It had been devastated by the wave.
 - It had a large fish market.
 - 50,000 people had died.
- What happened at the onsen?
 - People started taking baths at the onsen again.
 - The volunteers prepared a community dinner.
 - The volunteers collected the photos they had found.
- What is a *gaijin*?
 - a stranger
 - a photo retoucher
 - a computer technician
- Why does she compare cleaning photos to doing a tattoo?
 - because both are artistic
 - because both are permanent
 - because both use many colours
- Which is NOT a reason Mason gives to explain the importance of photographs?
 - They are important legal documents.
 - They preserve people's memories.
 - They help people feel connected.

- 7 What does Manson say she learned from the project?
- how difficult it is to recover from natural disaster
 - how similar people are in all parts of the world
 - how beautiful Japanese kimonos are

- 3 Put the statements about the photo retouching process in order.

- The photo retouchers worked very carefully on the photos – sometimes for weeks or months – to make sure that the photographs were restored to their original state.
- The volunteers realized that these photos must contain important memories for their owners, so they brought the photos to the onsen, where Manson was collecting them.
- Once the restoration was complete, the photos were returned to the families.
- People from the town came to the photo libraries to identify and reclaim their photos.
- As the volunteers cleaned up the debris from the giant wave, they found photo albums that people had lost when they fled their homes.
- Once the townspeople had reclaimed their photos, they scanned the photos and sent them to photo retouchers around the world.
- Very carefully, the team cleaned the photos.

VOCABULARY IN CONTEXT

- 4 Match the words with the sentences that show their meaning.

- sirens _____
 - give it a go _____
 - struck a chord _____
 - globe _____
 - on the ground _____
 - unfolded _____
- I'll never forget the events that **developed** that day.
 - The police were **at the location of the problems** within 20 minutes.
 - Sharon was afraid the problem would be too complex, but she decided to **try**.
 - The **loud warning noise** from the ambulance woke the baby.
 - People from all over the **world** went to Japan to help out after the tsunami.
 - When she looked at the photographs of other people's families, she **felt an emotional connection** to those people.

9E Give it a go

SPEAKING

- 1 Circle the option that correctly completes each expression.

- Now, I know *which / what / about* you might be thinking...
- I realize *there's / that's / have* a perception that...
- I'm obviously not *to deny / denial / denying* that...
- To begin *with / of / about*, consider the fact that...
- On *above / top / plus* of that...
- Let's *do not / not / cannot* forget that...
- And finally, it's important *note / noting / to note* that...

- 2 Match the sentence halves.

- Let's not forget that anyone _____
 - Among many people, there's _____
 - I'm obviously not denying the _____
 - To begin with, consider the fact _____
- fact that evacuations are difficult to carry out.
 - that there are widespread food shortages.
 - can be affected by a natural disaster.
 - a perception that aid is mismanaged.

- 3 Put the story in order. Write the numbers 2–7 in the spaces provided. Use the underlined expressions to help you.

- Now, I know you're probably thinking, isn't that a difficult line of work?
- On top of that, I really feel like I'm making a difference. Very often, the people that I meet have lost everything.
- Two years ago, I decided to look for a job in disaster relief. Even though I didn't have very much experience, I was very motivated.
- To begin with, I organize food, clothing, transportation and health services. Later, my team and I help people try to rebuild their lives.
- It's important to remember that anyone can be affected by a disaster. One day, we might need someone to help us, too.
- I'm obviously not denying that it's hard. It's very stressful at times. On the other hand, it's also very fulfilling.
- Now I work as an Emergency Response coordinator. When there is a crisis, my job is to get people the help they need as quickly as possible.

- 4 Complete the radio programme with these expressions. Then listen and check your answers. 74

- | | |
|------------------------------|-------------------------|
| Let's not forget that | It's also important to |
| final points you want to | I'm obviously not going |
| note | to deny that |
| On top of | To begin with |
| what do you recommend | Now, I know what you |
| Today I want to speak to you | might be thinking |
| | it's too late |

A: On today's programme, we have the opportunity to speak to Angela Park. She is an expert in crisis management. Ms Park, it's a pleasure to have you with us.

B: Thank you. (1) _____ about an important issue.

A: What's that?

B: The need to be prepared in the event of an emergency. (2) _____. Everyone already knows how important it is to be prepared!

A: Well, (3) _____.

B: The thing is, many people think they know what to do in a crisis, but when the time comes, they realize that they didn't take the necessary steps.

A: I see. And by then, perhaps (4) _____.

B: Exactly.

A: So, (5) _____?

B: (6) _____, all people should have a disaster supplies kit ready in their homes. (7) _____ essentials like food and water, people should stock batteries, torches and mobile phone chargers. (8) _____ a first aid kit is also extremely important.

A: I see.

B: (9) _____ keep a list of emergency telephone numbers written down somewhere. Often, people forget to do this, and then they have no way of getting in touch when they need help.

A: That makes a lot of sense. OK, and are there any (10) _____?

- 5 Read the questions below and make notes for how you would answer them. Then listen to sample answers and compare your ideas with them. 75

- Lending a helping hand
 - Describe a time when you helped a friend or family member.
 - What did you learn from the experience?
 - How did the experience make you feel?
- Community Service and Volunteer Work
 - Have you ever done this type of work?
 - Why did you decide to volunteer?
 - What did you learn from the experience?
- Responding to Crises
 - What skills do you have that might be useful in a crisis?
 - What is the best way to help when a crisis happens?
 - How can we raise awareness when emergencies happen?

WRITING Writing an application

6 Read the sentences from an application. Then choose the correct option. Write (I) for Introducing a subject that you want to discuss or (E) for Explaining your suitability.

- I believe I can make a difference because I'm very enthusiastic and I'm a fast learner. ___
- With regard to qualifications, I took a first aid course at school last year. ___
- I feel I would be suitable because I am hardworking and dependable. ___
- As far as language skills go, my English is quite good, and I am also learning Japanese. ___
- I'm also prepared to take on extra responsibilities because I believe it is very important to be flexible. ___
- As regards my availability, I finish my exams in late June. ___

7 Match the topics with the sentences from a young man's application for a voluntary position.

- basic information about himself ___
 - his personal traits ___
 - his plans for the future ___
 - his skills and experience ___
 - how he found out about the post ___
 - main reason for writing ___
 - requesting information ___
 - what he is doing now ___
- I'm writing in relation to the opportunity for volunteers to work at this year's film festival in Edinburgh.
 - I came across the advert on your website today.
 - I was wondering if you could send more details about the post, and instructions on how to apply.
 - My name is Antonio Conti. I'm 18, and I'm from Naples in the south of Italy.
 - I'm currently in my final year of secondary school.
 - I have a positive attitude and I'm very organized. In addition, I have always been passionate about films.
 - In September I'll be starting at university.
 - My level of English is very good, and I also worked at our local cinema last summer.

8 Write the missing words to complete the application for a voluntary post. The first letters have been provided for you.

Hello,
I'm writing in (1) r _____ (8-letter word)
to the advert looking for (2) v _____
(10-letter word) to visit the elderly in our local hospital.
I came across your advert on the community website.
Please let me know what I need to do to
(3) a _____ (5-letter word).

My name is Lisa Liu. I'm 16, and I'm a student at the international high school in Beijing. As biology is my best subject, I would like to become a doctor in the (4) f _____ (6-letter word). I'm keen to volunteer for two reasons. (5) F _____ (5-letter word), I think this is a very worthwhile programme, and I would like to do something nice for the elderly in our community. Second, I would value spending time in a (6) h _____ (8-letter word) environment and observing how patients are cared for.
As (7) r _____ (7-letter word) what I would (8) b _____ (5-letter word) to the programme, everyone says I'm a very friendly person, and I believe that would make me a (9) s _____ (8-letter word) volunteer for hospital visits. In addition, I have quite a lot of confidence, so I find it easy to chat to others, and I enjoy hearing their stories. I'm also very reliable. Although I don't have any formal (10) e _____ (10-letter word), when my aunt broke her leg last year, I visited her at home every day for a month and she said I was really good company.
I hope this convinces you of my suitability for the programme, and I look (11) f _____ (7-letter word) to hearing from you soon.
Best wishes,
Lisa

9 Read Lisa Liu's application in Exercise 3 again. Is the information true (T), false (F) or not given (NG)?

- This voluntary programme is specifically for visiting old people in hospital. ___
- Lisa saw the advert on a community website. ___
- She requests some information about applying. ___
- Lisa is in her final year at high school. ___
- She wants to be a doctor. ___
- She would like to volunteer for the programme because she has lots of free time. ___
- Lisa spends some time describing her personality. ___
- She also gives details of her past experiences as a hospital volunteer. ___

10 Write 140–190 words in an appropriate style.

In your English class you have been talking about community action against crime. Now your English teacher has asked you to write an essay.

There is a growing trend in community action against crime, where local residents volunteer to help tackle crime in their community. What are the advantages and disadvantages of community action against crime?

Notes

Write about:

- lower crime rates
- risk to participating residents
- _____ (your own idea)

Review

1 Complete the sentences with the correct forms of these verbs.

block	evacuate	flee	flood
launch	rescue	rise	survive

- Humanitarian aid workers _____ dozens of people in the community.
- Women and children were _____ first.
- The organization _____ an appeal for more funds.
- The risk of disease has started to _____.
- All of the residents _____ the earthquake.
- Rising sea levels _____ the coastal area every year.
- We tried to _____ the danger.
- The army _____ the roads.

2 Complete the words in the sentences.

- The earthquake had an i _____ on the whole city.
- The worst-a _____ areas were by the coast.
- Bridges and roads are part of a country's i _____.
- The disaster z _____ was heavily damaged by the floods.
- Everyone in the building died – there weren't any s _____.
- There was a s _____ of drinking water.
- The richer countries sent medical s _____.
- Falling d _____ from the building made it dangerous.

3 Choose the correct relative pronoun to complete the text.

For more than 40 years, Save the Whales has worked to educate people about how they can protect the ocean and the animals (1) *who / that* live in it. It was founded in 1977, by a mother and daughter (2) *who / whom* volunteered their time by handing out information about saving whales.

Save the Whales worked with other groups to stop the US Navy from exploding bombs in the Pacific Ocean. This has saved more than 10,000 marine animals, (3) *who / which* include whales, dolphins and seals. It also supports a rescue boat, (4) *which / who* saves whales, dolphins, seals and birds (5) *who / that* are trapped in fishing nets.

Save the Whales is best known for its educational programmes. Scientists (6) *which / who* have studied the habitat and lives of marine animals teach these programmes.

They teach students how they can take action to save whales and sea life. Save the Whales programmes, (7) *which / who* more than 300,000 students have already participated in, are taught at many schools in California. In 2015, Save the Whales was awarded the "Best of Seaside Awards for Environmental, Conservation and Ecological Organizations" for the fourth year in a row, (8) *who / which* means it is now part of the Seaside Business Hall of Fame. In 2017, it was named a "top rated" nonprofit organization.

4 Are the words in bold correct or incorrect? Correct those that are incorrect. Use reduced relative clauses when possible.

- People **lived** in Australia are called Australians. _____
- A type of pastry **is calling** a doughnut is often served with coffee. _____
- Tokyo is a city **who is famous** for its excellent subway and train lines. _____
- We are grateful for people, **who are willing to help**, after a disaster. _____
- Cyclones are storms **that** usually occur from late spring to early autumn. _____
- I love **coffee which** many people in my country drink at breakfast. _____
- My new shirt, **which I bought online**, fits perfectly! _____

5 Rewrite the sentence with a reduced relative clause.

- When I was younger, I had a good friend. Her name was Megan.

- There is a man reading by the pool. He is my father.

- Many people went to the concert. It was held at the park.

- Did you see the email? It was sent by Kailash.

- I love the dress the girl who is walking ahead of us is wearing.

- The boy who is riding the blue bike isn't looking where he's going.

10 Life changing

10A Road to recovery

VOCABULARY Illness and injury

1 Revision Complete the sentences with these verbs.

absorb	beats	breathe	infect
pass	support	tastes	use

- Veins do not allow substances to _____ through their walls.
- Our lungs do not _____ all of the oxygen that we breathe in.
- Over 200 bones _____ the body.
- Mosquitoes _____ humans with malaria.
- It is a myth that we only _____ 10% of our brain.
- We _____ at different rates when we are asleep.
- A newborn baby's heart _____ very fast.
- Your tongue _____ food.

2 Revision Choose the correct option to complete the sentences.

- Nutrients are *absorbs / absorbed* from the food we eat.
- Many types of *bacteria / bacterias* are good for the body.
- She's got a lung *infection / infected*.
- Taste, touch and smell are examples of *sensories / senses*.
- He had an irregular *heartbeat / heartbeats*.
- There are three types of *muscular / muscles*.
- The *digestion / digestive* system absorbs food.
- The sense of *touch / touching* is extremely important when you can't see.

3 Match the two parts of the phrases.

- | | |
|---------------|------------------|
| 1 control the | a normal life |
| 2 a head | b intensive care |
| 3 be in | c injury |
| 4 speech | d therapy |
| 5 be left | e stomach |
| 6 keep down | f paralyzed |
| 7 lead a | g food |
| 8 an upset | h symptoms |

4 Write these words in the correct column in the table.

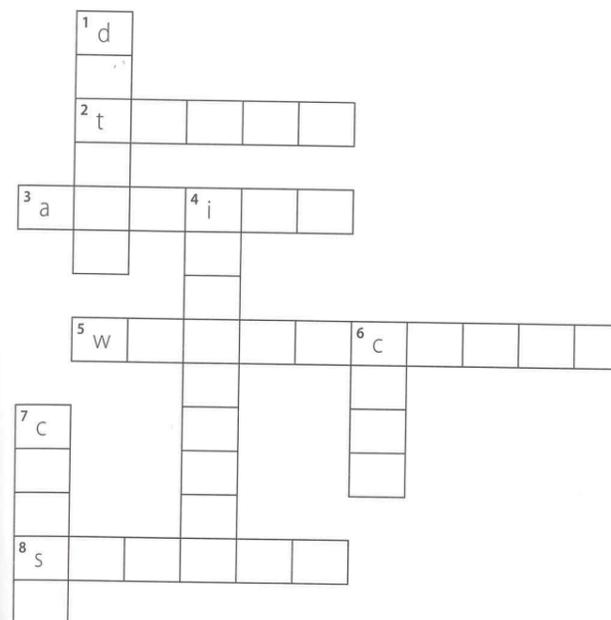
antibiotics	bleeding	cancer
operation	physiotherapy	stroke

Illness	Treatment

5 Choose the correct option to complete the sentences.

- She's in a wheelchair because she's paralyzed from the *wrist / wheel / waist* down.
- I've been out of *active / action / the act* since the accident.
- It's dangerous to play with doors, you may *crash / trap / injury* your finger.
- The infection cleared *up / out / off* after three weeks.
- It's vital to detect cancer early before it *cures / prescribes / spreads* to other parts of the body.
- She's *made / done / had* a full recovery.
- After a week in hospital, his chest *damage / infection / bleeding* was much better.
- He had severe brain *damaged / damaging / damage* after the stroke.

6 Complete the crossword.



Across

- Don't _____ about the bad things, only the good things.
- I've broken my leg so I'm out of _____ for six weeks.
- My grandfather can't walk anymore so he uses a _____.
- The infection _____ to different parts of his body.

Down

- They were able to _____ the illness early.
- After the surgery, she was in _____ care for one week.
- There is no _____ for the common cold.
- She complained of _____ pains so went to the hospital.

7 Extension Choose the correct words to complete the paragraph.

A stroke is a life-threatening medical (1) _____. There is increased risk of a stroke if you suffer from diabetes or high (2) _____ pressure. You should seek urgent treatment if you think someone is having a stroke. What are the main symptoms of stroke? The face, mouth or eye may be (3) _____ on one side. A person may not be able to (4) _____ both arms. Your fingers, hands or jaw may feel (5) _____. You might not be able to speak or your speech may be (6) _____. Any delay in seeking treatment will increase the risk of brain injury or a permanent (7) _____. In order to recover from a stroke, people often undergo a long period of (8) _____.

- a symptom
b sign
c condition
d injury
- a blood
b bleed
c bleeding
d bloody
- a droops
b drooped
c drooping
d a droop
- a lift
b carry
c hold
d hang
- a normal
b numb
c dizzy
d hurt
- a slipped
b stopped
c slurred
d paralyzed
- a disabled
b disabling
c disable
d disability
- a habitat
b rehabitat
c habilitation
d rehabilitation

8 Extension Put the words in order to make sentences.

- attacks / disability / can / heart / cause / .

- the / his / felt / in / legs / numbness / patient / .

- conditions / from / he / suffers / medical / a range of / .

- hospital / people / rehabilitation / start / in / .

- became / her / slurred / speech / .

PRONUNCIATION

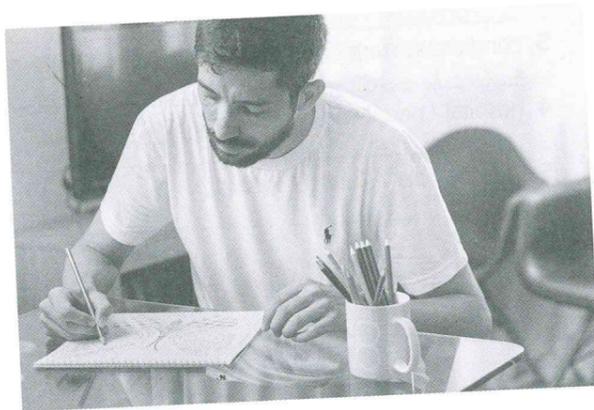
9 Listen to these exchanges. Underline the auxiliary verb that is stressed for contrast. Then practise saying that sentence. **76**

- 1 **A:** Are you saying that just so I don't worry?
B: No, really, I am feeling better.
- 2 **A:** I'm sorry, but I really think he needs to see a doctor.
B: But he has seen a doctor.
- 3 **A:** I think you need to take it slower. You were doing too much.
B: You're wrong. I was taking it easy.
- 4 **A:** That's not good. You've been skipping your physiotherapy.
B: No, I haven't. I go every week.
- 5 **A:** It doesn't look to me like the injury is healing very quickly.
B: But it is. It's much better than it was.
- 6 **A:** That shop still hasn't installed a ramp for wheelchairs.
B: No, they have installed it. I saw it yesterday.
- 7 **A:** Sometimes I think he doesn't even try.
B: But he has tried. It's just very difficult.

LISTENING

10 Listen and complete the sentences with the missing word or phrase that you hear. Then practise saying the sentences. **77**

- 1 The doctors believe she is capable of making a full _____.
- 2 The man was complaining of debilitating _____.
- 3 He was initially a little _____ to trying art therapy.
- 4 Rather than _____ more medications, can we try something else?
- 5 Unfortunately, they were unable to _____ the problem in time.
- 6 There is a growing _____ of brain injuries.
- 7 Some traditional doctors can be resistant to new _____.



11 Listen to the talk on brain injuries. What do you think would be the best title for this talk? **78**

- a The art of recovery
- b An impossible diagnosis
- c Broken dreams, lost lives
- d The brain of an artist

12 Listen again and choose the correct options. **78**

- 1 What do these two soldiers have in common?
 - a They both suffered arm and leg injuries.
 - b They were together when a bomb went off.
 - c They are both in the US Air Force.
 - d Neither of them suffered visible injuries.
- 2 How does Major Hall describe himself?
 - a injured, but he is still the same man
 - b as not the same person he once was
 - c not even feeling like a human being
 - d able to forget the worst experiences
- 3 How many wars are mentioned?
 - a two
 - b three
 - c four
 - d five
- 4 What medical condition is not mentioned?
 - a sleep disorders
 - b headaches
 - c seizures
 - d stomach aches
- 5 What kind of treatment is being described here?
 - a reading therapy
 - b art therapy
 - c writing therapy
 - d physiotherapy
- 6 What does Major Hall compare his mask to?
 - a painting
 - b speaking
 - c thinking
 - d writing

13 Match the comments with the speakers. You can use the speakers more than once. Listen again if necessary. **78**

- 1 'Most of my injuries are invisible, and the rest are hidden.' _____
- 2 'I am just not the same human being as I used to be.' _____
- 3 'I was wrong,' _____
- 4 'I don't know why, but that's what needed to come out of me.' _____
- 5 '... The artwork is like a printed page – it is there if you want to read it.' _____
 - a Staff Sergeant Robert 'Bo' Wester
 - b Army Staff Sergeant Perry Hopman
 - c Army Major Jeff Hall

GRAMMAR Expressing past ability

14 Choose the correct option to complete the sentences.

- 1 Jae-Hwa *could / managed* to lose some weight by eating less and exercising more every day – he looks great now!
- 2 Lena knew she *could / managed* to eat healthy snacks on her diet.
- 3 Jae-Hwa *could / managed* to read the nutrition facts labels on food.
- 4 Lena *could / was able to* choose foods with less sugar.
- 5 If Jae-Hwa *could / managed* to ride his bike to school instead of taking the bus, he could get more exercise.
- 6 Lena *was able to / succeeded in* get enough exercise by walking to and from school.
- 7 Jae-Hwa *could / managed* to get all of his homework done – and still sleep eight hours every night.
- 8 Lena *was able to / managed* lose five kilos thanks to diet and exercise.

15 Choose the correct options to complete the questions.

- 1 **A** *Could / Was* your friend *able to / manage* go back to school last week?
B No. She still had a temperature, so her mother made her stay home.
- 2 **A** *Did / Was* he *able / managed* to play in the football match yesterday?
B No. He had sprained his ankle, so he just watched the game.
- 3 **A** *Was / Did* she *able go / manage to go* to the party last night?
B No, she was still feeling bad, so she decided to stay at home.
- 4 **A** *Did / Was* he *able / succeed* in talking to his doctor about the prescription?
B Yes, finally. He left several messages, and the doctor finally called him back.
- 5 **A** *Were / Did* the doctors *succeeded in / able to* cure his condition?
B No, not yet. They're still researching new drugs that might be effective.
- 6 **A** *Could / Was* she *manage to walk / walk* around the school after her surgery?
B Well, at first she needed to use a wheelchair, but after a while she was fine.
- 7 **A** *Did / Were* you *managed / able to* visit your grandmother in hospital this morning?
B No. The nurses asked us to wait until tomorrow because she was very tired this morning.
- 8 **A** *Did / Was* your cousin *manage / able to* find a physiotherapist near his house?
B Yes, eventually. His new physiotherapist isn't that far away.

16 Choose the correct option to make the sentences negative. In some cases, both options are correct.

- 1 Guilherme _____ raise his arm after his cycling accident.
a couldn't **b** didn't manage
- 2 Guilherme _____ or write with his left hand after the accident.
a couldn't draw **b** wasn't able to draw
- 3 Luiza _____ take the test on Friday because she was ill.
a wasn't able to **b** didn't manage
- 4 Luiza _____ work as a lifeguard at the pool because she didn't do the first aid course.
a couldn't **b** wasn't able to
- 5 Henrique couldn't focus during the game and _____ in scoring a goal.
a didn't manage **b** didn't succeed
- 6 Henrique _____ to exercise last week because of his sore muscles.
a didn't manage **b** couldn't
- 7 After she fell, Ester _____ to walk to the school nurse's office.
a wasn't able **b** didn't manage
- 8 Ester _____ go on the school trip.
a didn't manage to **b** couldn't

17 Complete the questions with the correct form of the verbs in brackets.

- 1 **A:** What was the first medicine people _____? (could, buy)
B: Aspirin was the first medicine you could buy. Felix Hoffman created it from a chemical in willow bark in 1899.
- 2 **A:** When _____ companies _____ aspirin as tablets? (be able to, manufacture)
B: The first aspirin was a powder, but they were able to make it into a tablet in 1900.
- 3 **A:** How many chemical compounds _____ scientists _____ in coffee? (manage to, identify)
B: Scientists have managed to identify more than 1,000 chemical compounds in a cup of coffee. Together they make up the special flavour of coffee.
- 4 **A:** How _____ doctors _____ a cure for smallpox in the last century? (succeed in, find)
B: They didn't cure the disease, but it was eradicated due to the success of vaccinations.
- 5 **A:** When _____ doctors _____ blood transfusions? (be able to, give)
B: The first transfusion of human blood was in 1818.

10B Medical possibilities

VOCABULARY BUILDING Dependent prepositions

1 Complete the sentences with these words. Pay attention to the preposition that follows each of them.

aimed	awareness	capable	chance
devoted	investment	prescription	resistant

- Did the doctor give you a _____ for your allergies?
- You're in great shape. I think you have a good _____ of finishing the marathon.
- She's done a great job of raising _____ of that illness.
- With all the new technology, who knows what we're _____ of doing.
- I'm usually _____ to change at first. It takes me a while to get used to things.
- His life has been _____ to helping those less fortunate.
- The campaign against smoking is especially _____ at young people.
- Going to the gym is a valuable _____ in your own good health.

READING

2 Read the article and choose the correct options.

- The word 'devoted' in paragraph 1 could best be replaced by

a enthusiastic	c dedicated
b caring	d affectionate
- The word 'justify' in paragraph 2 is closest in meaning to

a support	c produce
b explain	d question
- The word 'sightless' in paragraph 2 could best be replaced by

a eyeless	c sighted
b deaf	d blind
- The word 'function' in paragraph 3 could best be replaced by

a behaviour	c work
b performance	d service
- In stating '... the immune system restrains itself ...', the author means that the immune system

a holds back	c calls out
b moves forward	d stays on
- The word 'privileged' in paragraph 4 is closest in meaning to

a unfortunate	c private
b explained	d advantaged

- 7 In stating 'Gene therapy offers the promise ...', the author means that gene therapy
- | | |
|--------------|-------------------------|
| a gives hope | c provides confirmation |
| b guarantees | d suggests |

- 3 According to the text, are the following statements true (T) or false (F)?
- More than 200 million people on Earth are blind. _____
 - Medical advances in ending blindness are very promising. _____
 - The eye can act as a kind of laboratory for the rest of the body. _____
 - A 'control' gives you valuable perspective on what you're doing. _____
 - If something is 'immune privileged' it makes things more complicated. _____
 - Neuroscientists often drill holes to access the brain. _____
 - Unlike the eye, the brain is not 'immune privileged'. _____
 - Gene therapy may actually replace failing organs. _____
- 4 Read again. For the following questions, choose the answer which you think fits best according to the text.
- In the first paragraph, what is the author's main point?

a the worsening global blindness problem	c four
b the severe limitations of people who are blind	d five
c the heavy cost of global vision loss	
d the unfair burden on the relatives of the blind	
 - How many new medical treatments does the author mention?

a two	c four
b three	d five
 - What is another way to say 'bionic'?

a implanted	c electronic
b advanced	d biomedical
 - What does the author suggest about new treatments for the eye?

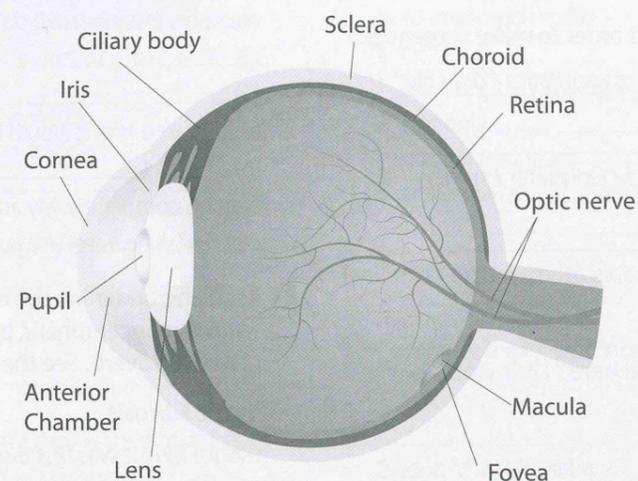
a They are specific to the eye because of its uniqueness.
b They may lead to treatments for the entire body.
c Some treatments are promising, but a lot more time is needed.
d They are limited because it's hard to find a control.
 - We can infer from what the author says that the immune system

a usually attacks invaders in organs of the body.
b has a much stronger response in the eyes.
c attacks inflammation in the organs of the body.
d makes gene therapy problematic in the eyes.
 - We can infer from the text that neuroscientists' main focus of work is

a the eyes.	c the brain.
b the organs of the body.	d the immune system.
 - What is the promise of biomedical implants?

a replacing eyes	c replacing genes
b replacing bodies	d replacing organs

A cure in sight 79



- Roughly one in every 200 people on Earth – 39 million of us – can't see. Another 246 million have poor vision, which is serious enough that it complicates their lives. Vision loss also affects hundreds of millions more people, often relatives, devoted to helping their family members who can't see.
- These problems alone justify the search for new treatments. Within roughly the past decade, efforts in gene-replacement, stem cells and biomedical, or 'bionic', implants have given at least some sight to people previously sightless. These advances encourage talk of something unthinkable just 10 or 20 years ago: ending human blindness, and soon.
- Yet the eye is also getting increased attention because it provides a safe, available place to test treatments that might also be used elsewhere in the body. To start with, researchers can look directly into the eye to see what's wrong and whether a treatment is working. Likewise, the patient can see out of the eye (or not), providing a quick, important measure of function. The eye also offers feedback such as pupil dilation* or electrical activity in the optic nerve. In addition, a researcher running an experimental treatment on one eye can usually use the other as a control. In an experiment, a control is something that doesn't change so you can compare the effects of the treatment against it.
- The eye is also tough. Within the eye's round shelter, the immune system restrains itself in a way that makes the eye 'immune privileged'. This means that the eye doesn't react with inflammation like other organs. Therefore, it is safer to try a treatment in the eye, such as gene therapy, which might cause major problems elsewhere in the body.
- Neuroscientists like the eye because 'it's the only place you see the brain without drilling a hole', as one put it. The retina, visible through the pupil, is basically a bowl of nerve cells tied to the brain by the optic nerve; the eye as a whole is an 'outpouching of the brain', formed as a baby develops, by stretching away from it. Like the eye, the brain enjoys immune privilege, so treatments that work in the eye may readily transfer to the brain or spinal cord.
- These advantages take on extra importance because experimental strategies now focused on the eye may advance future treatments for the whole human body. Gene therapy offers the promise of fixing faulty genes that cause illnesses of all kinds. Stem cells offer the promise of replacing entire body parts; bionic implants may replace failing organs. The eye is becoming a window to the possibilities – and limits – of healing methods on which medicine's future may depend.

pupil dilation when the pupil in the eye becomes larger

10D A broken body is not a broken person

TED TALKS

AUTHENTIC LISTENING SKILLS

1 Listen to the extract from Janine Shepherd's TED Talk. Write down three key adjectives she uses and three key nouns. **80**

Adjectives:	Nouns:
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____

WATCH

2 Choose the option that best completes the sentences.

- Before her accident, Shepherd was a competitive
 - cyclist.
 - cross-country skier.
 - pilot.
- Before her accident, Shepherd had dreamed of
 - becoming a pilot.
 - moving to New York City.
 - competing in the Olympics.
- The doctors told her that her back
 - had been crushed.
 - would recover completely.
 - was only slightly damaged.
- In the acute spinal ward, Shepherd
 - became depressed because she had no one to talk to.
 - learned about the possibility of flying school.
 - formed close friendships even though she couldn't see the people she was talking to.
- When Shepherd went home from hospital, the nurse warned her
 - that she would become depressed.
 - that she would miss her friends in the hospital.
 - that she should be very careful in her wheelchair.
- Maria was Shepherd's friend in the hospital who
 - had also been a skier.
 - always had a positive attitude.
 - encouraged her to try flying.
- During her first flying lesson, Shepherd
 - was not allowed to touch the controls.
 - regretted signing up for the lesson.
 - flew over the spot where she'd had her accident.
- Shepherd's parents
 - also got their pilot's licences.
 - have never been up in the plane with her.
 - told her she should just accept her circumstances.

3 Choose the correct option to complete the sentences and add emphasis to their meaning.

- When Shepherd started her training ride that day, *little / small* did she know that her life would change.
- Even though Maria could hardly move, *in no time / at no time* did she lose her positive attitude.
- While the doctors *did / do* try everything they could, they did not believe Shepherd would walk again.
- It was *only after / in no way* Shepherd's accident that she decided to learn to fly.
- In no way / Not until* Shepherd had received her aerobatics licence was she satisfied with her progress.
- Nowhere else / Rarely* had Shepherd been in a situation where she formed deep friendships without ever seeing the people she was talking to.
- While Shepherd had worked hard in her Olympic training, *never before / little* did she have to overcome emotional obstacles as she did after the accident.
- The flying school *does / did* accept Shepherd as a student, even though many instructors doubted that she would be able to fly.

VOCABULARY IN CONTEXT

4 Match the words (1–6) with the sentences that show their meaning.

- | | |
|-------------------------------|--|
| 1 superficial_____ | a Shepherd's friends were deeply concerned when they learned about the large number and different types of injuries that she had resulting from the accident. |
| 2 nickname_____ | b It took a long time for Shepherd to truly understand how much her life had changed. |
| 3 set_____ | c Suddenly, the things that used to worry her seemed silly and unimportant . |
| 4 extensive_____ | d Shepherd's friends often called her by a special name that reflected her strength and perseverance. |
| 5 out of my comfort zone_____ | e Before the accident, Shepherd's focus and her training were fixed on competing in the Olympics. |
| 6 grasp_____ | f Shepherd realized that one of the most important things she could do to help her recovery was to spend time doing things that were difficult for her in unfamiliar situations . |

10E Developing the conversation

SPEAKING

1 Choose the correct response to each statement

- Last week I had a cold, but now I'm much better.
 - I'm thinking of you.
 - I'm glad to hear that.
 - You must be fed up.
- Sara hasn't been feeling well recently.
 - Tell her I'm thinking of her.
 - That's really good news.
 - Apparently she's not well.
- The doctor told me that I need physiotherapy.
 - That's awesome.
 - Say 'hi' from me.
 - You're kidding!
- The antibiotics are quite expensive.
 - Oh no!
 - Wow, that's cool!
 - Amazing!
- Luckily, the infection hasn't spread.
 - Poor you.
 - Are you OK?
 - That's good news.
- Julian has been ill for weeks.
 - I know. I'm not kidding.
 - I heard he was in hospital.
 - Yes, apparently he's been ill.

2 Listen to the conversations. Decide if the second speaker is surprised, sympathetic or if he or she wants to pass on a message. Circle the correct answer. **81**

1 surprised	sympathetic	passing on a message
2 surprised	sympathetic	passing on a message
3 surprised	sympathetic	passing on a message
4 surprised	sympathetic	passing on a message

3 Read the sentences. Write a response in the space provided. Use these expressions to help you.

You're kidding!	Oh no!	Wow, that's great!
Awesome!	Poor guy/girl!	Say 'hi' from me.
No, what happened?	Is he/she OK?	

- Did you hear about Veronica?

- My wallet was stolen this afternoon.

- Apparently Yumi has a new job.

- Did you hear the news? Peter has broken his leg.

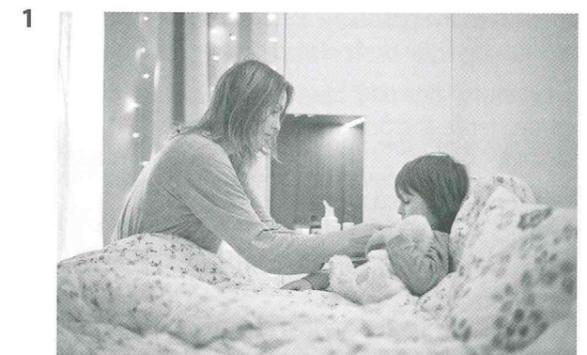
- You'll never guess what happened. I got a pay rise!

- I'm seeing Jordan this afternoon.

4 Complete the conversation. Use one word in each space. Then listen and check your answers. **82**

- Jack:** Have you (1) _____ the news?
Linda: No, I haven't. What (2) _____?
Jack: (3) _____ the lesson is cancelled.
Linda: You're (4) _____! How come?
Jack: Nobody seems to know.
Linda: I (5) _____ Ms Davis's dog has been ill. (6) _____ she had to go and take care of him.
Jack: (7) _____ Ms Davis!
Linda: She lives near me. Maybe I'll call round and see if she's (8) _____.
Jack: That's a good idea. If you go, will you (9) _____ her I'm (10) _____ of her?
Linda: Of course.

5 The following photos show people who are ill. Make notes about how you think the people are feeling. Now speak about the photos, and make comparisons, for one minute. Record yourself.



Listen to a student compare the photos. **83**

Is this response similar to what you would say? Add to the ideas in your notes if you need to.

Now make notes about the following questions.

- Which person do you think feels worse? Why?
- When you are ill, what do you do to try to make yourself feel better?

Now listen to the sample answers. Add to your answers as necessary. **84**

WRITING A success story

1 Read the sentences. Is this how you felt before succeeding (B) or after succeeding (A)?

- 1 I'd tried absolutely everything. _____
- 2 It was a day that changed my life. _____
- 3 It was a moment I'll never forget. _____
- 4 It was a truly memorable experience. _____
- 5 It was the best day of my life! _____
- 6 I was absolutely terrified. _____
- 7 I was ready to just give up. _____
- 8 I was sure I was going to fail. _____

7 Choose the most descriptive verb to complete each sentence.

- 1 I _____ as quietly as possible from the living room to the front door.
a crept b walked c ran
- 2 'Somebody, HELP! I can't swim!' I _____.
a said b asked c screamed
- 3 Wasting no time, the firefighters immediately _____ inside the building!
a went b rushed c walked
- 4 I _____ the door as hard as I could, and then called the police.
a shut b closed c slammed
- 5 Suddenly, a large dog _____ over a garden fence and began to chase me!
a stepped b leapt c moved
- 6 I was too frightened to stay there so I _____ my backpack and ran back to town.
a took b picked up c grabbed

8 Put the missing sentences in the correct places to complete the success story.

(1) ____ When my friends all went swimming, I'd pretend I didn't feel like it. No one knew I couldn't swim because I was too embarrassed to tell them.

Then, my best friend got an extraordinary graduation present: a boat trip for a full week! Everyone in our group of friends was invited and we were thrilled. (2) ____

I didn't want to miss out, so I secretly started taking swimming lessons. (3) ____ Once, when my feet couldn't touch the bottom, I panicked! (4) ____

My instructor was patient, but after several lessons I was ready to give up, and then a strange thing happened. I got into the pool one day and I actually liked how the water felt. (5) ____ It was a moment I'll never forget. It felt amazing! Soon after that, I was able to swim, very slowly at first, but then with more confidence. (6) ____

Our boat trip is next month, and I can't wait!

- a The next thing I knew, I was floating.
- b The first few times I went to the pool I was terrified.
- c Now I love it.
- d I've always been scared of water.
- e But there was a rule ... you had to know how to swim.
- f I was screaming, believing I was going to drown.

9 Listen to a lecture. Then read the text. Write an essay summarizing the points made in the lecture you just heard, explaining how they cast doubt on points made in the reading. **85**

If you think we're at our peak in terms of medical science, think again. Thanks to science and technology, we now have driverless cars, space travel and the internet ... but medical developments seem to be moving at a very slow pace indeed.

True, we have better machines than we used to have, but how many people can afford the best medical treatments and procedures, which are usually the most expensive. The true picture in many countries is that health services are struggling to cope due to lack of resources. Hospitals are overcrowded and staff can barely cope with demands. In this day and age, we should have much better systems in place.

And while vaccines have revolutionized modern medicine, how long ago was the last one discovered? And it is well-known that antibiotics are losing their efficiency as we are seeing more and more superbugs that can resist them. So why aren't scientists developing medicines and cures at a faster rate?

With all of today's technology and awareness, we should be the picture of health, but are we? According to the World Health Organization (WHO), heart disease is the number one cause of death worldwide, and that is particularly shocking given that many of those conditions are lifestyle-related. Levels of stress are also rising globally, especially stress in the workplace. And, today, one in four people suffers with a mental health issue.

So, while it may be true that we can now treat many diseases, we are certainly not preventing or curing enough of them.

Review

1 Rewrite the sentences. Complete the sentences using the words in capital letters. Write between two and five words.

- 1 I'm fit again now.
I'm _____ BACK
- 2 I've fully recovered.
I've _____ MADE
- 3 There isn't any permanent damage after the accident.
The accident _____ any permanent damage. LEFT
- 4 He couldn't do anything for a few weeks.
He _____ for a few weeks. ACTION
- 5 He's like he was before.
He's _____ now. BACK

2 Complete the sentences with these words.

care	cure	infection	injury
physiotherapy	prescribe	stroke	wheelchair

- 1 Many athletes have _____ following an injury.
- 2 Scientists are still searching for a _____ for cancer.
- 3 A _____ is when the blood supply to the brain is damaged.
- 4 Doctors _____ antibiotics and drugs to patients.
- 5 She had a chest _____ and couldn't go swimming.
- 6 Footballers with a serious leg _____ normally come off the pitch.
- 7 He was in intensive _____ after the car accident.
- 8 He lost the use of his legs and needs to use a _____.

3 Find and correct the mistakes in the sentences.

- 1 My mother is very strong; she managed walk a short distance the day after her surgery.
- 2 The patient made a miraculous recovery and was able leave hospital after a few days.
- 3 The doctor couldn't found the cause of the infection, so she prescribed antibiotics.
- 4 The doctor succeeded curing the patient with an experimental treatment.
- 5 We couldn't to meet with the doctors because one of them was with another patient.

- 6 The athletes managed to can avoid injuries by stretching and warming up before each race.
- 7 From the x-ray, the doctor could be able to see that her arm was broken.
- 8 I didn't managed to get to the prescription from the chemist's before it closed.

4 Complete the sentences with these words and phrases.

are	can	is
little did we know	must	may be

- 1 _____ that antibiotics could usher in a new age of superbugs.
- 2 Patients who _____ infected by a superbug are separated from other patients.
- 3 People _____ pick up superbugs when they go to hospital for another issue such as a broken leg.
- 4 Superbugs _____ sometimes found in public areas such as gyms and schools.
- 5 Superbugs _____ be considered to be a major threat to public health.
- 6 One strategy that _____ impacting the war on superbugs is educating people about not asking for antibiotics every time they feel ill.

5 Write the words in the correct order to make sentences with negative adverbs and phrases.

- 1 have / I / last night / a concert / as / much / enjoyed / as / rarely / I / did / .
- 2 did / he / know / we / little / were / a / surprise party / for / his / sixteenth birthday / planning / .
- 3 realize / bought / only / couldn't / after / I / the tickets / did / I / I / go / to the film / .
- 4 end up / at / no / did / think / I / time / I'd / in / of / hospital / of / a bite from a spider / because / .
- 5 better / else / in / our / sells / ice cream / nowhere / than / my uncle's shop / town / .
- 6 underestimate / in / should / way / you / the / of / a good education / importance / no / .

UNIT 1

Revision

backpacking (n)	/'bæk.pækɪŋ/
catch (v)	/kætʃ/
commute (n)	/kə'mju:t/
cruise (n)	/kru:z/
destination (n)	/'destɪ'neɪʃən/
flight (n)	/flaɪt/
get to (v)	/get tu:/
go for (v)	/gəʊ fɔ:/
lift (n)	/lɪft/
route (n)	/ru:t/
take (v)	/teɪk/
voyage (n)	/'vɔɪdʒ/

Unit Vocabulary

be robbed (v)	/bi: rɒbd/
be up for (phr v)	/'bi: ʌp fɔ:/
B&B (n)	/'bi: æn bi:/
culture shock (n)	/'kʌltʃəʊʃk/
food poisoning (n)	/'fu:d ,pɔɪzɪŋ/
get a (real) feel for (phr v)	/'get ə (rɪəl) 'fi:l fɔ:/
hang out (phr v)	/'hæŋ 'aʊt/
hiking (n)	/'haɪkɪŋ/
left to your own devices (idiom)	/'left tu: jɔ:r əʊn di'vi:si:z/
lie around (phr v)	/'laɪ ə'raʊnd/
off the beaten track (idiom)	/'ɒf ðə 'bi:tɪn 'tɹæk/
see the sights (phrase)	/'si: ðə saɪts/
stay with (v)	/'steɪ wɪð/
welcoming (adj)	/'welkəmɪŋ/

Extension

amenities (n)	/'ə:mi:nɪtɪz/
availability (adj)	/'ə:veɪlə'bɪləti/
downtime (n)	/'daʊntaɪm/
excursion (n)	/'ɪks'kɜ:ʃən/
overbooked (adj)	/'əʊvə'bʊkt/
secluded (adj)	/'si:klu:dɪd/
tourist trap (n)	/'tuəɪst træp/
wander (v)	/'wɒndə/

Vocabulary Building

break down (phr v)	/'breɪk 'daʊn/
come down to (phr v)	/'kʌm 'daʊn tu:/
hang out (phr v)	/'hæŋ 'aʊt/
look after (phr v)	/'lʊk 'ɑ:ftə/
pick up (phr v)	/'pɪk 'ʌp/
pull up (phr v)	/'pʊl 'ʌp/
queue up (phr v)	/'kju: 'ʌp/

Vocabulary in Context

broke (n)	/'brəʊk/
anxiety (n)	/'æŋ'zaiəti/
keep in touch (idiom)	/'ki:p ɪn tʌtʃ/
rush (v)	/'rʌʃ/
trip up (phr v)	/'trɪp 'ʌp/
(be) up for (phr v)	/'(bi: ʌp fɔ:/

UNIT 2

Revision

be in charge of (phrase)	/'bi: ɪn tʃɑ:ʒ əv/
career prospects (phrase)	/'kæ'rɪə 'prɒspekts/
flexible (adj)	/'fleksəbl/
industry (n)	/'ɪndəstri/
job market (n)	/'dʒɒb 'mɑ:kɪt/
full-time job (phrase)	/'fʊl taɪm dʒɒb/
part-time job (phrase)	/'pɑ:t taɪm dʒɒb/
physically demanding job (phrase)	/'fɪzɪkəli dɪ'mɑ:ndɪŋ dʒɒb/
responsible (adj)	/'rɪs'pɒnsəbl/
sales (n)	/'seɪlz/
work in an industry / field (phrase)	/'wɜ:k ɪn ən 'ɪndəstri / fi:ld/
work long hours (phrase)	/'wɜ:k lɒŋ 'aʊəz/

Unit Vocabulary

deal with (phr v)	/'di:l wɪð/
distribute (v)	/'dɪ'strɪbjʊt/
handle stress (phrase)	/'hændl stres/
invent (v)	/'ɪn'vent/
market (n)	/'mɑ:kɪt/
meet (v)	/'mi:t/
negotiate (v)	/'neɡəʊʃɪeɪt/
network (v)	/'net,wɜ:k/
office (n)	/'ɒfɪs/
pressure (n)	/'preʃə/
put together (phr v)	/'pʊt tə'geðə/
raise money (phr v)	/'reɪz 'mʌni/
recover (v)	/'rɪ'kʌvə/

Extension

chair (n)	/'tʃeə/
delicate (adj)	/'delɪkət/
founder (n)	/'faʊndə/
outsource (v)	/'aʊt'sɔ:s/
proactive (adj)	/'prəʊ'æktɪv/
self-starter (n)	/'self 'stɑ:tə/
systematic (adj)	/'sɪstə'mætɪk/
team player (n)	/'ti:m 'pleɪə/

Vocabulary Building

distant (adj)	/'dɪstənt/
luxury (adj)	/'lʌkʃəri/
normal (adj)	/'nɔ:məl/
official (adj)	/'ə'fɪʃəl/
personal (adj)	/'pɜ:snl/
second-hand (adj)	/'sekənd hænd/
well-paid (adj)	/'wel peɪd/

Vocabulary in Context

gone too far (idiom)	/'gɒn tu: fɑ:/
intrigue (v)	/'ɪn'tri:g/
knock on the head (idiom)	/'nɒk ɒn ðə hed/

matter (n)	/'mætə/
out of hand (idiom)	/'aʊt ɒv hænd/
turned up (phr v)	/'tɜ:nd ʌp/

UNIT 3

Revision

achieve (v)	/'ə'tʃi:v/
court (n)	/'kɔ:t/
dive (v)	/'daɪv/
do yoga (phrase)	/'du: 'jəʊgə/
encourage (v)	/'ɪn'kʌrɪdʒ/
go cycling (phrase)	/'gəʊ 'saɪklɪŋ/
kick (v)	/'kɪk/
pass (v)	/'pɑ:s/
pitch (n)	/'pɪtʃ/
play an important role (phrase)	/'pleɪ ən ɪm'pɔ:tənt rəʊl/
represent (v)	/'reprɪ'zent/
swing (v)	/'swɪŋ/
train hard (phrase)	/'treɪn hɑ:d/
win (v)	/'wɪn/

Unit Vocabulary

captain (v)	/'kæptɪn/
career (n)	/'kæ'rɪə/
compete (v)	/'kəm'pi:t/
real passion (phrase)	/'ri:əl 'pæʃən/
awareness (n)	/'ə'weənəs/
hold (a record) (v)	/'həʊld (ə 'rekɔ:d)/
play a key role in (phrase)	/'pleɪ ə 'ki: rəʊl ɪn/
positive role model (phrase)	/'pɒzətɪv 'rəʊl ,mɒdl/
score (v)	/'skɔ:/
skillful (adj)	/'skɪfl/
smash (v)	/'smæʃ/
star (n)	/'stɑ:/
technique (n)	/'tek'nɪ:k/
win a medal (phrase)	/'wɪn ə 'medl/

Extension

aware (adj)	/'ə'weə/
competitive (adj)	/'kəm'petɪtɪv/
energy (n)	/'enərdʒi/
passionate (adj)	/'pæʃənɪt/
positive (n)	/'pɒzətɪv/
skill (n)	/'skɪl/

Vocabulary Building

amount (n)	/'ə'maʊnt/
elite (adj)	/'i:li:t/
establish (v)	/'ɪ'stæblɪʃ/
money (n)	/'mʌni/
select (v)	/'sɪ'lekt/
talent (n)	/'tælənt/

Vocabulary in Context

change the face of (idiom)	/'tʃeɪndʒ ðə feɪs əv/
entire (adv)	/'ɪn'taɪə/
essentially (adv)	/'ɪ:senʃli/

fade away (phr v)	/'feɪd ə'weɪ/
shrink (v)	/'ʃrɪŋk/
throughout (prep)	/'θru:'aʊt/

UNIT 4

Revision

art gallery (n)	/'ɑ:t 'gæləri/
broadcast (n)	/'brɔ:d'kɑ:st/
concert hall (n)	/'kɒnsə(ɪ)t hɔ:l/
cultural center (n)	/'kʌltʃərəl 'sentə/
listener (n)	/'lɪsnə/
lyrics (n)	/'lɪrɪks/
mural (n)	/'mjuərəl/
portrait (n)	/'pɔ:trɪt/
production (n)	/'prɒ'dʌkʃən/
sculpture (n)	/'skʌlpʃə/
studio (n)	/'stju:diəʊ/
viewer (n)	/'vju:ə/

Unit Vocabulary

attend (v)	/'ətend/
attract (v)	/'ə'trækt/
have an impact (phrase)	/'hæv ən 'ɪmpækt/
boost (v)	/'bu:st/
bring people together (phrase)	/'brɪŋ 'pi:pl tə'geðə/
carnival (n)	/'kɑ:nɪvəl/
generate income (phrase)	/'dʒenəreɪt 'ɪnkʌm/
hold an event (phrase)	/'həʊld ən ɪ'vent/
offer opportunities (phrase)	/'ɒfə ,ɒpə'tju:nɪtɪz/
parade (n)	/'pə'reɪd/
public art (n)	/'pʌblɪk ɑ:t/
put (sth) on the map (phrase)	/'pʊt ɒn ðə mæp/
create a sense of pride (phrase)	/'kri:(ɪ)'eɪt ə sens əv praɪd/
take part (v)	/'teɪk pɑ:t/

Extension

arrangement (n)	/'ə'reɪndʒmənt/
book launch (n)	/'bʊk lɔ:ntʃ/
composer (n)	/'kɒm'pəʊzə/
conductor (n)	/'kɒn'dʌktə/
conservatory (n)	/'kɒn'sɜ:vətɪ/
exhibit (n)	/'ɪg'zɪbɪt/
gig (n)	/'gɪg/
independent cinema (n)	/'ɪndɪ'pendənt 'sɪnəmə/
jazz (n)	/'dʒæz/
musical (n)	/'mju:zɪkəl/
open-mic (n)	/'əʊpən maɪk/
poetry reading (n)	/'pəʊɪtri 'ri:dɪŋ/
stand-up comedy (n)	/'stænd ʌp 'kɒmɪdi/
street performer (n)	/'stri:t pə'fɔ:mə/
recital (n)	/'rɪ'saɪtl/

Vocabulary Building

diverse (adj)	/'daɪ'vɜ:s/
driving ambition (phrase)	/'draɪvɪŋ æm'bɪʃn/
hard work (phrase)	/'hɑ:d wɜ:k/
innovative (adj)	/'ɪn'ɒvətɪv/
leading (adj)	/'li:dɪŋ/

low income (phrase)	/'ləʊ 'ɪnkʌm/
mixed results (phrase)	/'mɪksd rɪ'zʌltz/
strict (adj)	/'strikt/

Vocabulary in Context

assume (v)	/'ə'sju:m/
behind (prep)	/'bi'hænd/
engagement (n)	/'ɪn'geɪdʒmənt/
figure out (v)	/'fɪgə ʌʊt/
relic (n)	/'reɪlɪk/
run over (v)	/'rʌn 'əʊvə/

UNIT 5

Revision

access (v)	/'ækses/
computer technician (n)	/'kɒm'pjʊ:tə tek'nɪʃən/
connect (v)	/'kə'nekt/
curious (adj)	/'kjʊəriəs/
data (n)	/'deɪtə/
discover (v)	/'dɪs'kʌvə/
equipment (n)	/'ɪkwɪpmənt/
examine (v)	/'ɪg'zæmɪn/
explain (v)	/'ɪks'pleɪn/
proof (n)	/'pru:f/
results (n)	/'rɪ'zʌltz/
search (v)	/'sɜ:ʃ/
solution (n)	/'sə'lju:ʃən/
technology (n)	/'tek'nɒlədʒi/

Unit Vocabulary

analyze (v)	/'ænləɪz/
carry out (v)	/'kæri ʌʊt/
design (v)	/'di'zain/
dissolve (v)	/'dɪ'zɒlv/
heat (v)	/'hi:t/
hypothesis (n)	/'haɪ'pɒθɪsɪs/
place (v)	/'pleɪs/
prove (v)	/'pru:v/
microscope (n)	/'maɪkrəskəʊp/
reaction (n)	/'ri'ækʃn/
release (v)	/'ri:li:s/
results (n)	/'rɪ'zʌltz/
submit (v)	/'sʌb'mɪt/
substance (n)	/'sʌbstəns/
theory (n)	/'θɪəri/
track (v)	/'træk/

Extension

conduct (v)	/'kɒn'dʌkt/
disprove (v)	/'dɪs'pru:v/
dissect (v)	/'dɪ'sekt/
experiment (n)	/'ɪks'perɪmənt/
formulate (v)	/'fɔ:mjʊleɪt/
hypotheses (n)	/'haɪ'pɒθɪsɪz/
observation (n)	/'ɒbzə:(ɪ)'veɪʃən/
perform (v)	/'pə'fɔ:m/
react (v)	/'ri:(ɪ)'ækt/
set up (v)	/'set ʌp/
support (v)	/'sə'pɔ:t/

Vocabulary Building

adaptation (n)	/'ædæp'teɪʃn/
beauty (n)	/'bju:ti/
curiosity (n)	/'kjʊəri'ɒsɪti/
effect (n)	/'ɪfekt/

help (n)	/'help/
hope (n)	/'həʊp/
imagination (n)	/'ɪ,mædʒɪ'neɪʃən/
innovation (n)	/'ɪnəʊ'veɪʃən/

Vocabulary in Context

adapt (v)	/'ə'dæpt/
bother (v)	/'bɒðə/
link (n)	/'lɪŋk/
reward (n)	/'rɪ'wɔ:d/
surround (v)	/'sə'raʊnd/
voice (n)	/'vɔɪs/

UNIT 6

Revision

drought (n)	/'draʊt/
environment (n)	/'ɪn'vaɪərənmənt/
expedition (n)	/'ɪks'pɛɪʃən/
extreme weather (phrase)	/'ɪks'tri:m 'weðə/
fishing (n)	/'fɪʃɪŋ/
global warming (n)	/'gləʊbəl 'wɔ:ɪmɪŋ/
greenhouse effect (n)	/'gri:nhaʊs ɪ'fekt/
route (n)	/'ru:t/
save (v)	/'seɪv/
waste (v)	/'weɪst/
wild (adj)	/'waɪld/

Unit Vocabulary

adapt to (v)	/'ə'dæpt tu:/
benefit from (v)	/'benɪfɪt frɒm/
breed (n)	/'bri:d/
conform to (v)	/'kɒn'fɔ:m tu:/
consequence (n)	/'kɒnsɪkwəns/
conservation (n)	/'kɒnsə'veɪʃən/
conserve (v)	/'kɒn'sɜ:v/
destroy (v)	/'dɪ'strɔɪ/
die out (phr v)	/'daɪ 'aʊt/
endangered (adj)	/'ɪn'deɪndʒəd/
extinct (adj)	/'ɪk'stɪŋkt/
extinction (n)	/'ɪks'tɪŋkʃən/
habitat (n)	/'hæbɪtæt/
hunt (v)	/'hʌnt/
pass on (phr v)	/'pɑ:s ɒn/
risk (v)	/'rɪsk/
save (v)	/'seɪv/
species (n)	/'spi:ʃi:z/
survival (n)	/'sʌ(r)'vaɪvl/
survive (v)	/'sʌ(r)'vaɪv/

Extension

conform (v)	/'kɒn'fɔ:m/
conforming (adj)	/'kɒn'fɔ:mɪŋ/
conformity (n)	/'kɒn'fɔ:mɪti/
endurance (n)	/'ɪn'dʒʊərəns/
familiar (adj)	/'fæ'mɪljə/
hazard (n)	/'hæzəd/
insulation (n)	/'ɪnsju:'leɪʃən/
modification (n)	/'mɒdɪfɪ'keɪʃən/
modified (adj)	/'mɒdɪfaɪd/
modify (v)	/'mɒdɪfaɪ/
prospect (n)	/'prɒspekt/
sanctuary (n)	/'sæŋktʃʊəri/
sustain (v)	/'sə'steɪn/
sustenance (n)	/'sʌstənəns/
sustained (adj)	/'sə'steɪnd/
sustaining (adj)	/'sə'steɪnɪŋ/

threat (n)	/'θreɪt/
threaten (v)	/'θreɪtn/
threatened (adj)	/'θreɪtnd/

Vocabulary Building

animal products (n)	/'æniml 'pɪndʌkts/
book shop (n)	/'bʊk 'ʃɒp/
farm house (n)	/'fɑ:m 'hɑʊs/
ice age (n)	/'aɪs 'eɪdʒ/
rain drop (n)	/'reɪn 'drɒp/
sea creature (n)	/'si: ,kri:tʃə/
science teacher (n)	/'saɪəns 'ti:tʃə/
social media	/'səʊʃəl ,mi:diə
campaign (n)	kæm'peɪn/

Vocabulary in Context

camp (n)	/kæmp/
hit a wall (phrase)	/'hɪt ə 'wɔ:l/
proof (n)	/'pru:f/
spot (n)	/'spɒt/
surface (n)	/'sɜ:fɪs/
willingness (n)	/'wɪlɪŋnəs/

UNIT 7

Revision

make a difference (phrase)	/'meɪk ə 'dɪfərəns/
make a living (phrase)	/'meɪk ə 'lɪvɪŋ/
make a splash (phrase)	/'meɪk ə 'splæʃ/
make an impression (phrase)	/'meɪk 'ənɪm'preʃn/
make sense (phrase)	/'meɪk 'sens/
make the most of (phrase)	/'meɪk ðə 'məʊst əv/
make up (something) (phrase)	/'meɪk 'ʌp ('sʌmθɪŋ)/
make up your mind (phrase)	/'meɪk 'ʌp 'jɔ: 'maɪnd/
make way for (phrase)	/'meɪk 'weɪ 'fɔ:/

Unit Vocabulary

adapt (v)	/ə'dæpt/
approach (n)	/ə'prəʊtʃ/
break (v)	/breɪk/
come up with (phr v)	/'kʌm 'ʌp ,wɪð/
create (v)	/'kri:'eɪt/
creative (adj)	/'kri:'eɪtɪv/
creatively (adv)	/'kri:(t)'eɪtɪvli/
follow (v)	/'fɒləʊ/
make up (phr v)	/'meɪk 'ʌp/
score (v)	/'skɔ:(r)/

Extension

gift (n)	/'gɪft/
imagination (n)	/'ɪ,mædʒɪ'neɪʃn/
ingenious (adj)	/'ɪn'dʒi:nɪəs/
innovative (adj)	/'ɪnə'veɪtɪv/
originality (n)	/'ɔ:ɪndʒɪ'nælɪtɪ/
vision (n)	/'vɪʒn/

Vocabulary Building

concern (n)	/kən'sɜ:n/
conclusion (n)	/kən'klu:ʒn/
analysis (n)	/'ænalɪsɪs/

assessment (n)	/'æsɪsmənt/
flexibility (n)	/'fleksə'bɪlɪtɪ/
fluency (n)	/'flu:ənsɪ/
intelligence (n)	/'ɪn'telɪdʒns/
knowledge (n)	/'nɒlɪdʒ/
logic (n)	/'lɒdʒɪk/
publication (n)	/'pʌblɪ'keɪʃn/
usefulness (n)	/'ju:sfʌlnɪs/
variation (n)	/'veɪrɪ'eɪʃn/

Vocabulary in Context

edit (v)	/'edɪt/
electrocute (v)	/'i:lektreɪ,kju:t/
get (your) meaning across (phrase)	/'mi:nɪŋ ə ,krɒs/
grab (v)	/'græb/
heartbroken (adj)	/'hɑ:t ,brəʊkən/
manners (n)	/'mænə(r)z/

UNIT 8

Revision

face-to-face (adj)	/'feɪs 'tu: 'feɪs/
get distracted (phrase)	/'get dɪs'træktɪd/
join (v)	/'dʒɔɪn/
pay attention (phrase)	/'peɪ ə'tenʃn/
post (v)	/'pəʊst/
respond (v)	/'rɪ'spɒnd/
share (v)	/'ʃeə/
make a point (phrase)	/'meɪk 'eɪ 'pɔɪnt/

Unit Vocabulary

awkward (adj)	/'ɔ:kwəd/
comment (n)	/'kɒment/
compliment (v)	/'kɒmplɪmənt/
conscious (adj)	/'kɒnʃəs/
discouraging (adj)	/'dɪs'kʌɪdʒɪŋ/
discriminate (v)	/'dɪ'skrɪmɪneɪt/
discrimination (n)	/'dɪs,kɪmɪ'neɪʃn/
hint (v)	/'hɪnt/
misunderstanding (n)	/'mɪsʌndə'stændɪŋ/
offend (v)	/'ɒ'fend/
offended (adj)	/'ɒ'fendɪd/
pay a compliment (phrase)	/'peɪ 'ə 'kɒmplɪmənt/
reaction (n)	/'ri:'ækʃn/
response (n)	/'rɪ'spɒns/
sort (it) out (phr v)	/'sɔ:t (ɪt) 'aʊt/
stereotype (v)	/'steɪətəɪp/

Extension

cause offence (phrase)	/'kɔ:z ə'fens/
flatter (v)	/'flætə/
insult (n) (v)	/'ɪnsʌlt/
offensive (adj)	/'ɒ'fensɪv/
pay tribute (phrase)	/'peɪ 'trɪbjʊ:t/
praise (v)	/'preɪz/
put someone off (v)	/'pʊt 'sʌmwʌn 'ɒf/
return a compliment (phrase)	/'rɪ'tɜ:n 'eɪ 'kɒmplɪmənt/
wax lyrical (phrase)	/'wæks 'lɪrɪkl/

Vocabulary Building

cost-effective (adj)	/'kɒst ɪ'fektɪv/
deep-rooted (adj)	/'di:p 'ru:tɪd/

heartbroken (adj)	/'hɑ:t ,brəʊkən/
highly-respected (adj)	/'haɪli ɪ'spektɪd/
like-minded (adj)	/'laɪk 'maɪndɪd/
long-lasting (adj)	/'lɒŋ 'lɑ:stɪŋ/
open-minded (adj)	/'əʊpən 'maɪndɪd/
two-faced (adj)	/'tu: 'feɪst/
well-mannered (adj)	/'wel 'mænəd/
world-wide (adj)	/'wɜ:ld 'waɪd/

Vocabulary in Context

constructive (adj)	/'kɒn'stɹʌktɪv/
breakdown (n)	/'breɪk ,daʊn/
humorous (adj)	/'hju:mərəs/
self-conscious (adj)	/'self 'kɒnʃəs/

UNIT 9

Revision

block (v)	/'blɒk/
challenging (adj)	/'tʃælɪndʒɪŋ/
disastrous (adj)	/'dɪ'zɑ:stɹəs/
earthquake (n)	/'ɜ:θkweɪk/
flexibility (adj)	/'fleksə'bɪlɪtɪ/
flooded (adj)	/'flʌdɪd/
impact (v)	/'ɪm'pækt/
level (n)	/'levl/
rescue (v)	/'reskju:/
rebuilding (n)	/'ri:'bɪldɪŋ/
rewarding (adj)	/'ri:wɔ:ɪdɪŋ/
save (v)	/'seɪv/
shelter (n)	/'ʃeltə/
stressful (adj)	/'stresfl/
strike (v)	/'straɪk/
volunteer (n)	/'vɒln'tɪə/

Unit Vocabulary

aid (n)	/eɪd/
appeal (v)	/'ə'pi:l/
crisis (n)	/'kraɪsɪs/
debris (n)	/'debrɪ:/
devastation (n)	/'devə'steɪʃn/
disaster (n)	/'dɪ'zɑ:stə/
evacuate (v)	/'ɪvækjuet/
evacuation (n)	/'ɪvækju'eɪʃn/
flee (v)	/'fli:/
infrastructure (n)	/'ɪnfɹə'strʌktʃə/
launch (v)	/'lɔ:ntʃ/
relief (n)	/'rɪ'li:f/
rise (v)	/'raɪz/
shortage (n)	/'ʃɔ:tɪdʒ/
supply (n)	/'sə'plai/

Extension

appeal (n)	/'ə'pi:l/
blackout (n)	/'blækʌʊt/
destroy (v)	/'dɪs'tɹɔɪ/
destruction (n)	/'dɪs'tɹʌkʃn/
devastate (v)	/'devəsteɪt/
evacuation (n)	/'ɪvækju'eɪʃn/
heatwave (n)	/'hi:tweɪv/
hurricane (n)	/'hʌrɪkən/
provide (v) (n)	/'prɔ:vəɪd/
supply (v)	/'sə'plai/
tsunami (n)	/'tsu'nɑ:mɪ/

Vocabulary Building

the best (n)	/'ðə best/
the brave (n)	/'ðə breɪv/

the old (n)	/'ðə əʊld/
the poor (n)	/'ðə pu:/
the rich (n)	/'ðə rɪtʃ/
the traumatized (n)	/'ðə 'traʊmətaɪzɪd/
the young (n)	/'ðə 'jʌŋ/
the worst (n)	/'ðə 'wɜ:st/

Vocabulary in Context

give (sth) a go (phr v)	/'gɪv ə 'gəʊ/
globe (n)	/'gləʊb/
on the ground (phrase)	/'ɒn ðə 'graʊnd/
siren (n)	/'saɪrən/
strike a chord (phrase)	/'straɪk ə 'kɔ:ɪd/
unfold (v)	/'ʌn'fəʊld/

UNIT 10

Revision

absorb (v)	/'əb'zɔ:b/
bacteria (n)	/'bæktɪrɪə/
digestive system (n)	/'dɪ'dʒestɪv 'sɪstɪm/
heartbeat (n)	/'hɑ:tbi:t/
infection (n)	/'ɪn'fekʃn/
muscle (n)	/'mʌsl/

senses (n)	/'sensɪz/
touch (n)	/'tʌtʃ/

Unit Vocabulary

action (n)	/'ækʃn/
antibiotics (n)	/'æntɪbaɪ'ɒtɪks/
cure (n)	/'kjʊə/
detect (v)	/'dɪ'tekt/
drug (n)	/'drʌg/
fever (n)	/'fi:və/
injury (n)	/'ɪndʒəɪ/
intensive (adj)	/'ɪntensɪv/
keep down (phr v)	/'ki:p 'daʊn/
operation (n)	/'ɒpə'reɪʃn/
physiotherapy (n)	/'fɪzɪəʊ'theɪrəpi/
recovery (n)	/'ri'kʌvəri/
spread (v)	/'spred/
stroke (n)	/'strəʊk/
symptom (n)	/'sɪmptəm/
therapy (n)	/'θerəpi/
waist (n)	/'weɪst/
wheelchair (n)	/'wi:l'tʃeə/

Extension

blood pressure (n)	/'blʌd 'preʃə/
condition (n)	/'kɒn'dɪʃn/

disability (n)	/'dɪsə'bɪlɪtɪ/
droop (v)	/'dru:p/
numb (adj)	/'nʌm/
numbness (n)	/'nʌmnɪs/
rehabilitation (n)	/'ri:ə'bɪlɪ'teɪʃn/
slur (v)	/'slɜ:/

Vocabulary Building

aim (v)	/eɪm/
awareness (n)	/'ə'weənɪs/
capable (adj)	/'keɪpəbl/
chance (n)	/'tʃɑ:ns/
devote (v)	/'dɪ'vəʊt/
investment (n)	/'ɪn'vestmənt/
prescription (n)	/'preɪ'skrɪpʃn/
resistant (adj)	/'rɪ'zɪstnt/

Vocabulary in Context

extensive (adj)	/'ɪk'stensɪv/
grasp (v)	/'grɑ:sp/
nickname (n)	/'nɪk,neɪm/
out of my comfort zone (phrase)	/'aʊt 'ɒv 'maɪ 'kʌmfət 'zəʊn/
set (v)	/'set/
superficial (adj)	/'su:pə'fɪʃl/

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