PEARSON EDEXCEL INTERNATIONAL GCSE (9–1)

ENGLISH AS A SECOND LANGUAGE

Student Book

2nd Edition

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ABOUT THIS BOOK IV
ASSESSMENT OVERVIEW VII
TOPICS OVERVIEW VIII
COURSE STRUCTURE IX
MODULE 1: THE WORLD AROUND ME 2
MODULE 2: FREE TIME 26
MODULE 3: EDUCATION 50
MODULE 4: EMPLOYMENT 74
MODULE 5: TRAVEL AND TOURISM 98
MODULE 6: THE ENVIRONMENT (*OPTIONAL) 122
MODULE 7: THE MEDIA (*OPTIONAL) 142
MODULE 8: EQUALITY (*OPTIONAL) 162
REVISION 182
GENERAL CONVERSATION 198
GRAMMAR REFERENCE AND PRACTICE 200
AUDIO SCRIPTS 238
GLOSSARY 276
ANSWERS (eBook only) 277
WORDLIST (eBook only) 313

* Students can choose one of three optional modules (6–8) for Topic 5. To complete the full grammar and language course, students study Modules 1–5 plus one of the optional three modules.

ABOUT THIS BOOK

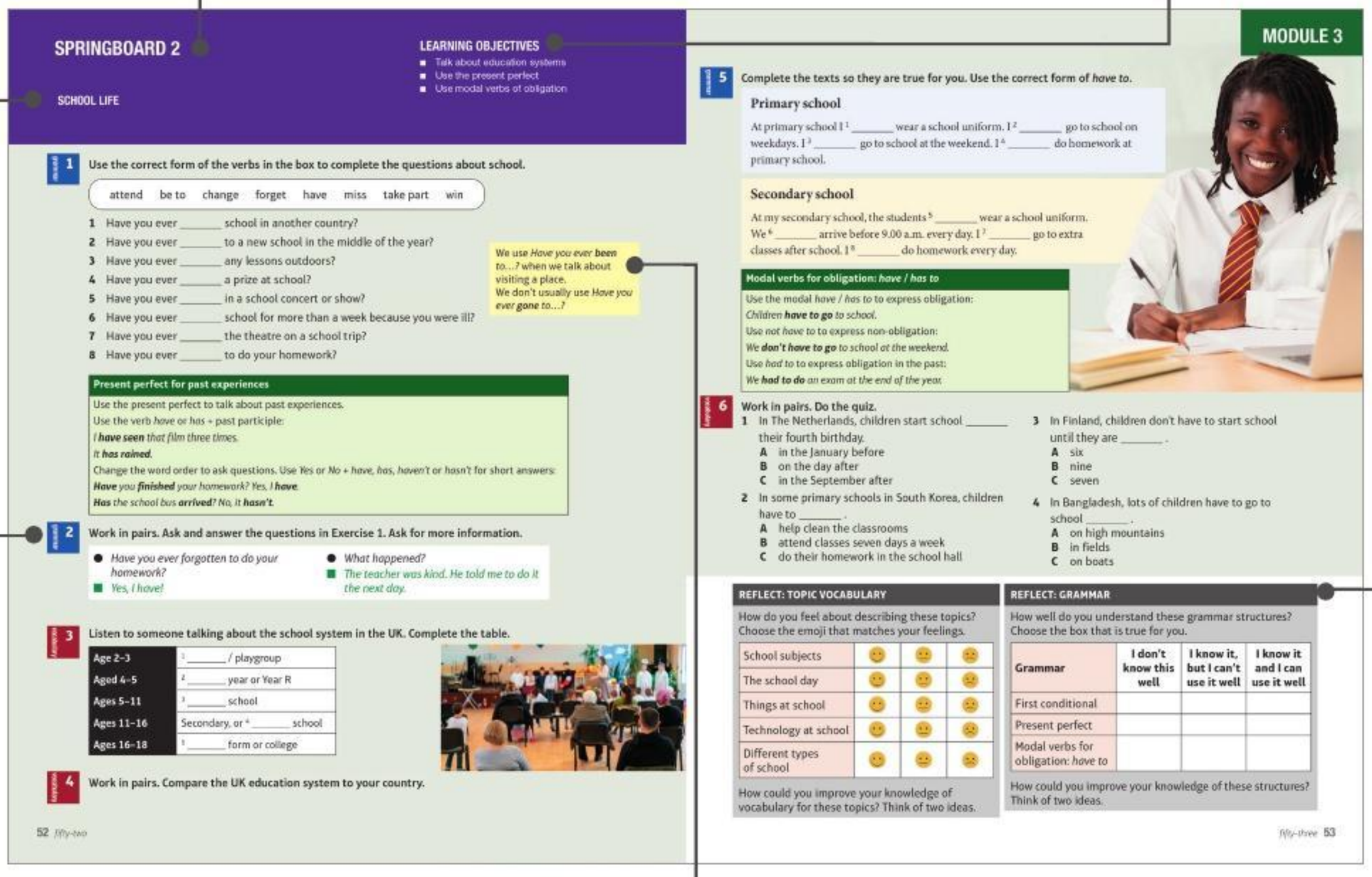
Pearson Edexcel International GCSE (9–1) English as a Second Language 2nd Edition is a course that supports teachers and learners through cumulative language acquisition and practice, and encourages inter- and intra-personal as well as cognitive skills. Our resources use real-life contexts and authentic materials to give a sense of purpose and culture to language learning. The course promotes learner autonomy, for example, through its use of the self-study and grammar reference materials included.

The course is structured into eight themed modules. An equal focus on all four skills and the interplay between them helps reinforce learning: students encounter grammar in reading and listening and put it into practice in speaking and writing activities. The six core units within each module enable the practice of language and skills across different areas of the module theme using engaging texts, audios and activities.
This Student Book is supported by online teacher resources in the Pearson Teaching Hub and an audio pack.

Specification reference
Every unit in the book is linked to an International GCSE sub-topic (see page viii). Language taught and practised has been carefully chosen for suitability to the context. The units cover a good proportion of the topic vocabulary listed in the specification. The **wordlist** at the end of the eBook and online includes all of the vocabulary listed in the specification, as well as other higher-level vocabulary that has appeared within the modules.

Each module starts with two **Springboard** units, which introduce the language to be learned. Every unit is structured to provide gradual progression, ensuring accessibility for all students.

Learning objectives
Lessons are carefully tailored to address the key assessment objectives of the course through language building and recycling.



SPRINGBOARD 2

SCHOOL LIFE

LEARNING OBJECTIVES
- Talk about education systems
- Use the present perfect
- Use modal verbs of obligation

MODULE 3

1 Use the correct form of the verbs in the box to complete the questions about school.

attend be to change forget have miss take part win

1 Have you ever _____ school in another country?
2 Have you ever _____ to a new school in the middle of the year?
3 Have you ever _____ any lessons outdoors?
4 Have you ever _____ a prize at school?
5 Have you ever _____ in a school concert or show?
6 Have you ever _____ school for more than a week because you were ill?
7 Have you ever _____ the theatre on a school trip?
8 Have you ever _____ to do your homework?

We use *Have you ever **been** to…?* when we talk about visiting a place.
We don't usually use *Have you ever **gone** to…?*

Present perfect for past experiences
Use the present perfect to talk about past experiences.
Use the verb *have* or *has* + past participle:
*I **have seen** that film three times.*
*It **has rained**.*
Change the word order to ask questions. Use *Yes* or *No* + *have, has, haven't* or *hasn't* for short answers:
***Have** you **finished** your homework? Yes, I **have**.*
***Has** the school bus **arrived**? No, it **hasn't**.*

2 Work in pairs. Ask and answer the questions in Exercise 1. Ask for more information.

- *Have you ever forgotten to do your homework?*
- *Yes, I have!*
- *What happened?*
- *The teacher was kind. He told me to do it the next day.*

3 Listen to someone talking about the school system in the UK. Complete the table.

Age 2–3	[1] _____ / playgroup
Aged 4–5	[2] _____ year or Year R
Ages 5–11	[3] _____ school
Ages 11–16	Secondary, or [4] _____ school
Ages 16–18	[5] _____ form or college

4 Work in pairs. Compare the UK education system to your country.

52 fifty-two

5 Complete the texts so they are true for you. Use the correct form of *have to*.

Primary school
At primary school I [1] _____ wear a school uniform. I [2] _____ go to school on weekdays. I [3] _____ go to school at the weekend. I [4] _____ do homework at primary school.

Secondary school
At my secondary school, the students [5] _____ wear a school uniform. We [6] _____ arrive before 9.00 a.m. every day. I [7] _____ go to extra classes after school. I [8] _____ do homework every day.

Modal verbs for obligation: *have / has to*
Use the modal *have / has to* to express obligation:
*Children **have to go** to school.*
Use *not have to* to express non-obligation:
*We **don't have to go** to school at the weekend.*
Use *had to* to express obligation in the past:
*We **had to do** an exam at the end of the year.*

6 Work in pairs. Do the quiz.
1 In The Netherlands, children start school _____ their fourth birthday.
A in the January before
B on the day after
C in the September after
2 In some primary schools in South Korea, children have to _____ .
A help clean the classrooms
B attend classes seven days a week
C do their homework in the school hall
3 In Finland, children don't have to start school until they are _____ .
A six
B nine
C seven
4 In Bangladesh, lots of children have to go to school _____ .
A on high mountains
B in fields
C on boats

REFLECT: TOPIC VOCABULARY
How do you feel about describing these topics? Choose the emoji that matches your feelings.

School subjects	🙂	😐	☹️
The school day	🙂	😐	☹️
Things at school	🙂	😐	☹️
Technology at school	🙂	😐	☹️
Different types of school	🙂	😐	☹️

How could you improve your knowledge of vocabulary for these topics? Think of two ideas.

REFLECT: GRAMMAR
How well do you understand these grammar structures? Choose the box that is true for you.

Grammar	I don't know this well	I know it, but I can't use it well	I know it and I can use it well
First conditional			
Present perfect			
Modal verbs for obligation: *have to*			

How could you improve your knowledge of these structures? Think of two ideas.

fifty-three 53

Coloured exercise numbers indicate the question type. Please use the online Audio Pack or the eBook to navigate through audio tracks for listening elements.

Yellow **Tip boxes** give hints to aid learning and support for approaching different types of activity.

Reflect boxes allow students to indicate how confident they feel about the module topic vocabulary and grammar.

Students develop the skills they need to tackle a wide range of **texts**.

Dark red **Pronunciation boxes** give pronunciation support to students by encouraging them to think about how English is spoken.

A range of **fun activities** provide practice for language points that have been carefully picked to be suitable to the topic. Reading, writing, listening and speaking activities can easily be identified. There are regular opportunities to develop speaking skills.

2 ABLEISM

EQUALITY; SCHOOL LIFE

LEARNING OBJECTIVES
- Talk about ableism
- Use the future perfect continuous
- Interpret details from a reading text

Speaking 1 Work in pairs. Discuss the questions.

1 How would you define these phrases? Use a dictionary if needed.

a condition | an impairment | a learning difference

impairment – when the function of something is damaged or weakened

2 List some conditions or impairments (use your first language if needed, then translate).

3 To what extent do non-disabled people misunderstand the difficulties faced by people with conditions or impairments?

PRONUNCIATION

The suffix *-ism* is pronounced as two syllables: /ˈɪ.zəm/. Listen and repeat.
ableism, sexism, racism, elitism, favouritism, nepotism

Speaking 2 Work in pairs. Look at the list of conditions or impairments you wrote in Exercise 1. Which conditions could be described as visible, invisible or both?

Reading 3 Read the definition. What are some examples of ableism in everyday life?

Ableism is unfair treatment of people with impairments. Ableism may take many forms, such as:

stereotyping, generalising and making assumptions about people with disabilities. | **having negative attitudes towards people with disabilities.** | **failing to meet the needs of people with disabilities.**

Reading 4 Work in pairs. Read the comments. How might you feel in each person's position? Explain your thinking.

1 I have a visual impairment and so I use braille to read signs. You know, important stuff like classroom doors. Anyway, there's no braille on a lot of important stuff I use. There was braille added to signs in one of our new buildings on the campus, but only for a few rooms. I can guess things, like lift buttons, but having no braille signs makes it harder for me to get around independently. **Connor**

2 Sometimes, my ADHD means I find it hard to pay attention. My teachers give these long instructions and halfway through, I get distracted by something. I can't help it! Then when the activity starts, I feel lost. Some teachers get frustrated, you know… I'm expected to listen just like everyone else. I'm not the only one who experiences this though… **Amara**

3 So, I have this condition called narcolepsy. It makes me feel really sleepy, to the point where I almost always fall asleep in assembly and even in lessons sometimes. It's involuntary, of course. I don't talk about it, except to close friends, because people don't see it as a 'real' health issue. **Ash**

4 I have dyslexia. It's marked on the school register, so the teachers know. Some of the teachers change the way they teach me because they think it helps. Like, they give me different worksheets, or extra time to read and write. I know it helps some dyslexic people, but it doesn't help me that much. **Bopha**

5 I've got this genetic condition called SMA. Basically, I have weak muscles and it's hard to move sometimes. I love PE classes and playing football, and I can still participate. The PE teachers let me referee the matches, but they don't think it's safe for me to play in a team. I still play football at lunchtime though, and I'm never on my own. **Jayne**

braille *– a form of written language for visually impaired people*
involuntary *= done without conscious control*
genetic *= describing traits passed from parents to offspring*

168 one hundred and sixty-eight

Pale blue **Glossary boxes** provide vocabulary support and synonyms to help do the activities.

Culture points help students learn about English culture to give a context to their language learning.

Exam Skills boxes provide students with useful tips, techniques and strategies to use in their exams.

Light blue **Key Language boxes** provide prompts for key language structures and phrases.

Listening 5 Listen. What barriers did the teacher, Ms McClean, face around school as a wheelchair user?

Listening 6 Listen again. Are the statements True (T) or False (F)?

1 Ms McClean has been using a wheelchair for almost three months.
2 Ms McClean has a permanent impairment.
3 Before using a wheelchair, Ms McClean used to enter school through the North Gate.
4 Ms McClean's students helped her to make the classroom more wheelchair friendly.
5 When touring the school, Ms McClean noticed a serious fire safety concern.

Future perfect continuous > page 233

Use the future perfect continuous to describe actions which started in the past, present or future, and will continue up to a certain point in time in the future. Use *will have been* + *-ing* to form the future perfect continuous:

I'll have been using *my wheelchair around school for three months this Friday.*

Writing 7 Work in groups. Walk around your school. Make notes based on your observations.

How the building has been made accessible for people with impairments	How the building could be made more accessible

Writing 8 Using your notes from Exercise 8, write a formal letter to your school principal sharing your recommendations for changes around the school. Write 150–200 words. Include:
- a summary of ways the school has already been made more accessible
- a summary of ways the school could be made more accessible
- at least one clear recommendation for making the school more accessible for those with impairments, and your reason for making this recommendation.

Culture point

According to the World Health Organisation (WHO), around 1.3 billion people worldwide have a physical or mental impairment. That's over 15 per cent of the global population.

one hundred and sixty-nine 169

Grammar
A building-blocks approach breaks grammar down into manageable chunks to help students progress step by step. Students are directed to the relevant **Grammar reference** section at the back of the book for further support.

EXAM SKILLS

Multiple-choice tasks test your ability to find specific information and understand paraphrased information. The questions follow the order of the text.
- Read each question. Highlight keywords.
- Identify the text section where the answer might be.
- Search for synonyms of the A–C alternatives.
- Rule out distractors. Ask yourself: is it only partly answered, the opposite or not relevant?
- Choose your answer. Always choose an answer!

Reading 3 Read the Exam Skills box. Then read the text in Exercise 2 again and answer the questions.

1 Which of these games is not described as a DCCG?
A *Hearthstone*
B *Magic: The Gathering*
C *MotoGP™ 22*

2 Approximately how many esports enthusiasts are there around the world?
A 5.4 million
B half a billion
C half a million

3 Approximately how much might the esports industry be worth by 2031?
A USD $1.2 billion
B USD $2.5 billion
C USD $5 billion

4 Which country has the third-largest market share in esports?
A USA
B Japan
C South Korea

5 How did Johan Sundstein make USD $7 million from esports?
A By doing well in tournaments
B From his salary
C Through sponsorship

6 In which event will players win a gold medal in esports for the first time?
A The Olympic Games
B The Commonwealth Games
C The Asian Games

Writing 4 Should esports be an Olympic event? Write a four-paragraph essay of about 250 words.
- Paragraph 1: Briefly explain the topic of the essay.
- Paragraph 2: Give reasons why esports should be an Olympic event.
- Paragraph 3: Give reasons why esports should not be an Olympic event.
- Paragraph 4: Share your own opinion.

In this essay, I will…
I'll conclude by…
One reason why…
A further reason why…
For example/instance…
On the other hand…
Furthermore…
Personally, I believe that…

Listening 5 Listen. Which game does Gharizah like the most?

Listening 6 Complete the table with any information you can remember. Some information is not given. Then listen again and check. Which game would you like to play? Why?

Game	Type of game	Description of game	Gharizah's score
Frisbee Force		• You throw a virtual frisbee. • Use the mouse.	7/10
	Virtual reality	• You are a university student.	2/10
Jelly Bean Jump	Platform game	• You are a jelly bean.	

thirty-seven 37

EXAM PRACTICE: LISTENING

A tour of a historic house

1 Listen to a tour guide at a historic country house.

a What does the guide talk about? Listen to the recording and put a cross [x] in each of the **three** correct boxes.

A The past ☐
B The countryside ☐
C Food ☐
D Rules ☐
E Wildlife ☐
F Water sports ☐

The tour continues.

b What does the guide talk about? Listen to the recording and put a cross [x] in each of the **three** correct boxes.

A Paintings ☐
B Furniture ☐
C Leisure time ☐
D Books ☐
E An accident ☐
F The roof ☐

(Total for Question 1 = 6 marks)

EXAM SKILLS

In the listening exam, you will have five minutes to read the questions before you hear the first recording. Read each question and all the options carefully before you start the exam. During the exam, you will hear each recording twice. Note down ideas the first time, then adjust them if you need to after the second time. If you make a mistake or change your mind, put a line through the wrong answer and mark the new answer. If you are still not sure, pick an option – you might be right!

Friends

2 Rob is talking about his friends. Listen to what he says and put a cross [x] in the correct boxes.

a Which statement is correct?

A ☐ Rob's known all his friends for a long time.
B ☐ Rob met Luke when they started school.
C ☐ Luke is Rob's only long-term friend.

c What does Rob say?

A ☐ He wishes Luke was his brother.
B ☐ He and Luke are like brothers.
C ☐ He gets on with Luke better than with his brother.

b What school subjects do Rob and Luke like?

A ☐ They prefer different things.
B ☐ They both prefer science.
C ☐ They both prefer the arts.

(Total for Question 2 = 3 marks)

3 Rob continues to talk about his friends. Listen and answer the questions. You do not need to write in full sentences. For each question write no more than five words.

a What does the group of six friends do together?

b Who else are Rob's friends?

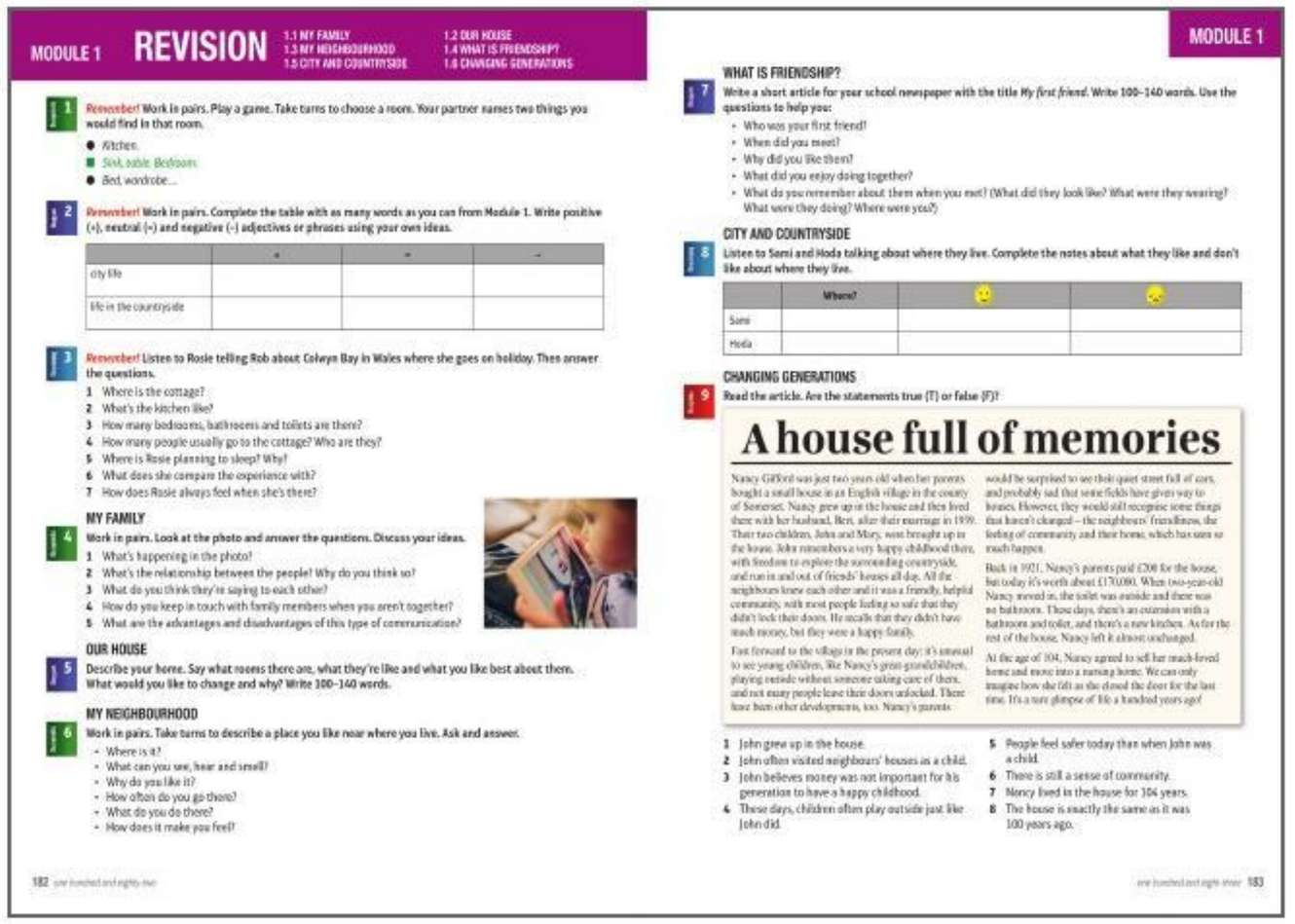
c Where does he usually see them?

(Total for Question 3 = 1 mark)

18 eighteen

Each module includes **Exam practice** to prepare students for the tasks that they will need to do in the exam papers. The Writing exam paper has specific activities for each of the three task types. These are all covered in the Exam practice but they are not set consecutively.

The **Revision** section provides revision of the content of each module and is intended to be done at the end of the course. The section supports class-based revision for International GCSE assessments.



MODULE 1 **REVISION** 1.1 MY FAMILY 1.2 OUR HOUSE 1.3 MY NEIGHBOURHOOD 1.4 WHAT IS FRIENDSHIP? 1.5 CITY AND COUNTRYSIDE 1.6 CHANGING GENERATIONS

Remember! Work in pairs. Play a game. Take turns to choose a room. Your partner names two things you would find in that room.

- Kitchen.
- Sink, table. Bedroom.
- Bed, wardrobe...

Remember! Work in pairs. Complete the table with as many words as you can from Module 1. Write positive (+), neutral (=) and negative (–) adjectives or phrases using your own ideas.

	+	=	–
city life			
life in the countryside			

Remember! Listen to Rosie telling Rob about Colwyn Bay in Wales where she goes on holiday. Then answer the questions.

1 Where is the cottage?
2 What's the kitchen like?
3 How many bedrooms, bathrooms and toilets are there?
4 How many people usually go to the cottage? Who are they?
5 Where is Rosie planning to sleep? Why?
6 What does she compare the experience with?
7 How does Rosie always feel when she's there?

MY FAMILY

Work in pairs. Look at the photo and answer the questions. Discuss your ideas.

1 What's happening in the photo?
2 What's the relationship between the people? Why do you think so?
3 What do you think they're saying to each other?
4 How do you keep in touch with family members when you aren't together?
5 What are the advantages and disadvantages of this type of communication?

OUR HOUSE

Describe your home. Say what rooms there are, what they're like and what you like best about them. What would you like to change and why? Write 100–140 words.

MY NEIGHBOURHOOD

Work in pairs. Take turns to describe a place you like near where you live. Ask and answer.

- Where is it?
- What can you see, hear and smell?
- Why do you like it?
- How often do you go there?
- What do you do there?
- How does it make you feel?

182 one hundred and eighty-two

MODULE 1

WHAT IS FRIENDSHIP?

Write a short article for your school newspaper with the title *My first friend*. Write 100–140 words. Use the questions to help you:

- Who was your first friend?
- When did you meet?
- Why did you like them?
- What did you enjoy doing together?
- What do you remember about them when you met? (What did they look like? What were they wearing? What were they doing? Where were you?)

CITY AND COUNTRYSIDE

Listen to Sami and Hoda talking about where they live. Complete the notes about what they like and don't like about where they live.

	Where?	🙂	☹
Sami			
Hoda			

CHANGING GENERATIONS

Read the article. Are the statements true (T) or false (F)?

A house full of memories

Nancy Gifford was just two years old when her parents bought a small house in an English village in the county of Somerset. Nancy grew up in the house and then lived there with her husband, Bert, after their marriage in 1939. Their two children, John and Mary, were brought up in the house. John remembers a very happy childhood there, with freedom to explore the surrounding countryside, and run in and out of friends' houses all day. All the neighbours knew each other and it was a friendly, helpful community, with most people feeling so safe that they didn't lock their doors. He recalls that they didn't have much money, but they were a happy family.

Fast forward to the village in the present day: it's unusual to see young children, like Nancy's great-grandchildren, playing outside without someone taking care of them, and not many people leave their doors unlocked. There have been other developments, too. Nancy's parents would be surprised to see their quiet street full of cars, and probably sad that some fields have given way to houses. However, they would still recognise some things that haven't changed – the neighbours' friendliness, the feeling of community and their home, which has seen so much happen.

Back in 1921, Nancy's parents paid £200 for the house, but today it's worth about £170,000. When two-year-old Nancy moved in, the toilet was outside and there was no bathroom. These days, there's an extension with a bathroom and toilet, and there's a new kitchen. As for the rest of the house, Nancy left it almost unchanged.

At the age of 104, Nancy agreed to sell her much-loved home and move into a nursing home. We can only imagine how she felt as she closed the door for the last time. It's a rare glimpse of life a hundred years ago!

1 John grew up in the house.
2 John often visited neighbours' houses as a child.
3 John believes money was not important for his generation to have a happy childhood.
4 These days, children often play outside just like John did.
5 People feel safer today than when John was a child.
6 There is still a sense of community.
7 Nancy lived in the house for 104 years.
8 The house is exactly the same as it was 100 years ago.

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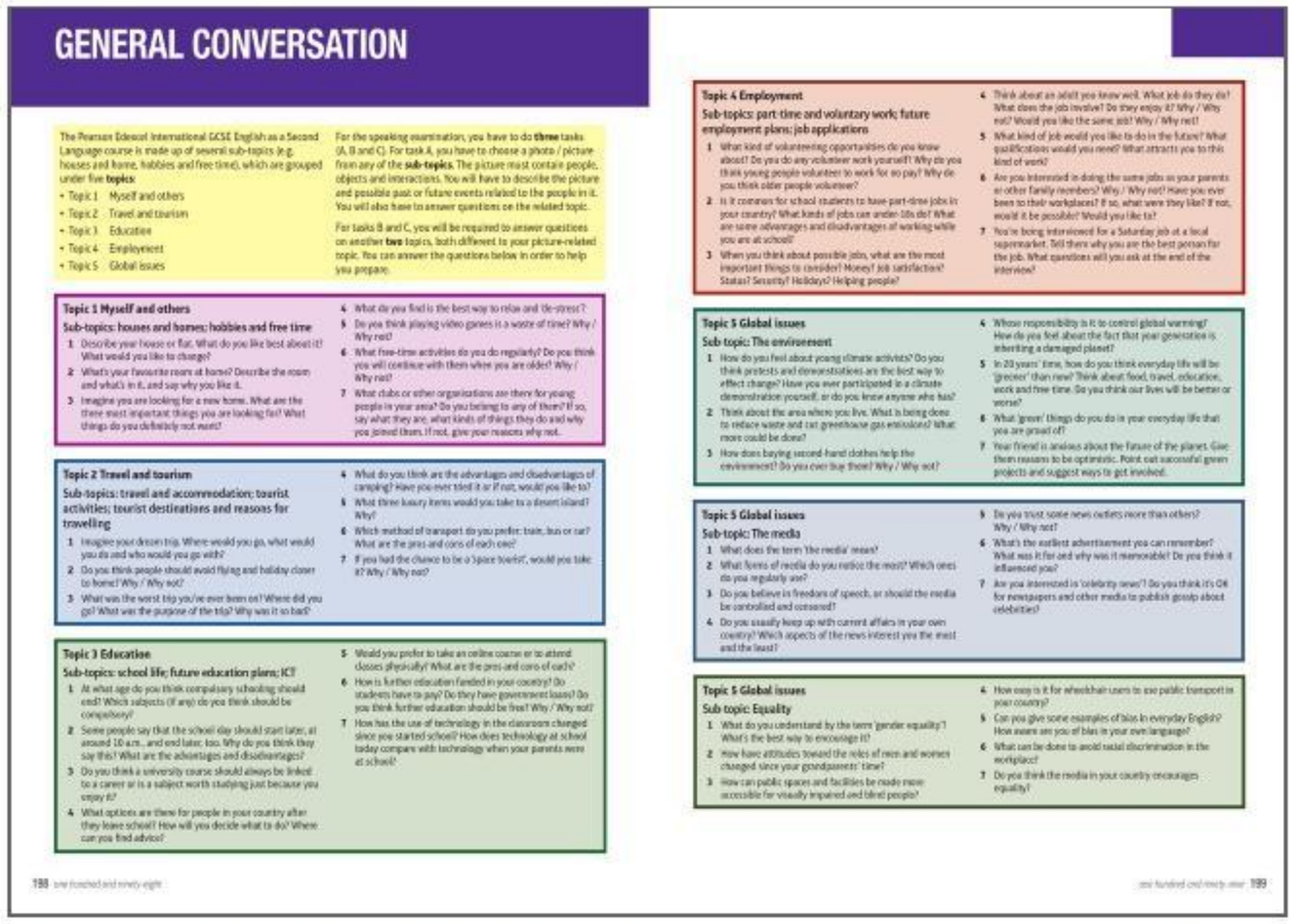
The **General conversation** pages provide lists of examples of International GCSE topic-based questions to help students revise for the second part of the speaking exam.



GENERAL CONVERSATION

The Pearson Edexcel International GCSE English as a Second Language course is made up of several sub-topics (e.g. houses and home, hobbies and free time), which are grouped under five **topics**:

- Topic 1 Myself and others
- Topic 2 Travel and tourism
- Topic 3 Education
- Topic 4 Employment
- Topic 5 Global issues

For the speaking examination, you have to do **three** tasks (A, B and C). For task A, you have to choose a photo / picture from any of the **sub-topics**. The picture must contain people, objects and interactions. You will have to describe the picture and possible past or future events related to the people in it. You will also have to answer questions on the related topic.

For tasks B and C, you will be required to answer questions on another **two** topics, both different to your picture-related topic. You can answer the questions below in order to help you prepare.

Topic 1 Myself and others

Sub-topics: houses and homes; hobbies and free time

1 Describe your house or flat. What do you like best about it? What would you like to change?
2 What's your favourite room at home? Describe the room and what's in it, and say why you like it.
3 Imagine you are looking for a new home. What are the three most important things you are looking for? What things do you definitely not want?
4 What do you find is the best way to relax and 'de-stress'?
5 Do you think playing video games is a waste of time? Why / Why not?
6 What free-time activities do you do regularly? Do you think you will continue with them when you are older? Why / Why not?
7 What clubs or other organisations are there for young people in your area? Do you belong to any of them? If so, say what they are, what kinds of things they do and why you joined them. If not, give your reasons why not.

Topic 2 Travel and tourism

Sub-topics: travel and accommodation; tourist activities; tourist destinations and reasons for travelling

1 Imagine your dream trip. Where would you go, what would you do and who would you go with?
2 Do you think people should avoid flying and holiday closer to home? Why / Why not?
3 What was the worst trip you've ever been on? Where did you go? What was the purpose of the trip? Why was it so bad?
4 What do you think are the advantages and disadvantages of camping? Have you ever tried it or if not, would you like to?
5 What three luxury items would you take to a desert island? Why?
6 Which method of transport do you prefer: train, bus or car? What are the pros and cons of each one?
7 If you had the chance to be a 'space tourist', would you take it? Why / Why not?

Topic 3 Education

Sub-topics: school life; future education plans; ICT

1 At what age do you think compulsory schooling should end? Which subjects (if any) do you think should be compulsory?
2 Some people say that the school day should start later, at around 10 a.m., and end later, too. Why do you think they say this? What are the advantages and disadvantages?
3 Do you think a university course should always be linked to a career or is a subject worth studying just because you enjoy it?
4 What options are there for people in your country after they leave school? How will you decide what to do? Where can you find advice?
5 Would you prefer to take an online course or to attend classes physically? What are the pros and cons of each?
6 How is further education funded in your country? Do students have to pay? Do they have government loans? Do you think further education should be free? Why / Why not?
7 How has the use of technology in the classroom changed since you started school? How does technology at school today compare with technology when your parents were at school?

Topic 4 Employment

Sub-topics: part-time and voluntary work; future employment plans; job applications

1 What kind of volunteering opportunities do you know about? Do you do any volunteer work yourself? Why do you think young people volunteer to work for no pay? Why do you think older people volunteer?
2 Is it common for school students to have part-time jobs in your country? What kinds of jobs can under-18s do? What are some advantages and disadvantages of working while you are at school?
3 When you think about possible jobs, what are the most important things to consider? Money? Job satisfaction? Status? Security? Holidays? Helping people?
4 Think about an adult you know well. What job do they do? What does the job involve? Do they enjoy it? Why / Why not? Would you like the same job? Why / Why not?
5 What kind of job would you like to do in the future? What qualifications would you need? What attracts you to this kind of work?
6 Are you interested in doing the same jobs as your parents or other family members? Why / Why not? Have you ever been to their workplaces? If so, what were they like? If not, would it be possible? Would you like to?
7 You're being interviewed for a Saturday job at a local supermarket. Tell them why you are the best person for the job. What questions will you ask at the end of the interview?

Topic 5 Global issues

Sub-topic: The environment

1 How do you feel about young climate activists? Do you think protests and demonstrations are the best way to effect change? Have you ever participated in a climate demonstration yourself, or do you know anyone who has?
2 Think about the area where you live. What is being done to reduce waste and cut greenhouse gas emissions? What more could be done?
3 How does buying second-hand clothes help the environment? Do you ever buy them? Why / Why not?
4 Whose responsibility is it to control global warming? How do you feel about the fact that your generation is inheriting a damaged planet?
5 In 20 years' time, how do you think everyday life will be 'greener' than now? Think about food, travel, education, work and free time. Do you think our lives will be better or worse?
6 What 'green' things do you do in your everyday life that you are proud of?
7 Your friend is anxious about the future of the planet. Give them reasons to be optimistic. Point out successful green projects and suggest ways to get involved.

Topic 5 Global issues

Sub-topic: The media

1 What does the term 'the media' mean?
2 What forms of media do you notice the most? Which ones do you regularly use?
3 Do you believe in freedom of speech, or should the media be controlled and censored?
4 Do you usually keep up with current affairs in your own country? Which aspects of the news interest you the most and the least?
5 Do you trust some news outlets more than others? Why / Why not?
6 What's the earliest advertisement you can remember? What was it for and why was it memorable? Do you think it influenced you?
7 Are you interested in 'celebrity news'? Do you think it's OK for newspapers and other media to publish gossip about celebrities?

Topic 5 Global issues

Sub-topic: Equality

1 What do you understand by the term 'gender equality'? What's the best way to encourage it?
2 How have attitudes toward the roles of men and women changed since your grandparents' time?
3 How can public spaces and facilities be made more accessible for visually impaired and blind people?
4 How easy is it for wheelchair users to use public transport in your country?
5 Can you give some examples of bias in everyday English? How aware are you of bias in your own language?
6 What can be done to avoid racial discrimination in the workplace?
7 Do you think the media in your country encourages equality?

198 one hundred and ninety-eight

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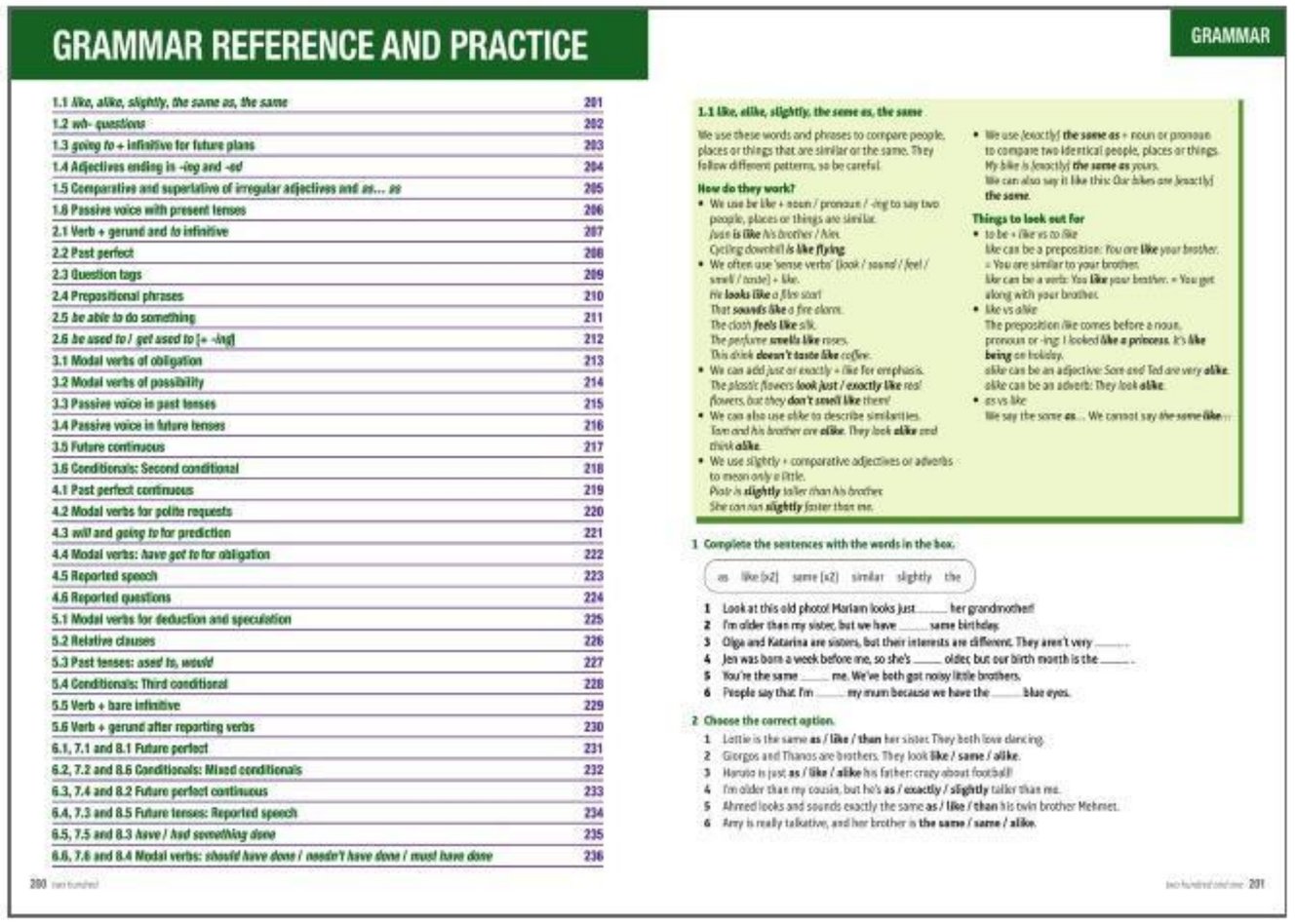
The **Grammar reference and practice** pages provide grammar reference and extra practice exercises.



GRAMMAR REFERENCE AND PRACTICE

GRAMMAR

1.1 *like, alike, slightly, the same as, the same* 201
1.2 *wh-* questions 202
1.3 *going to* + infinitive for future plans 203
1.4 Adjectives ending in *-ing* and *-ed* 204
1.5 Comparative and superlative of irregular adjectives and *as... as* 205
1.6 Passive voice with present tenses 206
2.1 Verb + gerund and *to* infinitive 207
2.2 Past perfect 208
2.3 Question tags 209
2.4 Prepositional phrases 210
2.5 *be able to* do something 211
2.6 *be used to* / *get used to* [+ *-ing*] 212
3.1 Modal verbs of obligation 213
3.2 Modal verbs of possibility 214
3.3 Passive voice in past tenses 215
3.4 Passive voice in future tenses 216
3.5 Future continuous 217
3.6 Conditionals: Second conditional 218
4.1 Past perfect continuous 219
4.2 Modal verbs for polite requests 220
4.3 *will* and *going to* for prediction 221
4.4 Modal verbs: *have got to* for obligation 222
4.5 Reported speech 223
4.6 Reported questions 224
5.1 Modal verbs for deduction and speculation 225
5.2 Relative clauses 226
5.3 Past tenses: *used to, would* 227
5.4 Conditionals: Third conditional 228
5.5 Verb + bare infinitive 229
5.6 Verb + gerund after reporting verbs 230
6.1, 7.1 and 8.1 Future perfect 231
6.2, 7.2 and 8.6 Conditionals: Mixed conditionals 232
6.3, 7.4 and 8.2 Future perfect continuous 233
6.4, 7.3 and 8.5 Future tenses: Reported speech 234
6.5, 7.5 and 8.3 *have / had something done* 235
6.6, 7.6 and 8.4 Modal verbs: *should have done / needn't have done / must have done* 236

200 two hundred

1.1 like, alike, slightly, the same as, the same

We use these words and phrases to compare people, places or things that are similar or the same. They follow different patterns, so be careful.

How do they work?

- We use *be like* + noun / pronoun / *-ing* to say two people, places or things are similar.
  Jade **is like** *his brother / Alex.*
  Cycling downhill **is like** *flying.*
- We often use 'sense verbs' (*look / sound / feel / smell / taste*) + *like.*
  He **looks like** *a film star!*
  That **sounds like** *a fire alarm.*
  The cloth **feels like** *silk.*
  The perfume **smells like** *roses.*
  This drink **doesn't taste like** *coffee.*
- We can add *just* or *exactly* + *like* for emphasis.
  The plastic flowers **look just / exactly like** *real flowers, but they* **don't smell like** *them!*
- We can also use *alike* to describe similarities.
  Tom and his brother are **alike**. *They look* **alike** *and think* **alike**.
- We use *slightly* + comparative adjectives or adverbs to mean *only a little*.
  Piotr is **slightly** *taller than his brother.*
  She can run **slightly** *faster than me.*
- We use *(exactly)* **the same as** + noun or pronoun to compare two identical people, places or things.
  My bike is (exactly) **the same as** *yours.*
  We can also say it like this: Our bikes are (exactly) **the same**.

Things to look out for

- *to be* + *like vs to like*
  like can be a preposition: *You are* **like** *your brother.* = You are similar to your brother.
  like can be a verb: *You* **like** *your brother.* = You get along with your brother.
- *like vs alike*
  The preposition *like* comes before a noun, pronoun or *-ing*: *I looked* **like a princess**. *It's* **like being** *on holiday.*
  alike can be an adjective: *Sam and Ted are very* **alike**. *alike* can be an adverb: *They look* **alike**.
- *as vs like*
  We say the same **as**... *We cannot say the same* **like**...

1 Complete the sentences with the words in the box.

as like (x2) same (x2) similar slightly the

1 Look at this old photo! Mariam looks just ..... her grandmother!
2 I'm older than my sister, but we have ..... same birthday.
3 Olga and Katarina are sisters, but their interests are different. They aren't very .....
4 Jen was born a week before me, so she's ..... older, but our birth month is the ..... .
5 You're the same ..... me. We've both got noisy little brothers.
6 People say that I'm ..... my mum because we have the ..... blue eyes.

2 Choose the correct option.

1 Lottie is the same **as / like / than** her sister. They both love dancing.
2 Giorgos and Thanos are brothers. They look **like / same / alike**.
3 Haruto is just **as / like / alike** his father: crazy about football!
4 I'm older than my cousin, but he's **as / exactly / slightly** taller than me.
5 Ahmed looks and sounds exactly the same **as / like / than** his twin brother Mehmet.
6 Amy is really talkative, and her brother is **the same / same / alike**.

two hundred and one 201

ASSESSMENT OVERVIEW

The following tables give an overview of the assessment for this course. You should study this information closely to help ensure that you are fully prepared for this course and know exactly what to expect in each part of the assessment.

PAPER 1	PERCENTAGE	MARKS	TIME	AVAILABILITY
READING Written exam paper Paper code 4ES2/01 Single tier of entry	25%	50	1 hour	First assessment June 2025
PAPER 2	**PERCENTAGE**	**MARKS**	**TIME**	**AVAILABILITY**
LISTENING Written exam paper Paper code 4ES2/02 Single tier of entry	25%	50	1 hour	First assessment June 2025
PAPER 3	**PERCENTAGE**	**MARKS**	**TIME**	**AVAILABILITY**
WRITING Written exam paper Paper code 4ES2/03 Single tier of entry	25%	50	1 hour	First assessment June 2025
PAPER 4	**PERCENTAGE**	**MARKS**	**TIME**	**AVAILABILITY**
SPEAKING Oral examination Paper code 4ES2/04 Single tier of entry	25%	50	15–20 minutes	First assessment June 2025

All papers assess skills across four topic areas.

- Topic 1: Myself and others
- Topic 2: Travel and tourism
- Topic 3: Education
- Topic 4: Employment

Topic 5: Global issues will only be assessed in the productive skills papers (Writing and Speaking). Candidates will not be assessed on Topic 5 in the receptive skills papers (Reading and Listening).

ASSESSMENT OBJECTIVES AND WEIGHTINGS

SECTION	ASSESSMENT OBJECTIVE	DESCRIPTION	% IN INTERNATIONAL GCSE
READING	**AO1**	Understand and provide a response in written English to a variety of types of written English language	25%
LISTENING	**AO2**	Understand and provide a response in English to a variety of types of spoken English language	25%
WRITING	**AO3**	Communicate, respond to and use written English language using a range of vocabulary	25%
SPEAKING	**AO4**	Communicate, interact and use spoken English language using a range of vocabulary	25%

TOPICS OVERVIEW

All four exam papers assess skills across four topic areas, with Topic 5 being assessed in the Writing and Speaking papers only. The papers will feature questions drawn from a variety of sources, which all relate to the topics. The sources should be considered as different contexts in which students can understand and produce English. Specialist and/or technical English vocabulary or detailed specialist knowledge of the topics are not required.

This table shows which lessons in Pearson Edexcel International GCSE 9–1 English as a Second Language 2nd Edition cover the different topic areas.

INTERNATIONAL GCSE (9–1) TOPICS AND SUB TOPICS	MODULE SECTIONS
TOPIC 1 MYSELF AND OTHERS	
• Hobbies and leisure time	1 Springboard 1, 1 Springboard 2, 1.3, 1.5, 2 Springboard 1, 2.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.3
• Homes	1 Springboard 2, 1.2, 1.3, 1.5
• Family, friends and relationships	1 Springboard 1, 1 Springboard 2, 1.1, 1.4, 1.6, 2.1
TOPIC 2 TRAVEL AND TOURISM	
• Transport and accommodation	5 Springboard 1, 5.3, 5.5
• Tourist activities	5 Springboard 2, 5.4, 5.6
• Travel destinations and reasons for travelling	5 Springboard 1, 5.1, 5.2, 5.4, 5.5
TOPIC 3 EDUCATION	
• School life	3 Springboard 1, 3 Springboard 2, 3.1, 3.2, 3.6, 6.3, 8.2
• Future education plans	3.2, 3.5
• ICT	2.6, 3.4, 3.5
TOPIC 4 EMPLOYMENT	
• Part-time and voluntary work	4 Springboard 1, 4.1, 6.6
• Future employment plans	4.2, 4.3, 4.4
• Job applications	4.4, 4.5, 4.6, 8.4
TOPIC 5 GLOBAL ISSUES	
• The environment*	6 Springboard 1, 6 Springboard 2, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6
• The media*	6.4, 7 Springboard 1, 7 Springboard 2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6
• Equality*	8 Springboard 1, 8 Springboard 2, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6

*Topic 5 will only be assessed in Papers 3 and 4: Writing and Speaking

COURSE STRUCTURE

Module 1 *The world around me* *Topic 1 Myself and others*

Springboard 1 Revise daily routines and people's personalities 2

Springboard 2 Revise neighbourhoods, social activities, family and homes 4

Unit 1 ***My family*** 6
- Talk about families and relationships
- Use *like*, *alike*, *slightly*, *the same as* and *the same*
- Listen for gist and detail

Unit 2 ***Our house*** 8
- Talk about homes
- Use *wh-* questions
- Make predictions about a text

Unit 3 ***My neighbourhood*** 10
- Talk about neighbourhood and community
- Use *going to* + infinitive for future plans
- Listen for attitude

Unit 4 ***What is friendship?*** 12
- Talk about friendship
- Use adjectives ending with *-ing* and *-ed*
- Understand context before reading

Unit 5 ***City and countryside*** 14
- Talk about cities and rural areas
- Use comparative and superlative of irregular adjectives and *as… as*
- Write an informal email

Unit 6 ***Changing generations*** 16
- Talk about generations and the differences between them
- Use the passive voice with present tenses
- Ask for more information in a discussion

Exam practice 18

Module 2 *Free time* *Topic 1 Myself and others*

Springboard 1 Revise free time activities 26

Springboard 2 Revise TV programmes 28

Unit 1 ***My hobbies*** 30
Talk about hobbies
Use verb + gerund and *to* infinitive
Identify key details in a conversation

Unit 2 ***Popular music*** 32
- Talk about music and music festivals
- Use the past perfect
- Read and identify the main ideas

Unit 3 ***TV and film*** 34
- Talk about TV and film
- Use question tags
- Recognise specific information

Unit 4 ***Esports and video games*** 36
- Be concise
- Use prepositional phrases
- Give your opinions

Unit 5 ***Healthy living*** 38
- Talk about health and illness
- Use *be able to* do something
- Use context to understand new vocabulary

Unit 6 ***Shopping and fashion*** 40
- Tell an interesting anecdote
- Use *be used to* / *get used to* (+ *-ing*)
- Identify claims and use counterarguments

Exam practice 42

Module 3 *Education* *Topic 3 Education*

Springboard 1 Revise things at school 50

Springboard 2 Revise education systems 52

Unit 1 ***School life*** 54
- Talk about school life
- Use modal verbs of obligation
- Listen for specific information

Unit 2 ***Education around the world*** 56
- Talk about education in different countries
- Use modal verbs of possibility
- Summarise information from a text

Unit 3 ***Extracurricular activities*** 58
- Talk about extracurricular activities
- Use the passive voice in past tenses
- Listen for specific information

Unit 4 ***Technology in education*** 60
- Talk about technology in the classroom
- Use the passive voice in future tenses
- Scan a text for key information

Unit 5 ***The future of education*** 62
- Talk about future developments in education
- Use the future continuous
- Write an article

Unit 6 ***An ideal curriculum*** 64
- Talk about school subjects on the curriculum
- Use the second conditional
- Agree or disagree politely

Exam practice 66

Module 4 *Employment* *Topic 4 Employment*

Springboard 1 Revise places of work and jobs **74**

Springboard 2 Revise people and habits **76**

Unit 1 ***The world of work*** **78**
- Talk about volunteering and part-time jobs
- Use the past perfect continuous
- Understand purpose and function when listening

Unit 2 ***Future employment plans*** **80**
- Talk about careers fairs and careers
- Use modal verbs for polite requests
- Read to identify purpose, audience and format

Unit 3 ***Skills for the future workforce*** **82**
- Talk about the workplace
- Use *will* and *going to* for prediction
- Listen for specific information

Unit 4 ***Building a CV*** **84**
- Talk about CVs
- Use the modal verb *have got to* for obligation
- Complete a table with the correct information

Unit 5 ***Job applications*** **86**
- Talk about how to make a job application stand out
- Use reported speech
- Write a cover letter

Unit 6 ***Job interviews: The STAR Method*** **88**
- Talk about job interviews
- Use reported questions
- Role play an interview using the STAR method

Exam practice **90**

Module 5 *Travel and tourism* *Topic 2 Travel and tourism*

Springboard 1 Revise transport, travel and places to visit ... **98**

Springboard 2 Revise places for tourists **100**

Unit 1 ***Destinations*** **102**
- Talk about travel destinations and holidays
- Use modal verbs for deduction and speculation
- Identify key information when listening

Unit 2 ***Travel*** **104**
- Talk about amazing journeys
- Use relative clauses
- Complete a flow chart

Unit 3 ***Accommodation*** **106**
- Talk about types of accommodation and facilities
- Use past tenses with *used to* and *would*
- Identify and use hyperbole

Unit 4 ***Responsible tourism*** **108**
- Talk about responsible tourism
- Use the third conditional
- Identify paraphrasing

Unit 5 ***Advantages and disadvantages of a gap year*** **110**
- Talk about gap years
- Use gerunds and infinitives: verbs followed by a bare infinitive
- Understand tone in a text

Unit 6 ***Planning a city tour*** **112**
- Talk about cities and city tours
- Use verbs with gerunds: *recommend, mention, suggest*
- Understand listening gap-fill tasks

Exam practice **114**

Module 6 *The environment* *Topic 5 Global issues*

Springboard 1 Revise environmental issues **122**

Springboard 2 Revise the natural environment **124**

Unit 1 ***Sustainable Development Goals*** **126**
- Talk about sustainability
- Use the future perfect
- Listen for specific information to complete a summary

Unit 2 ***Environmental change*** **128**
- Talk about environmental change
- Use mixed conditionals
- Read for specific information to make notes

Unit 3 ***Green Projects*** **130**
- Talk about the GrowGreen project
- Use the future perfect continuous
- Listen for specific information

Unit 4 ***Greenwashing*** **132**
- Talk about greenwashing
- Use reported speech in the future tense
- Listen for specific information to complete a summary

Unit 5 ***The Ocean Cleanup*** **134**
- Talk about the Ocean Cleanup
- Use *have something done*
- Write a campaign poster

Unit 6 ***The circular economy*** **136**
- Talk about the circular economy
- Use modal verbs in the past
- Give a presentation

Exam practice **138**

Module 7 *The media* *Topic 5 Global issues*

Springboard 1 Revise types of media 142

Springboard 2 Revise describing media 144

Unit 1 ***The media and you*** 146
- Talk about how different media are used
- Use the future perfect
- Listen for specific information

Unit 2 ***Media language*** 148
- Talk about the language used in different media
- Use mixed conditionals
- Write an article using a suitable register

Unit 3 ***Getting the news*** 150
- Talk about ways of getting the news
- Use reported speech in the future tense
- Scan a text for information

Unit 4 ***Photographs and photojournalism*** 152
- Talk about photojournalism and describe photos
- Use the future perfect continuous
- Understand reference words in a text

Unit 5 ***Advertising*** 154
- Talk about the features and techniques of advertising
- Use *have something done*
- Listen to identify different viewpoints

Unit 6 ***Working in digital media*** 156
- Talk about jobs in a digital media agency
- Use modal verbs in the past
- Present dos and don'ts for successful team work

Exam practice 158

Module 8 *Equality* *Topic 5 Global issues*

Springboard 1 Revise household chores and industry sectors 162

Springboard 2 Revise equality issues 164

Unit 1 ***Gender gaps and stereotypes*** 166
- Talk about the gender gap and stereotypes
- Use the future perfect
- Research women in STEM to prepare for a discussion

Unit 2 ***Ableism*** 168
- Talk about ableism
- Use the future perfect continuous
- Interpret details from a reading text

Unit 3 ***Bias in language*** 170
- Identify language bias and practise inclusive language
- Use *have something done*
- Produce a text about inclusive language

Unit 4 ***Discrimination in the workplace*** 172
- Talk about different forms of discrimination in the workplace
- Use modal verbs in the past
- Identify examples of discriminatory hiring practices in a job ad

Unit 5 ***Social inequality*** 174
- Build vocabulary for describing social inequality
- Use reported speech in the future tense
- Produce an 'explainer' presentation

Unit 6 ***Working for change*** 176
- Talk about human differences
- Use mixed conditionals
- Identify opportunities for community partnerships

Exam practice 178

Revision 182

General conversation 198

Grammar reference and practice 200

Audio scripts 238

Glossary 276

Answers (eBook only) 277

Wordlist (eBook only) 315

1 THE WORLD AROUND ME

LEARNING OBJECTIVES

- Talk about daily routines and people's personalities
- Use adverbs of frequency and time
- Write a short summary of an interview about routines

SPRINGBOARD 1

FAMILY, FRIENDS AND RELATIONSHIPS; HOBBIES AND LEISURE TIME

vocabulary **1** Read the article and underline the things that Fatima does on a school day.

A day in the life of... a busy student

Fatima is a student at a secondary school in Melbourne. She wakes up early in the morning to get ready for school. She starts her day with a healthy breakfast because she knows she won't eat again until breaktime at school. Then she washes her face, brushes her teeth and gets dressed. She always takes a tram to school. She goes to her classes and then returns home at 3 p.m.

Fatima also has a job. She works as a cashier at her local supermarket. She works after school a few days a week, and sometimes at the weekends, too.

She usually helps out with jobs around the house before she does her homework. After dinner, she often spends time with her family or watches TV. She doesn't often play sport, but a few evenings every week, Fatima plays football in the garden with her sister, which gives her some exercise and the chance to relax after a long day. She never goes out with friends on a school night. There just isn't time! Before bed, she always has a shower and brushes her teeth.

vocabulary **2** Make a list of five things you do every school day. Work in pairs. Compare your lists.

vocabulary **3** Complete the sentences with the adjectives from the box.

busy friendly funny honest interesting quiet

1 Fatima works hard every day. She is always very _____.
2 I trust my big sister because she never lies. She is very _____.
3 My friend is always telling jokes to make me laugh. They are so _____.
4 I love the stories my uncle tells about his life. He is so _____.
5 My neighbour knows lots of people and is so easy to talk to. He is very _____.
6 My cousin doesn't talk much. She is very _____.

vocabulary **4** Work in pairs. Use one or more of the adjectives below to talk about your week so far.

angry boring careful helpful honest quiet serious unhappy

vocabulary **5** **Think of three people. They can be someone you know or someone famous. Write a sentence about each person using an adjective from Exercise 4 to describe their personality.**

grammar **6** **Complete the table with the things that Fatima does in Exercise 1.**

WHEN	ACIVITY
always	
usually	
often	
sometimes	
not often	
never	

Adverbs of frequency

Use adverbs of frequency to talk about how often something is done:

always > often > usually > sometimes > not often > not usually > never

Adverbs of frequency go before the main verb, but *after* the verb *to be:*

*We **always eat** dinner at 7 p.m.*

*She **doesn't usually go** to the gym in the evenings.*

*He **is usually** a good student.*

grammar **7** **Complete the sentences so they are true for you. Then work in pairs and compare your ideas.**

1 I always try to _____.

2 My classmates usually _____.

3 My friends and I often _____.

4 I sometimes like to _____.

5 We don't often _____

6 I never _____.

grammar **8** **Find the adverbs of time (1–5) in Exercise 1. Then use them to complete sentences that are true for you. Work in groups to compare your routines.**

1 Every morning, _____.

2 After school, _____.

3 At the weekend, _____.

4 She doesn't often play sport but a _____.

5 On a school night, _____.

6 Before bed, _____.

Adverbs of time

Use adverbs of time to show *when* (e.g. *after school*), for *how long* (e.g. *for a week*) and *how often* (e.g. *every morning*) an action happens.

When they come at the start of a sentence, they are followed by a comma. They can also come at the end of a sentence:

***Every morning**, I make breakfast.*

*I visit my grandfather **at the weekend**.*

grammar **9** **Work in pairs. Interview each other. Make notes of the answers.**

1 What do you hate doing every morning?

2 What is something you do with your family or friends every year?

3 What do you like to do before you go to bed?

4 What did you do last week that was interesting?

5 What did you eat for dinner last night?

grammar **10** **Write a short summary of your partner's interview answers.**

SPRINGBOARD 2

FAMILY, FRIENDS AND RELATIONSHIPS; HOMES

LEARNING OBJECTIVES

- Talk about neighbourhoods, social activities, family and homes
- Use prepositions of place, the present continuous and *than* for comparison
- Follow spoken instructions to locate places on a map and express preferences

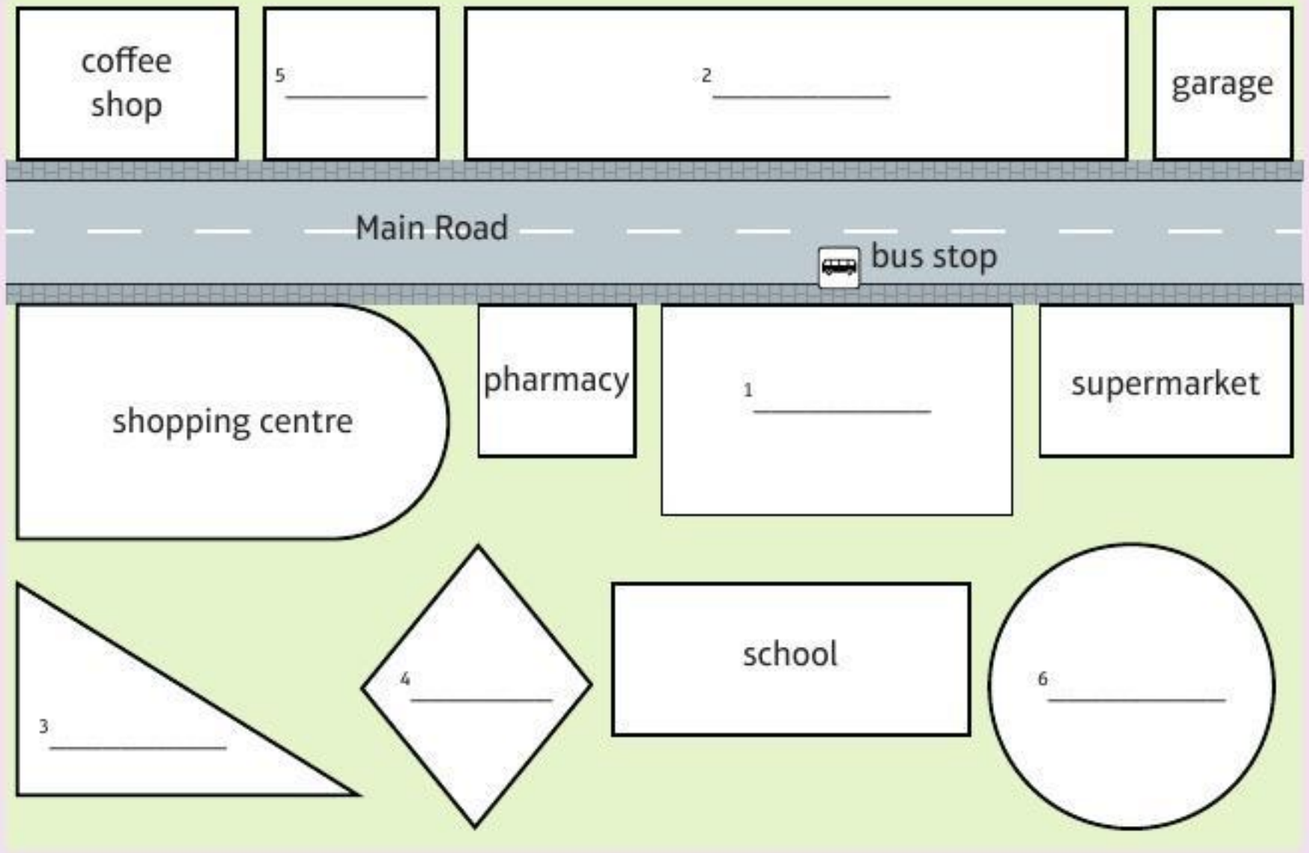
grammar **1** **Work in pairs. Take turns to tell each other where the items (1–6) are in your classroom. Use the words in the box.**

above behind below in front of inside near next to on opposite under

1 the door
2 your teacher
3 your bag
4 your lunch or snack
5 the board
6 your desk

vocabulary **2** **Listen to the conversation between Natalie and Reehab. Use the words in the box to complete labels 1–6 on the map.**

cake shop cinema hospital
market pet shop restaurant



vocabulary **3** **Where do you usually find these things?**
Circle the things you usually find in the countryside.
Underline the things you usually find in the city.

blocks of flats | factories | farm animals | fields | forests | lots of traffic | mountains | the underground

grammar **4** **Complete the sentences using the present continuous.**

1 I _____ [**meet**] my friends for lunch this afternoon.
2 Sara is at school this morning. Afterwards, she _____ [**play**] football with her friends.
3 Have you seen the schedule? We _____ [**have**] an extra maths lesson tomorrow!
4 They _____ [**take**] a trip around the world.
5 Zain is happy because he _____ [**not** / **work**] next week.
6 What _____ you _____ [**do**] for your birthday next week?

Present continuous

Use the present continuous tense to talk about future plans that are already decided.
Use *am* / *is* / *are* + verb + *-ing*:

*I **am moving house** next week.*

*He **isn't taking** the exam this year.*

*What **are** you **doing** this weekend?*

Use *will* to talk about decisions made at the time of speaking:

***Are you going** to Tom's to study? I **will** come, too!*

vocabulary 5 **What do you like doing? Read the suggestions. If you enjoy an activity, think about who you like doing it with. Then work in pairs and compare your answers.**

watching TV
playing video games
eating out
going shopping
visiting my relatives
playing sport

I like / don't like playing…
I prefer going…
I enjoy / don't enjoy watching…

vocabulary 6 **Play a word game. Read the clues and complete the missing words. What's the secret word?**

1 If you are the oldest, then you were born… _ i _ _ _
2 Your mother or father's sister is your… _ _ _ t
3 You probably drank lots of this when you were a baby. _ _ _ k
4 You can use this to share photos and email your friends. _ n t _ _ _ _ t
5 The feeling you have for your best friends and relations. _ _ v _
6 In a group of brothers and sisters, the last child is the… _ _ _ n g _ _ _

Read the first letter of the missing words to find the secret word! _ _ _ _ _ _

grammar 7 **Complete the sentences using the correct form of the words in the box and *than*.**

big fast tall young

1 Fred is much _____ I am. He can reach the top shelf.
2 Meili is _____ my sister. She's only six years old.
3 Samir can run _____ us. We can't catch him!
4 Your sandwich is _____ mine. That's not fair!

than for comparison

Use *than* to compare. It is used with the comparative form of an adjective or adverb (*louder*, *prettier*, *nicer*…) and comes between the two things being compared:

*He is **shorter than** I am.*

vocabulary 8 **Design your dream room. Use the words in the box to help you. Then work in pairs and compare your designs.**

bed bedside table bookshelf chair computer cupboard desk lamp mini-fridge mirror posters rug TV

REFLECT: TOPIC VOCABULARY

How do you feel about describing these topics? Choose the emoji that matches your feelings.

Daily routines			
Personalities			
Buildings and places			
Countryside and city			
Everyday activities			
Family			
Homes and furniture			

How could you improve your knowledge of vocabulary for these topics? Think of two ideas.

REFLECT: GRAMMAR

How well do you understand these grammar structures? Choose the box that is true for you.

Grammar	**I don't know this well**	**I know it, but I can't use it well**	**I know it and I can use it well**
Adverbs of frequency			
Adverbs of time			
Prepositions of place			
Present continuous			
than for comparison			

How could you improve your knowledge of these structures? Think of two ideas.

1 MY FAMILY

FAMILY, FRIENDS AND RELATIONSHIPS

LEARNING OBJECTIVES

- Talk about families and relationships
- Use *like*, *alike*, *slightly*, *the same as* and *the same*
- Listen for gist and detail

reading **1** **Read the diary entry. Try to work out the meaning of the expressions in bold. Then work in pairs and check your ideas.**

Dear Diary,

Today, I was a bridesmaid at my cousin's wedding. I wore a long dress and had flowers in my hair. It was amazing!

Weddings are the only time when my whole family gets together. Although I **get on well with** most of my relatives, I have some younger cousins who really annoy me. They like to tease me about everything: my haircut, my clothes and even the ringtone on my phone! Sometimes, we end up fighting and I get into trouble for making them cry. It's so unfair! Grandma always says I shouldn't get upset about what they say because they're just little children. She gives me such good advice. She is a constant **positive presence** in my life. She also likes to give me money whenever she sees me... It's like having a second **allowance**!

Thankfully, my naughty cousins didn't annoy me at the wedding today because Grandma said we must all be on our best behaviour.

Bye for now!

speaking **2** **Work in pairs. Discuss the questions.**

1 The diary talks about a family get-together. Do your family often get together? If so, when?
2 Is the girl's family similar to yours?
3 Do you have a family member you are particularly close to?
4 Is there someone in your family who is a positive presence in your life? How?

listening **3** **Listen to the conversation. Why is Sara looking through the photo album?**

EXAM SKILLS

Stay calm so you can listen and remember what was said.

gathering *= an event where a group of people spend time together*

listening **4** **Listen again. Are the statements True (T) or False (F)?**

1 The bald man in the black and white picture is Sara's grandfather.
2 Mum looks like her father's father.
3 Mum is generous and hard-working.
4 Sara and her father have exactly the same taste in films.
5 Aunt Molly had lots of children.
6 Jack and Jill are the only twins in the family.
7 Jack and Jill are alike.

speaking **5** **Draw your family tree. It can be real or made up. Work in pairs. Ask and answer questions about your family.**

- *Who's Adam?*
- *That's my cousin.*
- *Is he your only cousin?*
- *No. I've got two more. Can you see them?*
- *Oh, yes! Do you get on well with them?*
- *Well…*

like, alike, slightly, the same as, the same Page 201

Use *like* and *alike* to say that a person is similar to, or the same as, another person:

*He looks **like** you, Mum.*

*Look at those two boys. They're so **alike**.*

Use *the same as* and *(exactly) the same* to show that someone is identical to someone else:

*Sara is **the same as** Aunt Molly. She loves animals.*

*They aren't **exactly the same**, even though they're twins.*

Use *slightly* with an adjective to mean something is similar or different to a certain degree, but not much:

*We have those things in common, but our tastes are **slightly** different.*

*One of the boys is **slightly** taller than the other.*

writing **6** **Write a diary entry about a get-together with family or friends. It could be real or imagined. Write 70–100 words. Include the following details:**

- the holiday or occasion that brought you all together
- what you enjoyed about getting together
- what you didn't enjoy about the get-together.

Plan before you write: brainstorm, organise and then write. Divide your ideas into paragraphs so they are organised and clear. Use the bullet points as a checklist as you write.

listening **7** **Listen to the podcast about personality and characteristics (or 'traits'). What influences your personality?**

determine = *decide*
conduct (v) = *organise, carry out*
genes = *inherited characteristics that affect development*
shape (v) = form

listening **8** **Listen again. Choose the correct options (A–C) to complete the sentences.**

1 According to the podcast, your personality is _____ inherited.
- **A** largely
- **B** completely
- **C** not

2 Your personality will be _____ your parents.
- **A** different from
- **B** the same as
- **C** similar to

3 Scientists have conducted studies on _____ .
- **A** siblings
- **B** identical twins
- **C** parents and their children

4 If you're not hard-working, people might think you are _____ .
- **A** charming
- **B** lazy
- **C** sociable

5 Learned behaviour comes from _____ .
- **A** our parents
- **B** our environment
- **C** scientific studies

6 _____ are responsible for our behaviour.
- **A** We
- **B** Our parents
- **C** Our school and community

speaking **9** **Work in groups. Discuss the questions.**

1 Which people have helped shape your personality?
2 Can you think of personality traits you share with friends or family?
3 What experiences at school have helped to shape your personality?
4 What other experiences have had a positive effect on your personality?

writing **10** **Write a blog post about the person you admire the most. Write 80–100 words. Include the following information:**

- who they are and their relationship to you
- why you admire them
- details of how they have influenced or helped you.

Culture point

The extended family model is often found in countries in Asia, Africa, Southern and Eastern Europe, South America and the Middle East. Its members are several generations of the same family all living together. These families often have strong bonds because they may share responsibilities, such as finances and caring for children, sick or elderly family members.

2 OUR HOUSE

HOMES

LEARNING OBJECTIVES

- Talk about homes
- Use *wh*- questions
- Make predictions about a text

speaking **1** **Work in pairs. Look at the different types of homes. Discuss the similarities and differences.**

A bungalow

B flat

C house

- *What's the difference between the house and the flat?*
- *The house has a garden, but the flat doesn't.*
- *I like the house because it has a garden.*
- *I prefer the flat! It doesn't have a garden, but it has a good view.*
- *What else?*
- *The house has a balcony, but the bungalow doesn't.*
- *That's right! I think it has a basement…*

Culture point

In cities like Shanghai and Cairo, there is very little space for housing. Most people in these cities live in flats in tall buildings.

reading **2** **Work in pairs. Look at the information sheet. Discuss the questions. Then read the information sheet to check your predictions.**

1 What do you think the information sheet is going to be about?
2 What's different about the house?
3 What do you think are the advantages and disadvantages of living in a home like this?

EXAM SKILLS

A prediction is a guess you make about the text before you read it, using clues like the title, sub-headings and pictures. Make time to predict before you read.

trend = *the way things are developing or changing*

A new trend in housing

Why do people choose tiny houses?

There are many reasons why people want to live in tiny houses. Some just want a simpler life, without lots of possessions or rooms to clean. Others want to bring their families closer by living together in a small space. More importantly, tiny homes cost much less than other homes to build and look after, so people without much money can own their own home.

Who lives in tiny houses?

Anyone can live in a tiny home: students, couples, people with pets and even whole families!

When did the tiny house trend start?

Small homes have been around for a long time, but have become more popular as housing has become more expensive. People have also grown more interested in protecting the environment, and smaller houses require fewer materials to build and less energy to heat and cool.

What is it like to live in tiny homes?

These micro homes have everything that you can find in much larger homes, like electricity, running water and bathrooms. They can even have air conditioning and dishwashers. Some tiny homes are more spacious than others, but you have to be clever with the design and layout. For example, a living room can double as a dining area and a sofa becomes a pull-out bed, with room for storage in the base. Stairs have cupboards underneath, and walls provide shelves and hooks for hanging things on. Most tiny homes are under 30 square metres, so every part has to be used.

Where can you put a tiny house?

Tiny houses can be placed on land that you either rent or buy, which can be expensive. But some people choose to have their tiny house put on wheels so they can be free to travel wherever they choose!

3 reading

Read the information sheet again. Complete the table. Write three advantages and three disadvantages of living in a tiny house.

Advantages	Disadvantages

4 writing

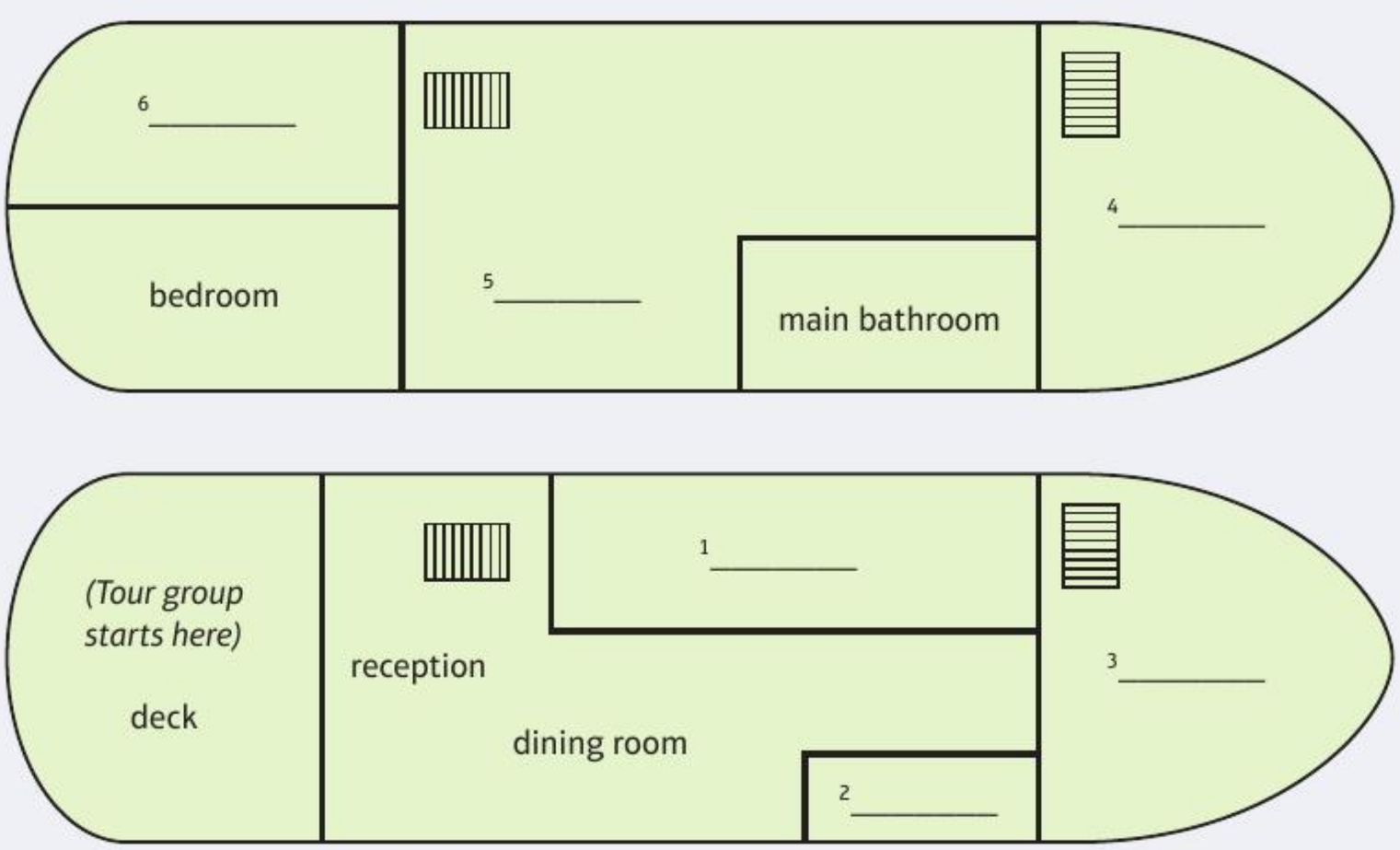
Write a summary of the advantages and disadvantages of tiny houses. Use your notes from Exercise 3 to help you. Write 50–80 words.

When writing a summary: use your own words as much as possible; be concise (brief and direct); group your ideas logically; and use linking words to connect points and to show contrast.

5 listening

Listen to a tour of a houseboat on the River Nile in Cairo. Use the words in the box to complete labels 1–6 on the plan.

bedroom family room
kitchen lounge
main bedroom toilet



wh- questions Page 202

Use *who* to ask about people:	Use *where* to ask about a place:	Use *what* to ask for information:	Use *when* to ask about a time:	Use *why* to ask for a reason:
***Who** lives in tiny houses?*	***Where** can you put a tiny house?*	***What** is it like to live in tiny homes?*	***When** did the tiny house trend start?*	***Why** do people choose tiny houses?*

6 speaking

Think of some questions you can ask other students about their homes. Then work in groups. Ask and answer.

- *What's your home like?*
- *We live in a two-bedroom flat.*
- *When did you move there?*
- *A few years ago.*
- *Why did you move there?*
- *It's close to Mum's work.*
- *And where do you sleep?*
- *I share a bedroom with my brother.*
- *Do you like living there?*
- *Well…*

7 writing

Write a description of your dream home. Write 100–120 words. Include the following:

- the kind of house / flat it is and who lives there with you
- what rooms you have
- a description of your bedroom.

3 MY NEIGHBOURHOOD

HOBBIES AND LEISURE TIME; HOMES

LEARNING OBJECTIVES

- Talk about neighbourhood and community
- Use *going to* + infinitive for future plans
- Listen for attitude

speaking 1 **Work in groups. Discuss the questions.**

1 If you moved to a new neighbourhood, what would you do to get to know the area?

2 What places would be most important for you to find there? Why?

listening 2 **Listen to Tanya telling her friend Dee about moving to a new neighbourhood. How does Tanya feel about her new life?**

exchange programme = *when you visit another student, usually in another country, and then they visit you*
boutique = *a small shop selling fashionable clothes*

listening 3 **Listen to the conversation again. Where can Tanya do these things?**

1 have fun
2 buy meat
3 get medicine
4 eat pastries
5 drink hot chocolate
6 get a new look (x2)

speaking 4 **Work in pairs. Discuss the questions.**

1 Have you ever attended a neighbourhood festival?

2 What did you do there?

reading 5 **Read the blog post advertising a neighbourhood event in Melbourne. Are the events (1–5) at this year's Italian *festa* old (O) or new (N)?**

1 Music and dancing
2 Performers from Italy
3 Flag throwing
4 Waiters' race
5 Cooking demonstrations

Little Italy

Great news! The Italian *festa* (street festival) is on this weekend in Lygon Street, Carlton. To celebrate their wonderful and diverse culture, Italian-Australians hold an annual *festa* for one weekend every October. The tradition started in 1978 and is so popular that hundreds of thousands of people come each year.

The suburb of Carlton has been home to the biggest Italian neighbourhood in Melbourne since the 1950s. Lygon Street, in the heart of Carlton, has become known as '*Little Italy*'. Some of those who settled here opened up businesses like barber's shops, pizzerias and cafés, all of which you still can enjoy today.

This year, the organisers are going to pedestrianise Lygon Street, so you will be able to walk around and enjoy experiencing Italian culture for a day. There will be the usual music, dancing and street theatre, but this year, special entertainers are going to come from Italy to perform. There will also be the usual popular events such as flag throwing, the waiters' race and a greasy-pole climbing competition.

Perhaps the best part is the food that you can try from the many eateries all along Lygon Street. This year, the pizza-eating competition isn't going to take place. Instead, the restaurants are going to have cooking demonstrations and free tastings, so come along and meet chefs who will show you how to make your own Italian food. The *festa* is open to the public and entry is free. Are you going to come? We hope to see you there!

suburb = *an area on the edge of a town or city where people live*
pedestrianise = *stop cars going down a street, so people can walk along it safely*
eateries = *places where you can buy and eat food*

speaking 6 **Work in groups. Make notes and plan a neighbourhood celebration. Then present it to the class.**

Step 1: Plan

1 What kind of celebration will you have?
2 Where will it be held?
3 What activities or events will it have?
4 What will each person do to help?

Step 2: Present

1 Decide how the group will present the plan to the class.
2 Explain the role of each person in the celebration.
3 Present your plan as a group.

going to + infinitive for future plans Page 203

Use *going to* + infinitive for plans that are definite or that will happen soon:

Special entertainers ***are going to come*** *from Italy to perform.*

The pizza-eating competition ***isn't going to take place****.*

Are *you* ***going to come****?*

Use *will* for an action you are deciding on while you speak:

I ***will have*** *the pizza.*

writing 7 **Write a blog post advertising your neighbourhood celebration using your notes from Exercise 6. Write 80–100 words.**

listening 8 **Listen to a radio programme about a construction project in a town. What is the project?**

extension *= a new part added to a building*
compromise *= when people accept less than they really want, especially to make an agreement*

listening 9 **Listen again. What does each speaker (Po, Kareem and Mohamed) think about the project? Make notes. Then decide if each speaker is for or against the project.**

listening 10 **Listen to the extracts. Choose the words that describe the speaker's attitude. Then work in pairs and compare your ideas.**

1 I think these facilities will help keep kids off the streets and out of trouble. [**positive** / **negative**]
2 Does that make sense? [**angry** / **happy**]
3 Traffic will definitely increase as a result, making it unsafe for the infants' school further down the street. [**not interested** / **worried**]
4 But, if we can make this a win-win for everyone, then people may accept it. [**unhappy** / **hopeful**]
5 Exactly! [**angry** / **positive**]
6 If we make the new car park free, then everyone in the neighbourhood can use it. [**confident** / **not confident**]

speaking 11 **Work in pairs. Discuss the questions.**

1 What are your views on the project discussed in Exercise 8?
2 Do you strongly agree or disagree with any of the speakers? Why?

writing 12 **Read the neighbourhood newsletter. Are you for or against the plan? Why? Write an email to your local council expressing your opinion on the plan, giving reasons. Write 80–120 words.**

NEIGHBOURHOOD NEWSLETTER

New mall to replace historic mansion

There are plans to build a new mall in the area. The site of the historic house on West Street is the only location big enough for such a project. The house is 100 years old, but no one has lived there for many years.

4 WHAT IS FRIENDSHIP?

FAMILY, FRIENDS AND RELATIONSHIPS

LEARNING OBJECTIVES

- Talk about friendship
- Use adjectives ending with *-ing* and *-ed*
- Understand context before reading

listening **1** **Listen to the podcast about friendships. Match the types of friends to their descriptions.**

1 acquaintances

2 social friends

3 close friends

4 best friends

A People we have a deep connection with because they love and accept us for who we are, and we trust them completely.

B People we have a good connection with because we like to hang out with them, and who we can talk to about personal issues.

C People we can have fun with, but don't share anything too deep or personal with.

D People we have met a few times, but we don't know them well.

speaking **2** **Complete the table. Write about people you know or about characters in a book or film. Then work in pairs and tell each other about the people you have chosen.**

Types of friends	Names	Activities we / they do together
Acquaintances		
Social friends		
Close friends		
Best friends		

speaking **3** **Work in pairs. Discuss the questions.**

1 What makes a good friend?

2 Are you a good friend? Why / Why not?

reading **4** **Look at the webpage. What do you think it is about? Choose an option (A–C). Then read and check your prediction.**

A People's views about why best friends are important.

B People's descriptions of their best friends.

C People's ideas about what the perfect best friend should be like.

Best Friends Forever — Who's your BFF?

This month on *Teens' World*, we are celebrating friendship. Thank you to everyone who sent us information about their best friends! Keep sending them in, and we will post as many as we can on our site. Here are today's BFFs.

Sammy

Sammy's a loyal friend who's by my side in good times and bad. I like how self-confident and hard-working he is. He doesn't have many friends because he prefers to have a small group of mates. He's not the chatty type and he's very caring because he doesn't like his friends to be worried about anything. So I can always count on him to listen and give me a hug when I need it. Sammy's also very trustworthy: he keeps all my secrets. If you ever need to borrow something, no problem! Sammy will lend you his stuff because he's very generous and giving. He's also athletic and loves to go swimming.

Zendaya

Zendaya likes to laugh. I am never bored when she's around! She's fun-loving and encourages me to always look on the bright side of things, so I can count on Zendaya to put me in a good mood. She's talkative and curious by nature, so she loves meeting new people and getting to know them. But because she has so many friends, she has difficulty staying in touch with everyone. But if you find something confusing, Zendaya will help you out. If you have a problem, she will listen to you and give great advice. The only problem is that people sometimes get offended or upset by what she says! But I like how honest she is: it doesn't bother me at all. She's also sporty and likes her friends to go to the gym with her.

reading **5** **Read the webpage again. What qualities make Sammy a good friend? Choose your top three and put them in order from 1 (most important quality) to 3 (least important quality). Do the same for Zendaya.**

speaking **6** **Work in pairs. Share your lists from Exercise 5. Are they the same or different? Why? Discuss.**

Adjectives ending with *-ing* and *-ed* Page 204

Use adjectives ending with *-ing* to describe characteristics of people, things or situations.

*Sammy may not seem very **interesting** to some people.*

Use adjectives ending with *-ed* to describe feelings.

*People sometimes get **offended** by what she says!*

listening **7** **Listen to a radio programme about friendship theories. Are they similar or different? Then listen again and match the theories (1–5) to the people (A–E).**

1 Friendship fulfils our need for love and to belong.

2 Your friends will either make you succeed or fail.

3 Trust and kindness are the foundations of friendship.

4 Friendship cannot exist between people with different amounts of money.

5 True friendship relies on shared values.

A Confucius

B Dan Peña

C Plato

D Maya Angelou

E Abraham Maslow

speaking **8** **Work in groups. Discuss the questions. Then share your answers with the class.**

1 Which friendship theory in Exercise 7 do you think is the best?

2 Do you have different ideas about friendship?

- *I think Dan Peña's theory is best because our friends can affect what we do and think.*
- *I agree, but I also think trust and kindness are important, so I like what Confucius says.*
- *Maslow is right about how friends make us feel happy. I don't think what Plato says is true, though.*

***bond** = something shared that connects people*
***depend on** = to need and expect the help and support of someone*
***logic** = a way of thinking where ideas are built on ideas that have come before*
***fulfil** = to be successful in achieving something*

writing **9** **Look at the acrostic poem about a friend. Write a short poem (5–10 lines) about friendship. It does not have to rhyme!**

For Ayesha

For you, I would do anything.

Rich is my life because of you.

In good and bad times, you are with me.

Eating pizza with you is always fun.

Never make me cry.

Don't tell anyone my secrets!

5 CITY AND COUNTRYSIDE

HOBBIES AND LEISURE TIME; HOMES

LEARNING OBJECTIVES

- Talk about cities and rural areas
- Use comparative and superlative of irregular adjectives and *as… as*
- Write an informal email

speaking 1 **Compare the pictures. Make a list of the similarities and differences you see. Work with a partner and compare your lists.**

listening 2 **Listen to the introduction to a radio programme. Why are cities important? Work in pairs and discuss your ideas.**

listening 3 **Listen to the rest of the radio programme. Look at the list below. Is each one mentioned as a positive or a negative thing about living in a city?**

1 Job opportunities
2 Quality of roads and buildings
3 Number of schools and hospitals
4 Availability of cheap housing
5 Pollution levels
6 Public transport
7 Entertainment

urban *= to do with towns and cities*
forecast (v) *= say or guess what will probably happen*
lack of *= not available or sufficient*
drawback *= disadvantage*

reading 4 **Read Nadia's email. Does she enjoy living in New York City? Work in pairs and discuss your ideas.**

Comparative and superlative of irregular adjectives and *as… as* > Page 205

Irregular adjectives	Comparative form	Superlative form
good, bad, far, little, much	*better, worse, further, less, more*	*best, worst, furthest, least, most*

*Learning English in New York is **better** than back home.*
***The best** thing about college is that I'm developing very good writing skills.*
*The air is **worse** than any place I've been to.*
*That's **the worst** thing about living here.*

Use *as* + adjective / adverb + *as* to compare when two things are equal:
*The people here are **as friendly as** people back home.*
Use *not as* + adjective / adverb + *as* to compare when two things are not equal:
*New York **isn't as safe as** our town.*

To: Emna cc : bcc :
From: Nadia
Subject: How are you?

Hi Emna,

I miss you so much! Are you enjoying your holiday?

I'm still here in New York City with Mum. I'm really enjoying the summer English programme at the college. Learning English here is better than back home. The best thing about it is that my instructor says I have developed good writing skills.

Living in New York is very different from our town. The streets here are bigger than ours with their one-way systems. I get lost sometimes, but it's fun finding my way around because the city is so full of life and light! There are lots of different shops and places to eat, too. But it's very noisy and crowded with cars and people everywhere! Everything is so fast-moving… except the traffic. The air is so much worse than in any place I've ever been to because of the fumes.

We're staying in a small flat that is further away from the college than I'd like, but it was the least expensive one we could find. The cost of housing back home is much less. Everything here costs so much!

The long subway rides are the most difficult thing of all. I miss my family's big house and how everything in our town was so close by. Fortunately, the people here are as friendly as people back home and I've made lots of friends. But New York isn't as safe as our town, so I try not to stay out late. That's the worst thing about living here!

Also, the only green leaves and plants here are in Central Park! I really miss the green fields in our town.

Can't wait to see you again!

Nadia

Send Draft

reading 5

Read again. Are the statements True (T) or False (F)?

1 Nadia thinks the streets in New York are as big as those in her town.
2 The pollution in the city is the worst Nadia has ever experienced.
3 Places to live cost more than in her town.
4 Nadia thinks the people in her town are more friendly.
5 Nadia thinks New York is safer than her town.
6 New York is less green than Nadia's town.

speaking 6

Work in pairs. Discuss the questions.

1 If you moved to another place, what would you miss about your home?
2 What are some things you wouldn't miss?

- *I like our garden. It's got lots of flowers and space to play football, so I'd definitely miss that.*
- *All the buses stop outside our house, so it's noisy and dirty. That's something I wouldn't miss!*

reading 7

Read the blog about moving to the countryside. Does Daniel like his new life?

FROM CITY BOY TO COUNTRY LAD: A blog about our big move, *by Daniel Young*

For those of you keeping count, today marks two full months of living on the farm for my family! Rural life is quite a change from city life, for sure.

This morning, we drove into town to buy food from the only grocery store. We went for a walk afterwards to explore some more, but there wasn't much to see. Just a few shops selling necessary things like farming equipment and practical clothes… nothing trendy!

To be honest, I miss going to the cinema and hanging out at malls with my friends. That's the worst thing about moving here. But it isn't as bad as I thought it would be. The thing I most enjoy is the wide open spaces. Mum and Dad are happy too. Dad loves this slow-moving life. He likes working outside in the fresh air and sunshine instead of being in an office all day. Mum loves that there's no traffic or fumes. But we do have to rely mostly on the internet to stay connected to everything, like schools and doctors. Luckily, we have a good broadband connection.

We know all the neighbours and have become friends. I hardly knew my neighbours in the city, so that's a big change! I wonder what it will be like here during the winter months… I've heard that the rain and snow can cause problems on the roads. We'll see!

grocery store = *a shop selling food*
trendy = *modern and fashionable*

reading 8

Read again. Choose the best options (A–C) to complete the sentences.

1 Daniel feels the shops in the rural town are _____ .
A trendy **B** boring **C** enjoyable
2 The town has no _____ like in the city.
A malls **B** farming equipment **C** food
3 His father prefers working _____ .
A in an office **B** outdoors **C** in shops
4 His mother is happy the area has no _____ .
A doctors **B** schools **C** traffic
5 The internet is _____ to them on the farm.
A the least important thing
B the most important thing
C an important thing
6 Daniel _____ his neighbours in the city.
A contacts **B** didn't know **C** misses

writing 9

You've just moved to a new area. Write an email to a friend to tell them about it. Write 100–150 words. Include the following:

- explain where you are and why you moved
- describe the new area and compare it with where you lived before
- explain which area you prefer and why.

Hi / Hello…
It's been ages since I heard from you.
I miss you!
Can't wait to hear your news!
Write back soon.
Take care / See you soon / Your friend

6 CHANGING GENERATIONS

FAMILY, FRIENDS AND RELATIONSHIPS

LEARNING OBJECTIVES

- Talk about generations and the differences between them
- Use the passive voice with present tenses
- Ask for more information in a discussion

listening 1 **Listen to a podcast about generations. Complete the notes with one or two words, or a date.**

1 **Baby Boomers:** named after the baby boom of 1946 to _____ .
2 **Generation X:** got their name because they are difficult to _____ .
3 **Millennials:** named after the new millennium, when they became _____ .
4 **Generation Z:** have never been _____ .
5 **Generation Alpha:** the first to _____ in this century.

generation = *all the people in a society or family who are about the same age*
boom = *sudden increase*
accessible = *available, connected*
accelerated = *sped up, made much faster*

listening 2 **Read the descriptions in the table and choose the correct name from the terms in bold in Exercise 1. Then listen again to check your answers.**

1 _____	2 _____	3 _____	4 _____	5 _____
• Did not grow up with digital technology • Hard workers	• Technology and AI are necessary parts of their lives	• High use of social media • Very aware of political issues	• Created social media and use it widely • Value teamwork	• Can use digital technology • Well-educated and independent

reading 3 **Read the article about family heirlooms. Are heirlooms valuable?**

reading 4 **Read again. Are the statements True (T) or False (F)?**

1 Heirlooms are passed down because they are worth lots of money.
2 Only jewellery can be heirlooms.
3 Heirlooms sometimes remind people of an important family event.
4 An heirloom is given so people remember the original owner.
5 Not all people keep their heirlooms.

sentimental = *deeply emotional*
precious = *very dear and important*

From Generation to Generation

An heirloom is an object of special value that has been kept in a family for a long time because it is handed down from generation to generation.

What objects can be heirlooms?

Almost anything can become an heirloom. It can be furniture, like a wooden chest, or an article of clothing, like a wedding dress. Other items commonly handed down include pictures, diaries, recipes, photo albums and musical instruments.

Why are they passed down?

Heirlooms represent family history and memories. Often, these treasured items are passed down as a reminder of a special occasion in that family's history, like a wedding or a birth. Heirlooms are also given as gifts to loved ones to keep the memory of their original owners alive.

Why are they kept or sold?

Heirlooms are of great sentimental value. That's why some pieces of jewellery over 100 years old are still being worn by later generations. They are special because they were once owned by someone dear. The stories that are retold about them are precious and deserve to be remembered for generations. But sometimes, especially when they are worth a lot of money, heirlooms are sold.

Passive voice with present tenses > Page 206

Use the passive when:

- the person or thing that does the action is not known, is not important or is obvious.
- the object of the action is more important then the subject. If you want to say who or what does the action, use *by*.

Most present tenses have a passive form:

*It **is handed down** from generation to generation.* [**present simple**]

*Some pieces of jewellery **are** still **being worn** by later generations.* [**present continuous**]

*It **has been kept** in a family for a long time.* [**present perfect**]

speaking **5** **Work in groups. Discuss the questions.**

1 Do you have an heirloom in your family?
2 How old is it?
3 What does it look like?
4 Do you know the story behind it?

- *You have a 100-year-old diamond ring? Wow!*
- *Yes! It is treasured by my mum.*
- *Why?*
- *It was my great-grandmother's engagement ring.*

PRONUNCIATION

The 'h' in *heirloom* is silent, so we do not say it.

writing **6** **Write an article for your school magazine about a family heirloom. Write 100–120 words. Include the following:**

- what the item is, and a description
- the story behind it
- if you value it, and why.

reading **7** **Read a student's project about Chinese weddings. Are these features traditional (T) or new (N)?**

1 White wedding dress
2 Tea ceremony
3 Money in red envelopes
4 Wedding ring
5 Small reception

tradition = *long-standing custom or belief*
legally = *according to the law*
impress = *make someone respect you and believe you have achieved something important*

CHINESE WEDDINGS

China is a large country and each area has had its own way of celebrating weddings for hundreds of years. There are many similarities, but some traditions are changing.

The wedding dress and veil are red, which is the colour of good luck, happiness and wealth. Traditionally, brides change dresses two or three times on their wedding day. White wedding dresses are now increasingly popular.

The tea ceremony is when the couple show respect to their families by kneeling before them and serving them tea. Accepting the tea is a sign that the families approve of the marriage.

Red envelopes filled with money are given to the newlyweds by their guests.

The wedding ceremony is usually small and formal, and only a few family members attend. Papers are signed to make the couple legally married.

Wedding rings are not traditional, but are beginning to be common in China.

Cakes and pastries are presented by the groom's family at the reception, which is usually a grand event with many guests and a feast.

Wedding celebrations in the past were huge parties that were meant to impress, so they were very expensive. Modern-day receptions are much smaller, simpler and cost less.

speaking **8** **Work in groups. What different views might older and younger generations have about these things?**

traditions | education | fashion | jobs | mobile phone use | money | social events

speaking **9** **Work in groups. Read the problems. Choose one and discuss how the issue can be solved. Then share your ideas with the rest of the class. Which is the best solution for each problem?**

Problem 1

Ava's grandma has been given a smartphone. She doesn't completely understand how it works and often asks Ava to help her. She enjoys watching videos and playing games, but struggles to remember how to access them. Helping her takes up lots of Ava's time.

Problem 2

Dylan likes to be fashionable and spends most of his money on the latest styles. His bedroom is full of clothes he doesn't wear anymore. His mum wants him to save more of his money for the future, but Dylan isn't interested.

That sounds good / interesting. Tell me more!
Sorry. But what exactly do you mean by…?
Why do you think / suggest that?
So, which idea do you think is the best, then?

EXAM PRACTICE: LISTENING

A tour of a historic house

1 Listen to a tour guide at a historic country house.

a What does the guide talk about? Listen to the recording and put a cross [x] in each of the **three** correct boxes.

A The past ☐
B The countryside ☐
C Food ☐
D Rules ☐
E Wildlife ☐
F Water sports ☐

The tour continues.

b What does the guide talk about? Listen to the recording and put a cross [x] in each of the **three** correct boxes.

A Paintings ☐
B Furniture ☐
C Leisure time ☐
D Books ☐
E An accident ☐
F The roof ☐

(Total for Question 1 = 6 marks)

EXAM SKILLS

In the listening exam, you will have five minutes to read the questions before you hear the first recording. Read each question and all the options carefully before you start the exam. During the exam, you will hear each recording twice. Note down ideas the first time, then adjust them if you need to after the second time. If you make a mistake or change your mind, put a line through the wrong answer and mark the new answer. If you are still not sure, pick an option – you might be right!

Friends

2 Rob is talking about his friends. Listen to what he says and put a cross [x] in the correct boxes.

a Which statement is correct?

A ☐ Rob's known all his friends for a long time.
B ☐ Rob met Luke when they started school.
C ☐ Luke is Rob's only long-term friend.

b What school subjects do Rob and Luke like?

A ☐ They prefer different things.
B ☐ They both prefer science.
C ☐ They both prefer the arts.

c What does Rob say?

A ☐ He wishes Luke was his brother.
B ☐ He and Luke are like brothers.
C ☐ He gets on with Luke better than with his brother.

(Total for Question 2 = 3 marks)

3 Rob continues to talk about his friends. Listen and answer the questions. You do not need to write in full sentences. For each question write no more than five words.

a What does the group of six friends do together?

b Who else are Rob's friends?

c Where does he usually see them?

(Total for Question 3 = 1 mark)

A conversation about communication in the past

4 Martha is talking to her grandfather. What do they say? Listen to the recording and complete the sentences with the words from the box below.

a phone equally home less more never pleased sometimes sorry the internet work

a Martha's grandfather thinks his schooldays were _____ stressful than hers.

b He is _____ he didn't have a smartphone at Martha's age.

c Martha can't imagine life without _____ .

d Martha _____ receives letters.

e Grandpa describes a machine that he used at _____ .

(Total for Question 4 = 5 marks)

EXAM SKILLS

When completing gapped sentences, the words you need to use to fill the gaps are in the box. There are more words than you need and there are at least two possible choices for each gap. Think about the type of word you need to fill each gap (e.g. noun, adjective, adverb of frequency) before you listen the first time and identify examples of these in the box. Mark possible answers the first time you listen, then choose or check your answers the second time.

A new neighbour

5 Joe and Nadine meet outside a village shop. Listen to the conversation and complete the sentences by putting a cross [x] in the correct box for each sentence.

a Nadine is

- **A** ☐ a visitor.
- **B** ☐ Joe's friend.
- **C** ☐ a new resident.

b Nadine grew up in

- **A** ☐ Manchester.
- **B** ☐ Joe's village.
- **C** ☐ her grandparents' village.

c Nadine's parents are going to

- **A** ☐ travel to Manchester every day.
- **B** ☐ get new jobs.
- **C** ☐ continue their jobs at home.

d Nadine

- **A** ☐ feels OK about moving house.
- **B** ☐ misses her old life.
- **C** ☐ is quite upset.

e Nadine's sister is

- **A** ☐ not very happy.
- **B** ☐ older than Tina.
- **C** ☐ friends with Joe's sister.

f Nadine's new school is

- **A** ☐ in the village.
- **B** ☐ in a nearby town.
- **C** ☐ a long way away.

(Total for Question 5 = 6 marks)

Different sizes of family

6 Selim and Ellie are talking about the advantages and disadvantages of having a big family or being an only child. What do they say?

a Listen to the conversation and complete the table. Write one advantage or disadvantage in each space. You do not need to write in full sentences. For each question write no more than five words.

Selim says that the	
disadvantages of a big family are	(i) _____ .
	(ii) _____ .
	(iii) _____ .

Ellie says that an	
advantage of being an only child is	(iv) _____ .

b When does Ellie say is the worst time for her as an only child?

(Total for Question 6 = 5 marks)

EXAM PRACTICE: READING

Read the information from a neighbourhood website.

Neighbourhood News: What's On?

Youth Club

It's our birthday! Yes, it's true! Next Saturday, 11 June, we'll have been here for 10 years! If you're between 14 and 18, come and help us celebrate. There'll be a picnic, music and games.

Where? Our brand new club house on Millview Road.

When? 12.30–3.30 p.m.

Interested? Please click on the link below to book your place. It's all free but we need to know numbers.

Cheers!

Rob

Join Youth Club Picnic

Quiz night

Our usual Tuesday evening quiz night is moving to Fridays. The time and place are the same: 19.30–21.30 in the village hall. We hope this means more people will be able to attend.

As usual, we'll have local musicians to entertain us while we think! Come along and join the fun. We'll organise teams when everyone has arrived, so it's fine to come on your own. There's no charge, but donations to the village hall fund are welcome.

Annual Fun Sunday

Yes, it's that time again! Sunday, 12 June, 10 a.m.–4 p.m., in Elmsbridge Winter Gardens.

This year's highlights include:

- The Challis School jazz band
- Mr Silly Puppet Show
- Skateboard displays
- Market stalls with local produce
- Bouncy castle
- Food and drink stalls

and much, much more!

Free admission. Fun for all the family!

EXAM SKILLS

When you tackle the reading paper, read each question and all the options with it carefully before you answer it. The marks are given for each question. You can use this information as a guide for how long to spend on each one. If you make a mistake or change your mind, put a line through the wrong answer and mark the new answer. If you are still not sure, pick an option – you might be right!

1 Answer the questions below. Put a cross [x] in the correct box for each answer option.

a What are they celebrating at the Youth Club?

A ☐ the club's anniversary
B ☐ a new meeting place
C ☐ Rob's birthday

b Which statement about the quiz night is true?

A ☐ The quiz night is a new idea.
B ☐ They are trying to attract new people.
C ☐ It costs £5 per team.

c When is the quiz night going to be held?

A ☐ the usual evening
B ☐ Tuesday evening
C ☐ Friday evening

d How often does *Fun Sunday* take place?

A ☐ every Sunday
B ☐ every year
C ☐ It doesn't say.

e Where is *Fun Sunday* held?

A ☐ Elmsbridge Winter Gardens
B ☐ Challis School
C ☐ the local market place

f Which type of entertainment is **not** mentioned in the *Fun Sunday* information?

A ☐ shows for children
B ☐ music
C ☐ an art exhibition

(Total for Question 1 = 6 marks)

2 Which of the completed statements about the Neighbourhood News are true? Put a cross [x] in each of the three correct boxes.

All the events

- **A** offer something to eat. ☐
- **B** cost nothing to attend. ☐
- **C** are for all ages. ☐
- **D** include music. ☐
- **E** are outdoors. ☐
- **F** include items for sale. ☐

EXAM SKILLS

Look out for paraphrasing. Read each option carefully. They sometimes repeat something in the text, but use different words. For example, snacks, refreshments, food and drink all mean approximately the same thing as something to eat.

(Total for Question 2 = 3 marks)

Paul is writing to his exchange partner Bai. Read the email below.

To: bai@friend.web

Subject: Visit

Hi Bai

I'm looking forward to your visit. I hope you enjoy staying with us. Our house isn't very big but it's fine for us. I've got my own bedroom, and you're going to have the guest room. It's small but there's a desk and a chair in there, as well as a wardrobe (and a bed, obviously!) so I hope it'll be OK for you. As you know, you're coming to school with me for your first week here. There's a school bus, but it's only a 10-minute walk so that's what I usually do. The teachers are OK, so don't worry, it'll be fine! Then it's the school holidays so we're planning some things to do in your second week before you go home. Is there anything in particular you'd like to do? Maybe a day trip to London? (It's only 30 minutes away by train.) Let me know!

Bye for now

Paul

Send Draft

3 Complete the gap in each sentence using a word or phrase from the box below. There are more words than gaps.

big	by bus	by train	fortnight	holidays	on foot
small	term	week	will	won't	

- **a** Paul's house is _____ .
- **b** Bai and Paul _____ share a room.
- **c** Bai is arriving during the school _____ .
- **d** Paul usually goes to school _____ .
- **e** Bai is staying for a _____ .

EXAM SKILLS

When completing gapped sentences, the words or short phrases you need to fill the gaps are in the box. There are more words in the box than you need and there will be at least two possible words or phrases for each gap. Think what type of word is needed to fill each gap (e.g. noun, verb, adjective) and look for them in the box to help you make your choice.

(Total for Question 3 = 5 marks)

EXAM PRACTICE: WRITING

Task 1: Informal writing

1 You see this post on your neighbourhood's social media page. Read it and write your comments.
You must:

- express an opinion for or against the idea
- give at least **two** reasons for your opinion
- make a new suggestion for how to improve the neighbourhood.

Write approximately **75–100** words in English.

(Total for Question 1 = 10 marks)

Read this!!
Next month's council meeting will be an important one! They're discussing plans to close the town centre to traffic and create a pedestrian-only area. We want to know YOUR opinions before the meeting so that we can pass them on to the councillors. Please take part in our online poll and let us know your comments too.

Like Comment Share

EXAM SKILLS

It's important to get the right register. Task 1 in the exam will be to write a short text using informal language. Emails, blogs and social media posts and comments are examples of texts which are usually informal.

- Write as if you were speaking to a friend.
- Use contractions (*I'm, didn't*, etc).
- It's OK to include emojis 😀.
- Use the active voice.
- Keep your sentences short and avoid complicated words (phrasal verbs are fine).
- Grammar, spelling and punctuation still matter.

Answer booster (Task 1: expressing opinions)	Aiming for a solid level	Aiming higher	Aiming for the top
Structures	**Use stative verbs:** *I (don't) think / believe / like…* *I want to say…* **Use simple comparatives and superlatives:** *The park is cleaner now. / It's the most relaxing place in the city.*	**Use different tenses, comparatives and superlatives:** *It's now better / worse than it was.* *It will be better / worse than it is now.* *It's the worst / best idea ever!* **Use more complex comparatives and superlatives:** *The area is much more attractive than before.* *It's not as noisy as…*	**Use conditionals and modals:** *If this happens / doesn't happen, shops will / might close.* *A better solution would be to…* *They should(n't) / must (not)…* **Use more sophisticated structures:** *The best solution would be…* *A more effective approach would / could / might be…*
Phrases / Expressions to express an opinion	*In my opinion…* *In my view…* *Surely…*	*For example, …* *The most important thing is…* *It seems to me…*	*As far as I'm concerned, …* *I would say that…* *In my experience, …*
Connectives	*First(ly), …, Second(ly), …* *and, also, but* *because*	*In addition, …* *As well as that, …* *On top of that, …* *Although, …* *However, …*	*Moreover, …* *Not only that, …* *For another thing, …*
Other features	**Qualifiers:** *very, really, extremely, incredibly*	**Intensifiers + strong adjectives:** *absolutely awful, completely brilliant, totally absurd, extremely foolish*	**Exclamations and rhetorical questions:** *What an awful / amazing idea!* *How awful / brilliant!* *What could be better / worse?*

Task 3: Summary writing

2 You are doing a project on different styles of family life. Read the article extract below and write a summary for your teacher.

21ST-CENTURY FAMILY LIFE

What are the advantages and disadvantages of living in a nuclear family?

These days it is increasingly common for young people to move far away from where they were born. Instead of staying in a multi-generational household, or 'extended family', they go on to form small 'nuclear' families of their own.

Some advantages of living in a nuclear family

In a small family unit there is a good chance of establishing strong bonds between parents, children and siblings. Children in nuclear families have a strong sense of 'belonging' and this helps them to feel secure. Children and parents are able to form deep relationships, which is good for them all. In addition, with only one or two adults in charge, decisions can usually be made simply and quickly: there are not so many points of view or needs to consider.

Moreover, parents can be consistent in the way they bring their children up. They can establish routines and family 'rules'; they can also agree on what to do if they need to discipline a child. This all adds to a feeling of security. Finally, pre-school children from nuclear families often attend day-care centres while their parents work. This is very good for their social skills and helps them prepare for school.

Some disadvantages

Although childcare can be a positive experience for children, the costs are very high, and many parents struggle to find the money. This could mean having to stop working in order to look after the children. This is not only a financial problem; it can also affect their future career. Another problem is what to do when a child is ill. When there are no grandparents or other relatives nearby to look after the child, parents have to take time off work. They might lose pay when they do this; it could also negatively affect their chances of promotion.

Childcare is not the only problem: if parents have full time jobs, they also have to find time for housework, shopping, and so on. They often have little time left to spend with their children, and, when they do manage it, they are often too tired to enjoy it. In an extended family, on the other hand, there is usually another family member who can share the household jobs and who is able to give the children their undivided attention.

Whatever type of family you live in, there are always both advantages and disadvantages. Often circumstances mean that parents do not have any choice in the type of family they have. However the family is organised, the important things are love and security.

In your summary you must:

- write about **two** advantages of living in a nuclear family
- write about **two** disadvantages of living in a nuclear family
- based on the points in the article, explain whether a nuclear family can be a good type of family to have.

You **must** use your own words where possible.

Remember to use a range of grammatical structures and vocabulary in your response.

Aim to write approximately **180** words in English.

EXAM SKILLS

A summary includes only essential information.

- Read the instructions carefully.
- Read through the text and underline (or note down) the key points that you need in your answer.
- Write full sentences in your answer. Try to use your own words where you can, but keep specific terms, such as 'extended families' and 'nuclear families'.

For ideas to boost your answer to Task 3, look at the Answer booster on page 47.

(Total for Question 3 = 20 marks)

EXAM PRACTICE: SPEAKING

Warm-up questions

1 Work in pairs. Practise asking and answering these questions:

- How is your day going?
- What do you think of the weather today?
- What did you do before the test today?
- What are you going to do after the test today?

Task 1: Role play

EXAM SKILLS

At the beginning of the speaking exam you will have 10 minutes to prepare for both the role play and the picture-based conversation. The first task is the role play.

- The examiner will give you a card that explains the situation and gives you prompts. The topic will be one that you have studied.
- There will be five opportunities to speak. The examiner will speak first.
- You can use the prompts to plan answers 1, 2 and 4.
- **!** – this means it's a surprise question.
- **?** (+ a prompt) – this means you must think of a question to ask the examiner using the prompt.
- You only have to say a few words or a short phrase or sentence for each answer. Do NOT just answer with one word, though!

2 Read the instructions and the role play cards below. Then listen to an example.

3 Now it's your turn. Work in pairs (Student A and Student B). Take turns to be the student and the examiner. Read and follow your instructions. Then change roles.

Student A

You are the student.

Read your card and prepare for the role play.

Topic: My neighbourhood

Your friend is staying with you for the weekend. It's his / her first visit to your town. You're discussing what to do.

1 weekend activities - what
2 your town – best places
3 **!**
4 this evening – suggestions
5 ? food – likes and dislikes

Student B

You are the examiner.

Read the questions and when Student A is ready, begin the role play by asking question 1. Remember to give them time to answer!

Topic: My neighbourhood

In the role play, you are the student's friend. Ask these questions:

1 What do you usually do at the weekend?
2 Where are the best places to go in your town?
3 **!** Where can I buy a little present for my parents?
4 What shall we do this evening?
5 Do you want to ask me a question?

Task 3: Picture-based conversation

EXAM SKILLS

Use some of the preparation time to look at the picture and make notes. Think about:

- how to describe the picture
- how to talk about the topic in relation to the past, present and future
- vocabulary you have learned that is relevant to the topic
- a question you can ask the examiner about the topic.

The examiner will ask you to describe the picture and then they will ask you to answer some prompts about the topic.

4 **Work in pairs. Look at the picture in Exercise 5 and discuss how you would describe it. Then think of a question to ask on the topic of friendship (e.g. the importance of friendship for happiness).**

5 **Read these prompts and think about how you would answer. Then listen to a conversation between an examiner and a student.**

Topic: Friendship

- Do you like taking selfies? (What do you do with the photos?)
- Tell me about a happy time you have spent with friends.
- Do you think you will still have the same friends in 10 years' time? How can you keep in touch?
- Is it possible to be friends with someone with different interests and opinions?
- What are the best ways to keep a friendship alive?
- Do you have a question for me?

6 **Work in pairs. Take turns to describe the picture and ask and answer the prompts in Exercise 5.**

EXAM SKILLS

In everyday conversations, it's normal to hesitate while you decide what to say.

To avoid silences, use phrases like these:

Let me think…

I need to think about this…

That's an interesting question, …

If you don't know how to answer, say:

I don't know, really… maybe…

That's a good question! I'm not sure…

It's also fine to say *hmm*, *umm*, etc, just as you do in your own language!

7 **Now look at the picture in Exercise 8 and think about how you can describe it. Then think of a question you can ask on the topic of city and countryside (e.g. the cost of living in one compared with the other).**

8 **Work in pairs. Read and discuss the prompts. Then listen to a conversation between an examiner and a student.**

Topic: City and countryside

- Do you think this is a special day, or their usual family walk? (Why?)
- Tell me about a time you visited either a city or the countryside.
- Where would you rather live – in a city or the countryside? (Why?)
- What makes somewhere a good place to live?
- What changes do you think will happen in cities and the countryside in the next 50 years?
- Do you have a question for me?

9 **Work in pairs. Take turns to describe the picture and ask and answer the prompts in Exercise 8.**

2 FREE TIME

LEARNING OBJECTIVES

- Talk about free time activities
- Use prepositions of time and place, and perfect continuous for future events
- Play a game

SPRINGBOARD 1

HOBBIES AND LEISURE TIME

vocabulary **1** **Complete the table. Then think of at least two more words for each topic.**

action classical console
documentary fantasy festival
news performance platform game
retro rock role-playing game (RPG)

TV and/or film	Music	Computer games

vocabulary **2** **Work in pairs. Ask and answer four questions related to the topics in the table in Exercise 1.**

Do you like…?
Have you ever…?
How often do you…?
What do you think of…?
What's your favourite…?
Do you…?

- *What do you think of rock music?*
- *I hate it!*
- *Oh! Why is that?*
- *It's too loud, and you can't dance to it!*
- *I see. So what's your favourite type of music?*
- *K-pop!*

vocabulary **3** **Form groups of four. Make a six-sided spinner. Use the spinner twice to get your coordinates. Use them to find your challenge in the grid. Can you complete your challenge in under 30 seconds?**

	1	2	3	4	5	6
1	Name ten parts of the body	Name two music festivals in your country	Name four action films	Name three words related to a film set	Name four actions that a superhero can perform	Name eight vegetarian foods
2	Name four things you usually see on a comic book page	Name four food groups, e.g. proteins	Name four musical instruments that you blow	Name four things that people collect	Name six illnesses	Name three musical instruments that you hit
3	Name six film genres	Name a famous book or film trilogy	Name 12 items of clothing	Name eight music genres	Name six superheroes	Name three adjectives for describing fashion. e.g. stylish
4	Name six famous sports teams	Name four racket sports	Name eight words related to concerts, e.g. tickets	Name three types of medicine	Name five games that you can play on your phone	Name three symptoms of the flu
5	Name seven buttons on a TV remote control	Name six pieces of computer hardware / software	Name six ball games	Name ten types of high street shops	Name six types of pet animals	Name five types of video game, e.g. RPGs
6	Name ten body parts inside your body	Name five adjectives for describing films e.g. gripping	Name eight sports you can play at school	Name 15 hobbies	Name four things you read for pleasure	Name 12 fruits or vegetables

grammar **4** **Complete each phrase with the correct preposition: *in*, *on* or *at*.**

1 _____ Saturday
2 _____ the morning
3 _____ a week
4 _____ lunchtime
5 _____ 20 June
6 _____ night
7 _____ 10 p.m.
8 _____ 20 minutes
9 _____ March
10 _____ Friday morning
11 _____ the 1990s
12 _____ New Year's Day

grammar **5** **Read the festival poster. Then complete each sentence with a preposition of time or place.**

1 The Dolphins perform on the Main Stage _____. [**date**]

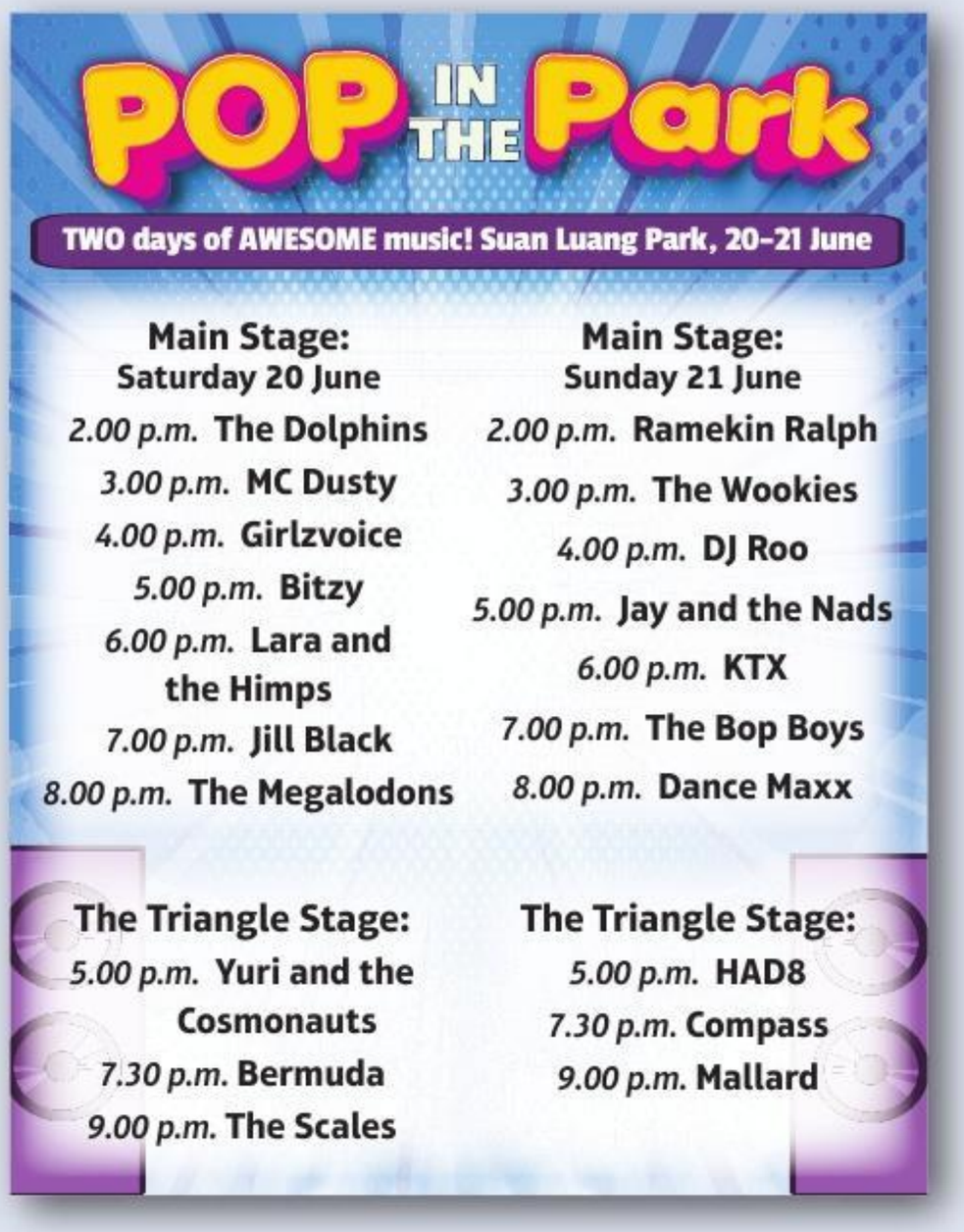
2 Bermuda play _____ [**which stage**] _____. [**time**]

3 The event takes place _____. [**where**]

4 Jay and the Nads play _____. [**day**]

5 Lara and the Himps play _____. [**duration**]

6 Each day, the music starts _____. [**time**]



grammar **6** **Make quiz questions about Pop in the Park. Decide how to play your quiz (in pairs, teams or the whole class). You get an extra point for using the correct prepositional phrase!**

grammar **7** **Look back at the sentences in Exercise 5. Do these events happen in the present or future? Which tense is used and why? Write a rule.**

We use the _____ tense to describe…

grammar **8** **Read the advertisements. Answer the questions using complete sentences.**

1 Where and when is the esports convention?

2 Where and when is Comic Con Brazil?

3 How long does the Salus Foods Summer Sale last?

SPRINGBOARD 2

HOBBIES AND LEISURE TIME

LEARNING OBJECTIVES

- Talk about a TV programme
- Use stative verbs, use verb + *-ing* or an infinitive
- Reflect on learning needs

vocabulary **1** **Complete the table with the stative verbs.**

dislike guess hear
know like look
love mean prefer
recognise remember see
seem smell taste
think understand want

Thoughts and opinions	Feelings and emotions	Senses

Stative verbs (*seem, think, prefer*…) usually describe a state or condition.
Dynamic verbs (*jump, play, study*…) usually describe actions.

vocabulary **2** **Complete the dialogue with a verb from the box. Then listen and check.**

guess heard mean prefer recognise (x2) remember see seemed understand wish

Sally: Did you [1]_____ the latest episode of *Hunters*?

Fernando: Yeah! It was so good! I [2]_____ they would release the whole series all at once. I hate waiting for a new episode each week!

Sally: Did you [3]_____ the scene at the end? I thought it was so confusing!

Fernando: Do you [4]_____ the part when Johnny talks to the man in the hat?

Sally: Yeah, that bit. Who was the man in the hat? I didn't [5]_____ them.

Fernando: I'm not sure. I didn't [6]_____ them either.

Sally: When I [7]_____ his voice, it [8]_____ familiar.

Fernando: Yeah. It sounded a bit like Johnny's brother.

Sally: Oh, yeah! Do you [9]_____ that scene in Series 2, when Johnny's brother leaves?

Fernando: Yeah…

Sally: Well, just before he leaves, he whispers to Johnny, 'I'll be there to help you at the Battle of Godor!'

Fernando: Aha, you're right! It was him!

Sally: Probably. Well, I [10]_____ so… Who else could it be?

Fernando: True. Ah, anyway, what a great episode. I'm loving this series!

Sally: Yeah, I [11]_____ it to Series 2. There's much more action and less boring dialogue!

Some verbs are followed by gerunds.
Some are followed by *to* + infinitive.
Some can be followed by both.

grammar **3** **Choose the correct option to complete the sentences about sport. Then look at the underlined phrases in each sentence. What do they all have in common?**

1 I want **to play** / **playing** professional tennis in the future.

2 They decided **to walk** / **walking** to the stadium rather than go by bus.

3 I love **to play** / **playing** football in the rain! It cools me down!

4 I enjoy **to watch** / **watching** badminton on TV, but I prefer **to play** / **playing** it.

5 I plan **to buy** / **buying** tickets for the game in advance, rather than get them on the day.

6 I'd like **to try** / **trying** snowboarding, but I've heard skiing is an easier sport for beginners.

grammar **4** **Complete the sentences using the correct forms of the past continuous and past simple.**

1 My mum _____ [**walk**] down the stairs, when suddenly she _____ [**slip**] on a ball and fell.

2 I _____ [**stand**] on the beach holding an ice-cream, when all of a sudden a seagull _____ [**fly**] down and stole it!

3 She _____ [**read**] a book on the train, when suddenly another passenger _____ [**spill**] coffee all over her.

4 They _____ [**eat**] burgers, when Zeinab suddenly _____ [**notice**] the meat was undercooked.

Past continuous and past simple

Use the past continuous to describe an ongoing action at a particular time in the past.

Use the verb *was* or *were* + *-ing*:

*Yesterday afternoon, I **was writing** my assignment.*

Use the past simple to describe an activity that interrupts the ongoing action:

*I **was writing** my assignment, when suddenly I **realised** it was due yesterday!*

REFLECT: TOPIC VOCABULARY

How do you feel about describing these topics? Choose the emoji that matches your feelings.

Hobbies			
TV and film			
The body and illnesses			
Food and drink			
Fashion and shopping			
Sports			

How could you improve your knowledge of vocabulary for these topics? Think of two ideas.

REFLECT: GRAMMAR

How well do you understand these grammar structures? Choose the box that is true for you.

Grammar	**I don't know this well**	**I know it but I can't use it well**	**I know it and I can use it well**
Present simple for future plans			
Prepositions of time and place			
Verb + gerund / infinitive			
Past continuous			

How could you improve your knowledge of these structures? Think of two ideas.

1 MY HOBBIES

LEARNING OBJECTIVES

- Talk about hobbies
- Use verb + gerund and *to* infinitive
- Identify key details in a conversation

HOBBIES AND LEISURE TIME; FAMILY, FRIENDS AND RELATIONSHIPS

speaking **1** **Choose the activities you enjoy doing. Then work in pairs. Compare your interests.**

baking cosplay(ing) gaming reading manga chess
dancing photography vlogging coding drawing
playing sport watching live sport collecting things
listening to podcasts playing an instrument watching films

reading **2** **Read the text and answer the questions.**

1 Where might you see a text like this?

2 Who might read this text?

3 What is the purpose of the text?

Comic Con *= a big event for comic book fans*
merchandise *= things you can buy that promote famous people (e.g. shirts)*
collection *= a group of things*

Bangkok Collectors Collective *25 October, 3.56 p.m.*
Woohoo! We've reached 2000 members! 🙌🎉🙌🎉
A huge welcome to our new members this week: @José G., @Linda L, and @Arild.
Please introduce yourselves in the comments. We want to hear all about your cool collections!
👍 19 💬 4

Arild Odegaard *25 October, 4.00 p.m.*
Hi everyone, I'm Arild from Oslo, living in Bangkok.
I go to rock concerts on a regular basis. I enjoy collecting band merchandise, mainly shirts. However, my main hobby is collecting guitar picks! I've got about 300 picks!
❤️ 👍 5 💬 0

José Gonzalez *25 October, 4.10 p.m.*
Hi everyone! @Arild, that's so cool!
I collect comics, but I've also just started collecting coins. Can anyone in this group recommend any good events for collectors in Bangkok?
👍 1 💬 1

Bangkok Collectors Collective *25 October, 5.10 p.m.*
@José, there are plenty of coin collectors in this group. I'm sure someone will get back to you. So, if you're into comics like us (and action figures), then I guess we'll see you at Comic Con at the weekend?
👍 6 💬 1

José Gonzalez *25 October, 7.11 p.m.*
@Bangkok Collectibles Collective Absolutely! See you there!
❤️ 👍 2 💬 0

Verb + gerund and to infinitive > *Page* ***207***

A gerund is a verb that acts as a noun. Some verbs are followed by gerunds:

I ***enjoy collecting*** *band merchandise.*

Some verbs are followed by the infinitive:

We ***want to hear*** *all about your cool collections!*

Some verbs can be followed by either gerund or infinitive forms.

reading 3 **Read again. Circle the item(s) that each person collects. Whose collection sounds the most interesting?**

speaking 4 **Work in pairs. Look at the photos and discuss the questions.**

1 What is the purpose of Comic Con?
2 What types of people attend Comic Con?
3 What things can people see and do at Comic Con?
4 Have you ever been to an event like this?

Vendors at Comic Con

Cosplay

Actress Lupita Nyong'o at Comic Con

listening 5 **Listen. Who is excited about doing each activity? Jada (J), Farid (F) or Both (B)?**

1 Meeting a celebrity
2 Free merchandise
3 Cosplay

Q & A *= question and answer*
autograph *= the signature (written name) of a famous person*
meet-and-greet *= an event when a celebrity meets the public*
costume *= clothes you wear to look like a character*

listening 6 **Listen again. Are the statements True (T), False (F) or Not Given (NG)?**

1 Jada went to Comic Con last year.
2 Farid searched on social media for details about Comic Con.
3 Jada met Lupita Nyong'o in 2020.
4 Jada learned about the schedule for Comic Con via a messaging app.
5 The first 500 people through the door receive *Detective Conan* manga.
6 Last year, Jada bought lots of manga at Comic Con.
7 The cosplay event is on Saturday.
8 Farid will cosplay as a character from *Star Wars*.

EXAM SKILLS

Exercise 6 tests your ability to identify paraphrased information.

- Read each statement. Check whether you understand the meaning.
- Think of synonyms and antonyms for words or phrases in the statement. These might appear in the text.
- Listen carefully and be prepared to infer meaning.
- If there is no information in the text that agrees or disagrees with the statement, write 'not given' (NG).

speaking 7 **Discuss the questions with a partner.**

1 Why do you think people enjoy cosplay?
2 Would you like to attend an event like Comic Con? Why / Why not?
3 If you attended, would you cosplay? Who would you go as?
4 Do you collect anything? If so, what?

PRONUNCIATION

Listen. What do you notice about how the bold phrases are said?

Have you ever ***dressed up as a*** *character* ***from a*** *book or a film?*

Practise saying the question in a similar way.

writing 8 **Add comments to the discussion from Exercise 2. Write 100–150 words.**

- Look back at the thread in the Bangkok Collectibles Collective. Introduce yourself and describe your collection.
- Comment on others' posts: show interest in their collection and ask further questions.

2 POPULAR MUSIC

HOBBIES AND LEISURE TIME

LEARNING OBJECTIVES

- Talk about music and music festivals
- Use the past perfect
- Read and identify the main ideas

performance = *a play, concert or other forms of live show*
venue = *the place where an event happens*
line-up = *a list of all the singers or groups at an event*
headline act / headliner = *the most famous band at a music event, who normally plays last*

speaking **1** **Work in pairs. Make a list of as many music genres as you can. You have one minute.**

listening **2** **Listen and make notes. What are the speakers' favourite music genre(s)?**

Speaker 1: _____ , _____

Speaker 2: _____ , _____ , _____

Speaker 3: _____

Speaker 4: _____

Our music taste is the music that we like.
We have similar taste in music.

reading **3** **Read the review. Then work in pairs and discuss the questions.**

1 Overall, how did fans feel about the festival?
2 Would you like to attend a festival like this? Why / Why not?

K-pop fever hits Germany! *By Pinkie Black, Frankfurt*

K.FLEX, Europe's first ever K-pop mega-festival, took place last weekend in Frankfurt. Over 65,000 fans from 80 countries saw live performances from some of the world's biggest K-pop acts, including Monsta X, ENHYPHEN and Dreamcatcher.

What did fans think of this K-pop celebration? Here are some comments we received from fans across social media during and after the two-day event. It sounds like most of you had a 'K-poptastic' time!

L Leonel *Germany*
I can't believe that a K-pop mega-festival has come to Germany! I've seen events like this on TV before and thought 'Imagine being there… '. Now I am! It's a dream come true! Well worth the entrance fee!

Ana *Spain*
To be honest, I was disappointed. I'd never been to a K-pop festival before. I thought it would be like other festivals, you know, where they have lots of different stages. But there was only one stage. I couldn't get near the front, so I heard lots, but didn't see much.

Danilo *Germany*
The performances were brilliant (especially Dreamcatcher!) and the venue was good. No problems for us with things like wheelchair access, and there were plenty of merchandise stalls everywhere! I spent a bit too much on T-shirts and posters!

KY Kim Yeo *South Korea*
The performances were great. The line-up on Saturday was better than on Sunday. Mind you, I think my favourite band were AB6IX, who played on Sunday. I was really pleased I saw them. I hadn't heard of them before, but I was really impressed.

V Vandana *India*
The Monsta X performance on Saturday was the best IMO. I'd seen them live once before, but they were so much better at K.FLEX! The crowd went wild when they sang 'Hero'!

Johannes *Sweden*
It was an awesome experience. The atmosphere in the crowd was incredible, although the screaming was a bit too much at times! I preferred the acts on Sunday: I was a bit disappointed with the headline act on Saturday.

IMO = *in my opinion*

reading 4

Match the fans to their opinions. Write L (Leonel), D (Danilo), V (Vandana), A (Ana), KY (Kim Yeo) or J (Johannes).

Which fan…

1 preferred acts on Saturday overall?
2 really enjoyed one of the performances on the first day?
3 was surprised that the event happened in their country?
4 thought the festival would be bigger?
5 was happy that there were lots of places to buy band T-shirts?
6 sometimes thought the crowd was too loud?
7 preferred the line-up on Sunday?

EXAM SKILLS

Exercise 4 is a matching task. You need to match statements to information in the text. The statements include synonyms and paraphrases of information in the text. Before answering the questions:

- underline keywords or phrases in each statement
- think of synonyms and paraphrasing for those keywords or phrases.

The past perfect Page 208

Use the past perfect to talk about events that happened before another point in the past.

Use *had* followed by a past participle to form the past perfect:

*I **'d seen** Monsta X live once before.*

Use the past perfect to talk about things that did not happen before another point in the past. Use the past simple to talk about the second past event:

*I **hadn't heard** of AB6IX before, but I **was** really impressed.*

writing 5

You attended K.FLEX last week. A friend had asked you to buy them some K-pop merchandise, but you didn't! Write an email to your friend explaining why. Write 100–150 words.

In your email, explain:

- the merchandise that was available at the festival
- the reason you couldn't buy the merchandise your friend wanted
- something you bought for your friend instead.

Culture point

K-pop is a style of South Korean popular music. Lots of K-pop songs have English lyrics and this has helped make it successful all over the world. Dance is an important element of K-pop music and fans love to learn the routines.

speaking 6

Look again at the photos on pages 32 and 33.

- Would you choose to see any of these musicians live?
- Why / Why not? Work in pairs. Order the musicians according to your taste in music.

writing 7

Who would be your top three bands or singers to headline a music festival? Why? Make notes. You can choose K-Pop or another genre.

3 TV AND FILM

HOBBIES AND LEISURE TIME

LEARNING OBJECTIVES

- Talk about TV and film
- Use question tags
- Recognise specific information

speaking 1 **Read tonight's TV guide. Work in groups. Ask and answer questions.**

- *What will you watch?*
  - *I'll watch […] at 8.00 p.m., then…*
- *What might your dad watch?*
  - *Um… I think he'll watch…*

Channel	8.00 p.m.	8.30 p.m.	9.00 p.m.
Channel 1 HD	**Channel 1 News at 8** Presented by Jenna Suchet. Followed by the local news and regional weather.	**Film: Dragon 6 (2009)** Thrilling fantasy sequel about a dragon that visits a village in Mexico. The last of the *Dragon* films. Starring Sam Loomis, directed by Juan Remick. Spanish language, dubbed into English. Contains strong violence.	
Channel 2 HD	**Make Me a Model!** Reality TV show in which members of the public aim to become fashion models.	**The Rise (and Fall?) of Cryptocurrency** Documentary exploring the origins of digital currency, predicting future trends in the market.	
Channel 3 HD	**National TV Awards Ceremony** Francesco Refatti presents this year's awards show from the National Theatre. Camila Verdant is tipped to win Best Actress for the third year in a row.		
Channel 4 HD	**Supermarket** Award-winning sitcom about shop assistants in a supermarket. Starring Camila Verdant.	**Supermarket** Award-winning sitcom about shop assistants in a supermarket. The second of a double-bill.	**The Restaurant: The Results** Which of the four remaining celebrities will be fired from the restaurant? Contains strong language.
Channel 4 Extra	**The Ladder** Game show. Contestants answer questions to climb a ladder. Can they ring the bell at the top and win USD $30,000?	**Fortune** Heart-warming new drama about a young girl who finds a fortune. Starring Camila Verdant.	**Film: Amphibian Quest (2020)** Popular animated action-comedy. Can Dabeet the Dragonfly save Earth from Freya the Frog? Featuring the voice of Camila Verdant.

reading 2 **Match the photos to a show from the TV guide. Work in pairs. Explain your choices.**

award-winning *= that has won prizes*
heart-warming *= that makes the viewer feel positive*
double-bill *= two episodes of a TV programme shown one after the other*
sitcom *= situation comedy*
reality TV *= a show in which real people are filmed in real-life situations*
contestant *= someone taking part in a game show*
dubbed *= audio in a different language to the original film or show*

reading 3 **Read the guide again. Complete the dialogues.**

1. What's that new show called with Camila Verdant in?

Oh, you mean _____ .
It's on tonight at _____ .

2. You know, I really don't understand all this stuff about Bitcoin…

OK... How about _____ ?
It's on _____ at 8.45 p.m.

3. Right. You choose the film. But nothing too scary!

OK… How about _____ ?
It's on Channel 4 Extra at _____ .

4. Any comedies on?

There are two episodes of _____ on back-to-back.

4 listening

Camila Verdant is a guest on a chat show. Listen and answer the questions.

Amphibian Quest *Supermarket* *Fortune*

1 Which two films or TV shows starring Camila do they discuss in more detail?
2 Which of the films or TV shows do you think sounds the most interesting? Why?

5 listening

Listen again. Complete the sentences. You may need more than one word.

1 Camila played a character called _____ in the sitcom *Supermarket*.
2 Camila had to have _____ training to prepare for her role in *Amphibian Quest*.
3 Camila says the Phantom Frog's _____ were very bad.
4 Camila says that *Amphibian Quest* made _____ more at the box office than *Deadpool*.
5 Fortune's parents are _____.
6 Fortune finds a lottery ticket when walking home from _____.
7 The amount of the lottery win is _____.
8 The host thinks *Fortune* is worth _____.

6 speaking

Work in pairs. Think of questions that the chat show host might ask Camila about these topics.

- her sitcom *Supermarket*
- the National TV Awards
- a possible sequel to *Amphibian Quest*
- winning Best Actress

Use your questions to role play a chat between the host and Camila. Use question tags during the conversation.

● *Winning Best Actress is your greatest achievement so far, isn't it?*
■ *Good question! I think my proudest moment was actually when…*

Question tags Page 209

Question tags are used at the end of statements. Use them to show you are not sure, to check or confirm information and to invite agreement.

In positive statements, the question tag is negative:

\+ −
*That **was** a shock, **wasn't it**?*

In negative statements, the question tag is positive:

− +
*That's **not** true, **is it**?*

The intonation used shows the listener the intention. If the intonation for the question tag rises, the speaker is not sure. If the intonation falls, the speaker is checking information or expecting agreement.

PRONUNCIATION

Listen. Does the speaker's intonation rise or fall on the question tags?

1 Haha, you were all waiting for that, weren't you?
2 I guess it's been… three years, hasn't it?
3 That was a shock, wasn't it?
4 That's not true, is it?
5 You hadn't done an animation film before, had you?

Does the host seem sure about the statements they make?

7 writing

Write the plot for an episode of *Fortune*. Create a character that features in that episode only. Write about 150–200 words. Role play a scene from your episode.

4 ESPORTS AND VIDEO GAMES

HOBBIES AND LEISURE TIME

LEARNING OBJECTIVES

- Be concise
- Use prepositional phrases
- Give your opinions

reading **1** **Match the words to the correct images.**

multiplayer game | platform game | puzzle game | RPG | simulation and sports

Types of video game:

reading **2** **Read the text. Identify three interesting or surprising facts. Work in pairs and discuss your ideas.**

ESPORTS AND VIDEO GAMES

What are esports?

Esports are video games played at a competitive level. Esports tournaments usually involve professional video gamers playing multiplayer games in front of an audience. The spectators of these events typically watch them over live streaming.

Top esports games

Popular esports game genres include racing games and digital collectible card games (DCCGs). Currently, three popular racing games are *iRacing*, *MotoGP™ 22* and *DiRT Rally 2.0*. *Hearthstone* and *Magic: The Gathering* are popular card games.

Esports enthusiasts

The rise in popularity of esports in recent years has been incredible. The website *Statista* estimates that around 500 million people watch esports worldwide. The most-watched tournament ever, the *2021 Free Fire World Series* in Singapore, reached an audience of 5.4 million.

The esports industry

The global esports industry was valued at around USD $1.2 billion in 2021. It is estimated to quadruple in value within ten years. Statistics show that China is by far the largest esports market in the world, worth over USD $300 million. The next largest market is the USA, followed by South Korea and then Japan.

Esports players

Esports can be a well-paid profession. According to industry magazine *Esports Grizzly*, pro gamers earn a salary of USD $50,000–75,000 a year. However, esports players earn thousands of dollars in sponsorship and prize money. One of the sport's highest earners, Johan Sundstein, has taken home over USD $7 million in winnings during his career. These numbers might seem surprising. However, gaming is a highly skilled profession, and it can be short-lived.

Esports as an Olympic event?

Esports may become an Olympic event in the future. The International Olympic Committee has recognised video gaming as a 'competitive sport'. Esports based around real sports, such as football, have already been trialled at events such as the Commonwealth Games, but with no medals awarded. Esports will be an official medal sport at the upcoming Asian Games.

spectators = *people watching an event*
sponsorship = *providing money in return for advertising*
quadruple = *four times (as much)*
enthusiasts = *people who are very interested in an activity*
upcoming = *happening soon*

Prepositional phrases Page 210

A prepositional phrase is a group of words that includes a preposition and an object. The preposition comes first. They tell us more information about a noun or verb, such as location, time, direction or movement:

in *the world* ***during*** *his career* ***at*** *the upcoming Asian Games*

EXAM SKILLS

Multiple-choice tasks test your ability to find specific information and understand paraphrased information. The questions follow the order of the text.

- Read each question. Highlight keywords.
- Identify the text section where the answer might be.
- Search for synonyms of the A–C alternatives.
- Rule out distractors. Ask yourself: is it only partly answered, the opposite or not relevant?
- Choose your answer. Always choose an answer!

reading **3** **Read the Exam Skills box. Then read the text in Exercise 2 again and answer the questions.**

1 Which of these games is not described as a DCCG?
- **A** *Hearthstone*
- **B** *Magic: The Gathering*
- **C** *MotoGP™ 22*

2 Approximately how many esports enthusiasts are there around the world?
- **A** 5.4 million
- **B** half a billion
- **C** half a million

3 Approximately how much might the esports industry be worth by 2031?
- **A** USD $1.2 billion
- **B** USD $2.5 billion
- **C** USD $5 billion

4 Which country has the third-largest market share in esports?
- **A** USA
- **B** Japan
- **C** South Korea

5 How did Johan Sundstein make USD $7 million from esports?
- **A** By doing well in tournaments
- **B** From his salary
- **C** Through sponsorship

6 In which event will players win a gold medal in esports for the first time?
- **A** The Olympic Games
- **B** The Commonwealth Games
- **C** The Asian Games

writing **4** **Should esports be an Olympic event? Write a four-paragraph essay of about 250 words.**

- Paragraph 1: Briefly explain the topic of the essay.
- Paragraph 2: Give reasons why esports should be an Olympic event.
- Paragraph 3: Give reasons why esports should *not* be an Olympic event.
- Paragraph 4: Share your own opinion.

In this essay, I will…
I'll conclude by…
One reason why…
A further reason why…
For example/instance…
On the other hand…
Furthermore…
Personally, I believe that…

listening **5** **Listen. Which game does Gharizah like the most?**

listening **6** **Complete the table with any information you can remember. Some information is not given. Then listen again and check. Which game would you like to play? Why?**

Game	Type of game	Description of game	Gharizah's score
Frisbee Force		• You throw a virtual frisbee. • Use the mouse.	7/10
	Virtual reality	• You are a university student.	2/10
Jelly Bean Jump	Platform game	• You are a jelly bean.	

5 HEALTHY LIVING

HOBBIES AND LEISURE TIME

LEARNING OBJECTIVES

- Talk about health and illness
- Use *be able to* do something
- Use context to understand new vocabulary

speaking 1 **Work in pairs. Choose a category. How many words can you name in one minute?**

parts of the body **illnesses** **healthy food**

speaking 2 **Work in pairs. Look at the list of illnesses and injuries. What are the symptoms of each one?**

an allergy a broken bone a cut the flu food poisoning a sprained ankle

- *Some allergies cause sneezing, itchy eyes and skin rashes.*
- *Yes! They can also cause breathing difficulties.*

reading 3 **Read Dr Zeinab's blog post. Why did each person write to Dr Zeinab?**

Ask a doctor

In her monthly blog post, Dr Zeinab answers your questions about health, illness and lifestyle.

Layla's ear pain

Dear Doctor,
I'm worried about my ears. I went to a rock concert last month. It was pretty loud, and I was standing close to the speakers. I wasn't able to hear properly for days afterwards. I've had a ringing sound in my ears ever since, and a bit of an earache. Do you think it's serious?

Dr Zeinab says:

You might have damaged your ears at that concert. Ringing in your ears is sometimes called 'tinnitus', and it's caused by many things, loud noises being one of them. Tinnitus isn't always permanent, and the ringing may disappear on its own. There may be an underlying cause, such as an ear infection or wax build-up. Get this checked out by a doctor at a clinic or at a hospital.

Ammar's asthma is getting worse

Dear Doctor,
I have mild asthma, and I'm able to do most things without needing my inhaler. However, recently, my asthma has got a lot worse. I'm having more coughing or wheezing attacks, and I get short of breath more often. Strangely, this always happens when I'm at home! What should I do?

Dr Zeinab says:

Hmm. There's a chance this might be allergy-induced asthma. People have allergies to all kinds of things around the home and in the air, such as dust mites, pollen, pet skin and mould. Go and see your doctor.

Thank you, Dr Zeinab! – Here's a tweet Dr Zeinab received this month.

Thanks so much for your advice about recovering from my sprained ankle! I've been able to start training again this week. Hopefully I'll stay injury-free for the rest of the season! **@RiyadMC**

permanent *= lasting forever*
wheezing *= high sound made when you breathe when you are ill*
recovering *= becoming well after an illness*
symptom *= a sign of illness*

QUICK Q&A

Hamid: I wonder if it's safe for teenagers to do weight training?

Dr Zeinab: *Yes. Weight training won't damage growing bodies. Just don't overdo it. Know your limits.*

.....

reading 4 **Read again. Answer the questions.**

1 Which two symptoms does Layla have?
2 Which three possible causes of Layla's main symptom does Dr Zeinab mention?
3 Which symptoms are occurring more frequently for Ammar?
4 What might be the cause of these worsening symptoms, according to Dr Zeinab?
5 What has @RiyadMC begun doing this week?
6 How would you paraphrase Dr Zeinab's advice to Hamid?

writing 5 **Write a message asking Dr Zeinab for advice. Work in pairs. Respond to your partner's message as if you were Dr Zeinab. Write 30-50 words.**

speaking 6 **To what extent do you agree with these statements? Work in pairs.**

1 The food at school is similar to what I eat at home.
2 Our school doesn't provide enough food options for vegetarians.
3 I prefer bringing a packed lunch to school.

be able to do something

Page 211

Use *be able to / not be able to* to talk about ability. It is sometimes used instead of *can* or *could*. Use in the past, present or future, followed by the infinitive:

Past: *I **wasn't able to finish** the assignment in time.*

Present: *I'**m not able to finish** the assignment in time.*

Future: *I **won't be able to finish** the assignment in time.*

listening 7 **Listen to a school's student committee discussing changes to the school canteen. Answer the questions.**

1 Which three changes are mentioned?
2 Which two changes will they propose?
3 What will be included in the report for the school newsletter?

listening 8 **Complete the table with any information you can remember. Then listen again and check.**

Suggestions from students	Notes
1	• Mentioned in 40 responses • Doesn't fit with school 'Eat Well' campaign
2	• Current options limited
3	• Been done before at the school, but only once

speaking 9 **Work in pairs. Complete these sentences.**

1 The student committee met to discuss…
2 There were over 100 responses to…
3 The three main suggestions mentioned were…
4 The committee felt that [the first suggestion] was… This was because…
5 Regarding [the second / final suggestion], we felt that… In our opinion…
6 In the end, we chose to…
7 Next week, we will send out…

Spoken language is less formal. In spoken language you might use:

contractions: *It doesn't fit with our 'Eat well' campaign.*

informal vocabulary: *Let's just skip that idea.*

short sentences: *All agree?*

emotive language: *There's literally nothing for vegans.*

writing 10 **Write a report about the student committee's discussion for the school newsletter. Write 150 words. You should:**

- explain the purpose of the discussion
- summarise the points and explain any decisions made
- inform readers about the committee's next actions.

A written report uses more formal language.

- Try to avoid contractions, informal vocabulary and emotive language.
- Stick to the facts.
- Use reporting tenses (often the past tense).

Practise using more formal language when completing the sentences in Exercise 9. This should help you prepare to write a more formal report.

6 SHOPPING AND FASHION

HOBBIES AND LEISURE TIME; ICT

LEARNING OBJECTIVES

- Tell an interesting anecdote
- Use *be used to / get used to* (+ *-ing*)
- Identify claims and use counterarguments

speaking 1 **Work in pairs. Think of at least three advantages of online shopping.**

reading 2 **Match the online shopping icons (A–I) to a function (1–9).**

1 Pay by card / enter card details
2 View product details
3 Add to basket
4 Choose delivery method
5 Chat with online support
6 Proceed to checkout / view basket
7 Call for support
8 Like vendor / item
9 Remove from basket

speaking 3 **Which other actions can you perform on online shopping apps? Discuss with a partner.**

reading 4 **Read the views about online shopping. Work in pairs. Who do you agree with and to what extent?**

e-commerce = *business activity on the internet*
essentials = *things that are necessary for us to buy (e.g. toothpaste)*
become the norm = *become normal*

Views on online shopping

Online shopping will be the death of the high street. There's less need for people to visit actual high-street shops these days. You can purchase pretty much anything online.

Inaya

I hate shopping for clothes online. You always get the wrong size, you don't know exactly what you're getting, the online sales assistance isn't great and it's difficult to return items. I've probably regretted about 90% of my online clothes purchases.

Pearl

Our generation have grown up with e-commerce. We are used to buying most things online: groceries, presents, clothes, whatever. It's become the norm for us, whereas shopping in-store has become a bit… Well, a bit of an effort! Plus, there are much better discounts online.

Marc

I don't understand when people say 'save the high-street shops because they create jobs!' What jobs? Last time I went to a clothes shop, I didn't see one shop assistant or a single cashier! All the checkouts were self-service.

Nehir

Online shopping was so important for my grandma during the pandemic. She couldn't walk to the local shop for essentials because of lockdown. I taught her how to do her food shopping online. She got used to using the app quite quickly. It's great that these services exist these days. They're so convenient!

Harman

I get that online shopping is convenient. It's just, well, it never feels completely safe to me. I have my credit card or debit card details stored on all these apps. If someone steals my phone or hacks into a site, then they'll access all that information, so…

Bo

I have lots of online shopping apps, but I'm still not used to buying things that way. I just prefer going to a mall with friends, window shopping, browsing for bargains, trying things on, stopping for coffee… It's more fun, and it's social!

Arianne

I completely agree with… because…
I understand what… is saying, but…
I think… makes a good point about…
I agree with… about…, but not when they say that…

be used to / get used to (+ -ing) > Page 212

Be used to means to be familiar with something and knowing how it works:

*We **are used to buying** most things online.*

Get used to describes the process of becoming familiar with something. The process can take some time and perhaps be difficult, but then it becomes familiar:

*She's not great with technology, but she **got used to using** the app quite quickly.*

Both *be used to* and *get used to* are followed by *-ing*, or a noun phase.

speaking **5**

Choose a question. Write an opinion piece for an online teen magazine. Write 100–150 words.

1 Do you prefer shopping online or shopping in-store?

2 Do you think online shopping will be the death of the high street?

Remember your audience (teens), purpose (giving an opinion) and format (an online magazine). How will this information impact your choices as a writer? Think about…

- examples given in the text
- level of formality
- use of persuasive devices to strengthen your viewpoint.

Ask your classmates or teacher for ideas, if needed.

listening **6**

Listen to two anecdotes. Work in pairs. Discuss the questions.

1 Which situation sounds worse? Why?

2 How do the speakers engage their listeners?

reading **7**

Complete the tips for telling a good anecdote with words or phrases from the box.

attitude create interest dramatic effect present tense rhetorical questions set the scene you know

[1] _____ in your anecdote. Draw the audience in so they want to hear more.	• *You wouldn't believe what happened over the weekend. Seriously, this is so embarrassing…*
[2] _____ . Describe the context and some background information.	• *So, I'm at Fashion City Mall, right? And I'm in Top Clothes, just having a look around.*
Involve the listener by asking them questions. You could use [3] _____ to encourage sympathy.	• *You know there's a sale on at the moment?* • *Can you imagine?*
Use [4]' _____ ' to share known information. This makes the listener feel more connected to the story.	• *This security guard appears from nowhere, zooming along on one of those segways, you know, the segways the security guards drive?*
Use descriptive language, intensifiers and hyperbole (exaggeration) for [5] _____ .	• *So this security guard appears from nowhere.* • *The Top Clothes alarm is, like, sooooo loud.* • *All eyes were on me!*
Even though the story happened in the past, you can describe it in the [6] _____ to add drama, and make the listener feel 'in the moment'.	• *Everyone in the shopping mall is looking at me.* • *They go through my bag and stuff.* • *So, the guard suddenly says 'Where did you get that hat?' and I'm like, 'What hat?'*
End by mentioning your [7] _____ or emotions regarding the situation that occurred.	• *I felt like such an idiot.* • *It was so mortifying!*

listening **8**

Listen to Anecdote 2 again and answer the questions.

1 Do you notice any of the techniques from Exercise 7 being used in this anecdote?

2 How does the listener show that they are engaged in the anecdote?

speaking **9**

Plan an anecdote about a shopping or fashion-related experience. Include features from Exercise 7.

Exchange anecdotes with classmates. Whose was the most interesting / surprising / shocking?

EXAM PRACTICE: LISTENING

My hobbies

1 John talks about his social event on the local radio. Listen to the recording and complete the sentences by putting a cross [x] in the correct box for each question.

a The event happens at

A ☐ The Park Café.

B ☐ The Priory Park Gardens.

C ☐ The Garden Café.

b The meetup is for

A ☐ anyone who likes art.

B ☐ collectors only.

C ☐ amateur and professional artists only.

c New members and guests

A ☐ are welcome.

B ☐ must pay for coffee and biscuits.

C ☐ are friendly.

d The group run special events

A ☐ every Saturday.

B ☐ rarely.

C ☐ often.

e The meetup usually finishes

A ☐ 12 p.m.

B ☐ 10 a.m.

C ☐ 2 p.m.

EXAM SKILLS

Look out for synonyms and paraphrasing. Skim read the list of topics before you listen. Think of any words or phrases that relate to each one. It helps to keep the context, in this case a drink advert, in mind.

(Total for Question 1 = 5 marks)

An advert

2 Listen to the advert for a drink. What does the advert talk about? Listen to the recording and put a cross [x] in each of the three correct boxes.

A School exams ☐

B Breakfast ☐

C Health benefits ☐

D Price ☐

E Availability ☐

F Flavour ☐

(Total for Question 2 = 3 marks)

An advert

3 Listen to the advert for a shop. What does the advert talk about? Listen to the recording and put a cross [x] in each of the three correct boxes.

A Music memorabilia ☐
B Concert tickets ☐
C Prices ☐
D Directions ☐
E Free merchandise ☐
F Live in-store performance ☐

(Total for Question 3 = 3 marks)

A conversation

4 Zara is asking Zikri, Nadia and Ahmad about the advantages and disadvantages of video games for kids. Listen to the conversation and complete the table. Write one advantage or disadvantage in each space. You do not need to write in full sentences.

Zikri says the

advantages of playing video games are	(i) _____ .
disadvantages of playing video games are	(ii) _____ .

Nadia says the

advantages of playing video games are	(iii) _____ .
disadvantages of playing video games are	(iv) _____ .

Ahmad says the

advantages of playing video games are	(v) _____ .
disadvantages of playing video games are	(vi) _____ .

(Total for Question 4 = 3 marks)

EXAM SKILLS

Practise identifying signposting. We often use words or phrases that tell listeners about our topic. For example, if we want to introduce two sides of an argument, such as the pros and cons of something, we may begin with the advantages:

An / One advantage of…
One positive of…
One of the good things about…
On the one hand…

When we move on to the disadvantages, we may begin with:

On the other hand,…
That said, …
However,…
One of the downsides of…

EXAM PRACTICE: READING

Ceri has been messaged by her friend Dina. Read their conversation.

1 Which sentences are true? Put a cross [x] in each of the three correct boxes.

- **A** ☐ The expo is usually held in March.
- **B** ☐ Dina saw an advert for the expo online.
- **C** ☐ There were fewer electric cars at the expo compared with the previous year.
- **D** ☐ Dina didn't take photos because she forgot her phone.
- **E** ☐ The expo is on over the weekend.
- **F** ☐ They can't enter the expo until 10.30 a.m.

(Total for Question 1 = 3 marks)

EXAM SKILLS

Use contextual clues in gap fill exercises. Look at the words around the gaps in each sentence. Do they provide any clues for what the word might be, or the part of speech for the missing word?

Dina emails another friend about the expo.

To: heba@mail.com

Subject: Motor Expo

Hey Heba!

Guess what? I went to the Motor Expo last Sunday with Ceri! It was so cool. I had such a good time there last year (with you!) that I had to go back! Wish you were here – will you visit in July, like always?

Anyway, there were loads of electric cars at the expo this year. Not only cars, there were electric bikes, electric tuk-tuks, even electric scooters. You could try them out! They were so fun!

There were some awesome brands there, but you know my favourite – the Kawasaki Ninja motorbikes! I got to sit on a green one and got lots of great photos.

There were loads of freebies too – I got given cleaning kits, oil, air fresheners, a mobile phone holder… Now all I need is a car! And to be old enough to drive!

Roll on next year!

Besos!

Dina x

Send Draft

2 Complete the gap in each sentence using a word or phrase from the box below. There are more words than gaps.

bikes	car	drive
electric cars	free	fun
green	July	scooter
Sunday	take photos	year

- **a** Dina and Ceri went out together last _____ .
- **b** Heba usually visits Dina's home town in _____ .
- **c** Dina tried riding an electric _____ at the expo.
- **d** Dina sat on a _____ motorbike.
- **e** Dina is not able to _____ yet because she is too young.

(Total for Question 2 = 5 marks)

Read about the different hobbies.

Upcycling

Upcycling involves changing old possessions into new products. It is a creative hobby which can be loads of fun. Old ladders might become bookshelves, a worn-out tennis racket could become a mirror, spanners can become hooks, mugs become plant pots – there is no end to what can be upcycled if you think outside the box! Who knows, you may even produce objects which are highly desirable or valuable. Some people begin upcycling as a hobby and are quickly able to make it a career, or a way to earn some extra cash.

Bouldering

Bouldering involves climbing without any ropes or harnesses. It is normally done on small rocks (boulders) no more than six metres tall, or on specially designed climbing walls. You might think of climbing as going upwards, but bouldering is different. It may also involve moving horizontally along a rock face. There is almost no equipment needed to start bouldering, although it is a good idea to wear climbing shoes and to place a crash mat below boulders. People who boulder outdoors should be careful not to cause any environmental damage to rocks or the surrounding area.

Binge-watching

Binge-watching means watching lots of episodes of a TV show at once. You might think that this is a bad habit, although some people these days would probably consider it as a hobby! Some TV dramas on subscription channels are so gripping that viewers end up watching a whole series in one go. According to IMDB, the action adventure *Game of Thrones* (2011–2019) and the teen horror *Stranger Things* (2016–2022) are two of the most binge-watched TV shows of all time.

EXAM SKILLS

Some questions require you to choose the correct answer from a list of options. Incorrect options are often designed to distract you. Always read the question and the possible answer carefully.

3 Answer the questions below. Put a cross [x] in the correct box for each question.

a Which idea is **not** mentioned in the text about upcycling?

A ☐ Some upcycled objects can be worth a lot of money.
B ☐ Some upcycled objects can be high quality.
C ☐ Some upcycled objects can be wanted by many people.

b According to the text, where do people usually do bouldering?

A ☐ on walls or rock faces more than six metres tall
B ☐ on walls or rock faces less than six metres tall
C ☐ only on rock faces which allow them to move horizontally

c According to the text, which equipment is not needed when bouldering?

A ☐ specialised footwear
B ☐ something to reduce the impact of a fall
C ☐ lines or straps

d Which word is **not** used to describe binge-watching?

A ☐ gripping
B ☐ a hobby
C ☐ a bad habit

(Total for Question 3 = 4 marks)

EXAM PRACTICE: WRITING

Task 1: Informal writing

1 You want to go to a sporting event with your friend at the weekend. Write an email to your friend about this.

In your email you must:

- ask your friend to go to the event with you
- write why you want to go to the event
- suggest where to meet your friend.

Write approximately **75–100** words in English.

EXAM SKILLS

In the writing section, learners can choose the order to answer the three parts. How about you? Would you start with the task you find easier, or tackle the sections you find most challenging first?

For ideas to boost your answer to Task 1, look at the Answer booster on page 22.

(Total for Question 1 = 10 marks)

Task 3: Summary writing

2 You are doing a project about school holiday activities. Read the article extract below and write a summary for your teacher.

Time to take up scuba diving?

Scuba diving is a popular recreational sport. Seatemperatures.net estimates that there are around six million active scuba divers worldwide, with over 30 million scuba dives completed each week. Scuba diving can be an extremely rewarding hobby, although it is not for everyone. Let's take a look at some of the pros and cons of this underwater activity.

What's good about it?

Learning to scuba dive is an eye-opening experience. Many of us have only seen the underwater world on TV, but there is nothing like diving below the surface and seeing it in real life. A typical recreational dive can last around one hour at depths of 10–20 metres. This gives you plenty of time to see some of the world's most fascinating creatures going about their daily life.

Every dive site is different. Coral reefs are popular but cave diving, lake diving and muck diving (through muddy areas full of detritus) can bring added interest and challenge for hobbyists. You can make memories that will last a lifetime. Best of all, scuba diving is relatively easy to learn. Once you've mastered the basics such as control and buoyancy, you'll feel surprisingly comfortable underwater and breathing from a tank.

Challenges and considerations

Scuba diving can certainly feel strange at first. The idea of being fully submerged in water and breathing artificially can make people panic. Plus, it can take time for parts of your body (such as your ears) to adjust to the pressure underwater. Once you get over those hurdles, diving should feel more natural, but that can take time. In scuba diving terms, this means money! Diving is not cheap compared to some other hobbies. It requires lots of specialist equipment. Basic training for scuba divers can cost hundreds of dollars, and diving when qualified can be costly too.

Is diving safe? Relatively speaking, yes. There are many safety regulations in place which reduce the risks. When accidents do happen, this is often because people involved may not follow certain rules, such as diving within safe limits, doing safety stops underwater, or being aware of the weather and ocean conditions. Of course, other people are just unlucky. It's worth noting, though, that threats posed by underwater wildlife are low. You might turn to stone when a shark whizzes past but they are usually just curious and are unlikely to attack.

In your summary you must:

- write about **two** positives of scuba diving
- write about **two** negatives of scuba diving
- based on the points in the text, explain whether scuba diving is a good sport to try.

EXAM SKILLS

Make sure you proofread your answer. Use the bullet points as a checklist – tick off each item as you find it included in your answer. This will help you include all the required information.

You **must** use your own words where possible.

Remember to use a range of grammatical structures and vocabulary in your response.

Aim to write approximately **180** words in English.

(Total for Question 2 = 20 marks)

Answer booster (Task 3: summary writing)	**Aiming for a solid level**	**Aiming higher**	**Aiming for the top**
Structures	**Use the present simple to state facts:** *Many people enjoy (scuba-diving).* *It's expensive.* **Use modals to show nuance / degree:** *Some people might not enjoy it.* *It could / can be (dangerous).*	**Use subordinate clauses and a variety of tenses:** *Not everyone who tries it will enjoy it.* *You'll be able to dive 10–20 metres below the surface, where there are some incredible sights.*	**Use conditionals:** *It's difficult to (do scuba diving as a hobby) unless (you spend a lot of money).* *If you want to (stay safe), you have to (follow the rules).*
Phrases / Expressions to introduce a set of ideas	*Here are some reasons why (people enjoy scuba diving):* *First, Second, Next, Finally, …* *an advantage is (that)…*	*The main reason why (people enjoy scuba diving) is…* *Another reason for (its popularity) is…*	*In the first place, …* *In addition, …* *Not only that, …* *Furthermore, …* *To begin with, …* *Another advantage / disadvantage is (that)…* *A final benefit is (that)…*
Phrases / Expressions to introduce contrasting ideas	*Some people (don't like scuba diving) because…*	*However, …* *On the other hand, …*	*Despite all this, there are drawbacks / disadvantages too.* *There are drawbacks / disadvantages too, however.*
Phrases / Expressions to conclude	*The writer / The text says that…* *To sum up, …*	*The text tells us / states that…* *In short, …* *In conclusion, …*	*According to the text, …* *The text makes it clear that…* *To conclude, …* *At the end of the day, …* *All things considered, …* *There are arguments both for and against…*
Connectives	*and, but, because, also*	*however, therefore, in addition*	*what is more, nevertheless, furthermore, on the one hand… on the other hand…*
Other features	**Use basic qualifiers:** *very interesting / really expensive / quite frightening*	**Use a range of qualifiers:** *rather expensive / relatively dangerous / extremely exciting / slightly scary* **Use superlatives:** *The best way to see…* *One of the most expensive hobbies*	**Use a range of adjectives:** *expensive, costly, not cheap* *dangerous, risky, unsafe* *scary, frightening* *wonderful, amazing, fantastic* *interesting, fascinating, eye-opening*

EXAM PRACTICE: SPEAKING

Warm-up questions

1 Work in pairs. Practise asking and answering these questions:

- What was the last TV show or film you watched?
- Do you do any free-time activities? What are they?
- If you had the opportunity, what (other) free-time activity would you like to do?

Task 1: Role play

2 Work in pairs to act out a conversation. You want to go to the mall together for clothes shopping and lunch, what will you discuss?

- Where…?
- What time…?
- Why…?
- What…?
- How about…?
- Is / Are there…?

3 Reflect on the conversation you had with your partner in Exercise 2. Make notes on the language you used. Think about:

- **Questions** (What did you ask your partner? What did they ask you?)
- **Vocabulary** (What interesting topic-based language – for shopping and having lunch – did you and your partner use?)

4 Here is the student role play card for the conversation in Exercise 2. Read the prompts. Did you predict any questions or language when you acted out the conversation?

Topic: Making plans with a friend

You are talking to your friend. You want to go to the mall together for clothes shopping and lunch.

1 Shopping mall – how often
2 Clothes – type
3 **!**
4 Food – what
5 **?** Restaurant – price

Where you see – **!** – you must respond to something you have not prepared.
Where you see – **?** – you must ask a question.

5 Work in pairs and follow these instructions:

- Look at the prompts and think of how to ask the questions.
- Plan what you might say to reply to each question. Use your ideas from Exercise 3 to help you.
- When you finish, perform the role play. Then change roles and perform it again.

Topic: Making plans with a friend

You are talking to your friend. You want to go to the cinema together.

1 Cinema – how often
2 Films – type
3 **!**
4 Food – what
5 **?** Cinema – price

6 Look at the student role play card. Follow the steps:

- Read the first line only. Perform the role play with your partner – *without* looking at lines 1–5.
- Think about the questions you asked and answered and any useful language you used.
- Read the rest of the prompts. Think of how you might ask or answer each question and what question you might ask at the end.
- Perform the role play together.

Topic: Planning an event

You are talking to your friend. You want to plan a party for your school friends.

1 Party – why
2 Parties – type
3 **!**
4 Activities – what
5 **?** Venue – price

EXAM SKILLS

The conversation in Task 1 is often (but not *always*) on a familiar topic, such as meeting a friend or choosing an after-school activity.
You have some time to prepare ideas. A good idea is to go through an imaginary conversation in your head – what would you say in the situation?

Task 3: Picture-based conversation

7 Work in pairs. Look at the picture related to hobbies and leisure time. Take turns to ask and answer the prompts.

Topic: Hobbies and leisure time

- Describe the picture.
- Tell me about a hobby you had when you were younger.
- Which hobby would you like to do in the future?
- Some people think that art can help you think in different ways. Do you agree?
- Which other hobbies or activities can help us think in different ways or help us develop our problem-solving skills?
- How might our hobbies be different in the future?
- Ask a question about the topic (e.g. popular leisure activities).

8 Work in pairs. Look at the picture related to shopping. Take turns to ask and answer the prompts.

Topic: Shops and shopping

- Describe the picture.
- Tell me about the last time you went shopping for clothes.
- Do you enjoy clothes shopping? Why (not)?
- Do you think people's shopping habits have changed over the last 10 years?
- Some people predict that 'High Street' shops will soon disappear. Do you agree?
- What are the advantages and disadvantages of online shopping?
- Ask a question about the topic (e.g. preferred way to shop).

In your responses remember to:

- give your opinions
- talk about past, present and future
- use a wide range of vocabulary
- ask a question about the topic.

3 EDUCATION

LEARNING OBJECTIVES

- Talk about things at school
- Use the first conditional
- Talk about things that are possible or likely

SPRINGBOARD 1

SCHOOL LIFE

vocabulary 1 **Complete the table. What's the theme?**

classroom drama geography
librarian main hall maths
office student teacher

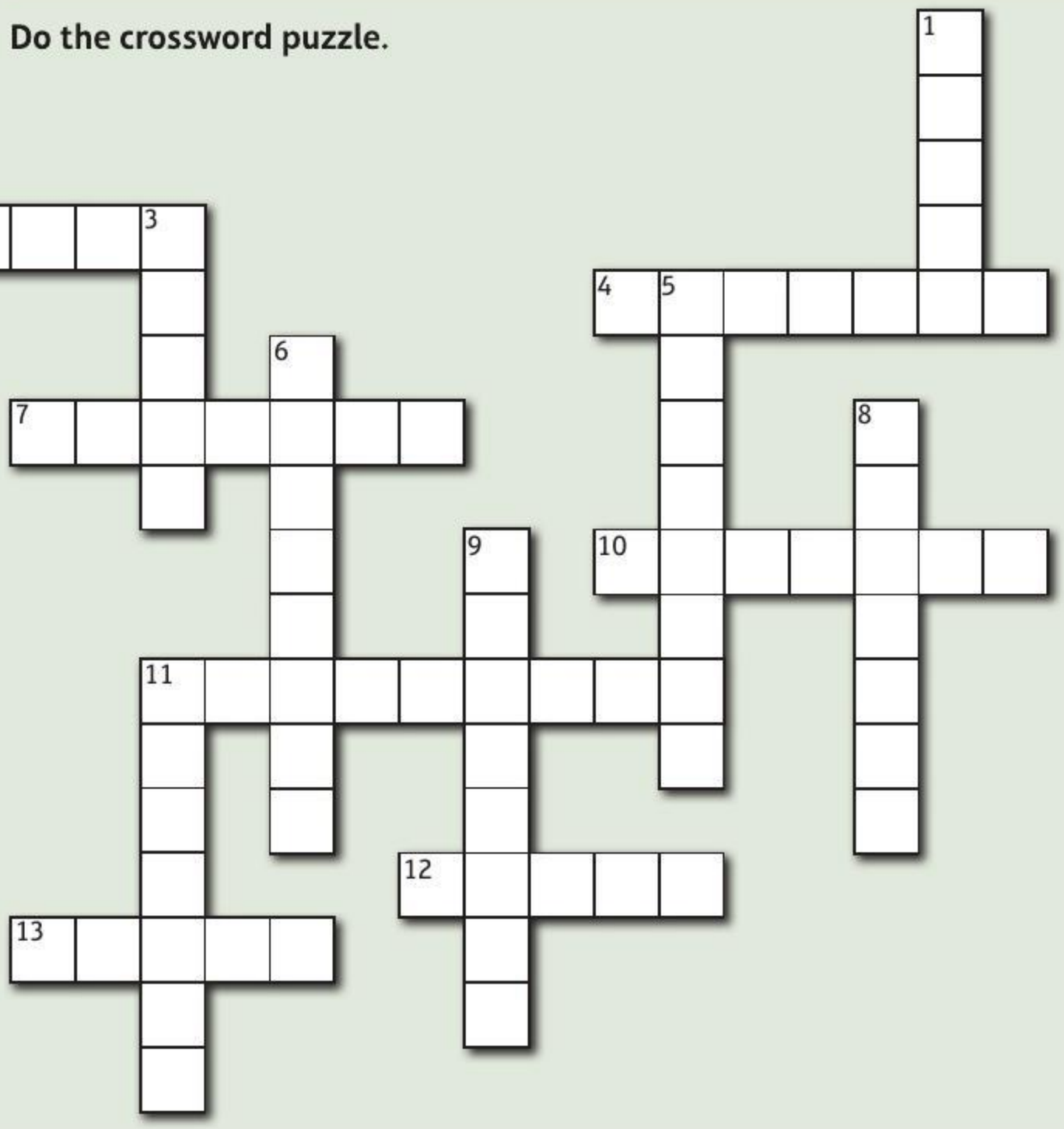
People	Places	Subjects

Think of at least two more words for each column.

Work in pairs. Ask and answer four questions related to topics in the table.

Do you like…?
What's your least favourite…?
How often do you…?
Where do you usually…?
What's your favourite…?
Who do you like…?

vocabulary 2 **Do the crossword puzzle.**



Across

2 An important test to see how much you know.
4 You learn about the past in this class.
7 Special clothes you wear to school.
10 A school for younger children.
11 A friend at school.
12 A large, flat surface where the teacher writes.
13 Free time between lessons.

Down

1 You use this to draw a straight line.
3 You learn to sing and play instruments in this class.
5 A good place to find information for a project.
6 A time of the year without school.
8 You learn from this person.
9 Exercises you do after school, at your house.
11 The place where you eat your lunch at school.

vocabulary 3 **Work in pairs. Take turns to ask and answer questions related to the answers in the crossword.**

- *What does* […] *mean?*
- *It means…*
- *Yes, that's right! What's a* […]*?*
- *It's a…*

grammar 4

Use the prompts to write sentences in the first conditional.

1 I / pass my French exam / my mum / take me to France

2 you / pass your exams / I / be very happy

3 the art teacher / not come to class today / we / have a free lesson

4 you / ask the librarian / she / find the best books for you

5 we / not write clearly / teacher / give us a low mark

6 we / not study on Saturday / we / not pass the exam on Monday

The first conditional

Use the first conditional to talk about things that are possible or likely to happen in the future.

Use *If* + present simple, *will* + infinitive. Notice the position of the comma:

***If** I **study**, I'**ll pass** my exams.*

***If** you **don't eat** now, you'**ll be** hungry later.*

grammar 5

Work in pairs. Complete these sentences so they are true for you. Use the first conditional.

1 If I have time this evening, …

2 If I don't pass all my exams at the end of the year, …

3 If I feel tired after school, …

4 If I arrive early to a lesson, …

5 If I don't have any homework next week, …

6 If I don't go to university, …

vocabulary 6

Complete the sentences with the words in the box. There are two extra words you don't need.

canteen course desk dictionary exam
mark subject teacher timetable university

1 Here's our new _____ . Look! We've got P.E. on Monday mornings.

2 My favourite _____ is probably biology.

3 Let's meet in the school _____ for lunch.

4 I don't think I'll go to _____ after school. I'll find a job instead.

5 Did you get a good _____ for your English essay?

6 Her pencil fell on the floor and rolled under her _____ .

7 If you aren't sure what the word means, look in the _____ .

8 He's doing an online _____ in poetry writing.

SPRINGBOARD 2

SCHOOL LIFE

LEARNING OBJECTIVES

- Talk about education systems
- Use the present perfect
- Use modal verbs of obligation

grammar **1** **Use the correct form of the verbs in the box to complete the questions about school.**

attend be to change forget have miss take part win

1 Have you ever _____ school in another country?
2 Have you ever _____ to a new school in the middle of the year?
3 Have you ever _____ any lessons outdoors?
4 Have you ever _____ a prize at school?
5 Have you ever _____ in a school concert or show?
6 Have you ever _____ school for more than a week because you were ill?
7 Have you ever _____ the theatre on a school trip?
8 Have you ever _____ to do your homework?

We use *Have you ever **been** to…?* when we talk about visiting a place.
We don't usually use *Have you ever **gone** to…?*

Present perfect for past experiences

Use the present perfect to talk about past experiences.
Use the verb *have* or *has* + past participle:
*I **have seen** that film three times.*
*It **has rained**.*
Change the word order to ask questions. Use *Yes* or *No* + *have*, *has*, *haven't* or *hasn't* for short answers:
***Have** you **finished** your homework? Yes, I **have**.*
***Has** the school bus **arrived**? No, it **hasn't**.*

grammar **2** **Work in pairs. Ask and answer the questions in Exercise 1. Ask for more information.**

- *Have you ever forgotten to do your homework?*
- *Yes, I have!*
- *What happened?*
- *The teacher was kind. He told me to do it the next day.*

vocabulary **3** **Listen to someone talking about the school system in the UK. Complete the table.**

Age 2–3	1 _____ / playgroup
Aged 4–5	2 _____ year or Year R
Ages 5–11	3 _____ school
Ages 11–16	Secondary, or 4 _____ school
Ages 16–18	5 _____ form or college

vocabulary **4** **Work in pairs. Compare the UK education system to your country.**

grammar 5

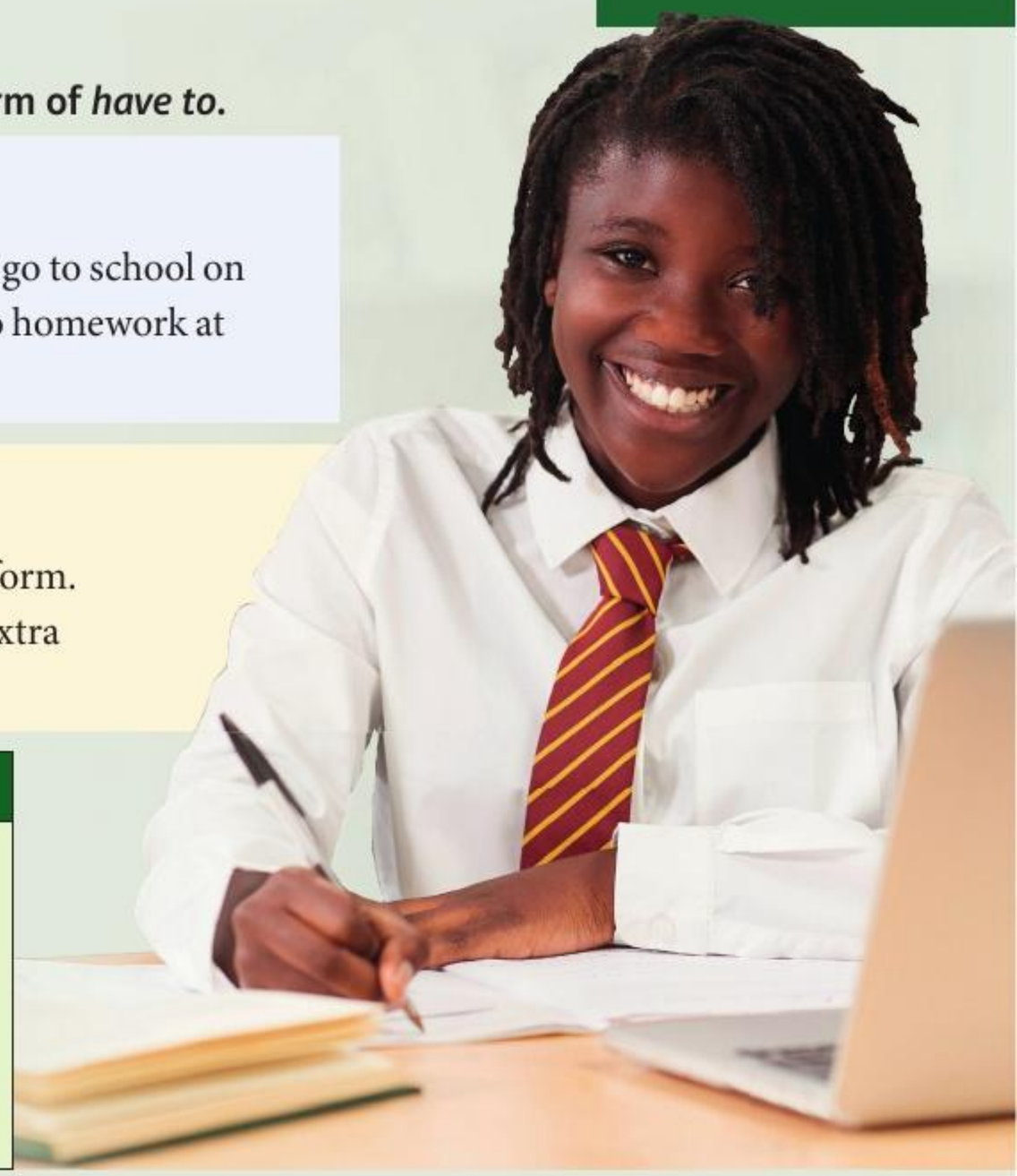
Complete the texts so they are true for you. Use the correct form of *have to*.

Primary school

At primary school I [1] _____ wear a school uniform. I [2] _____ go to school on weekdays. I [3] _____ go to school at the weekend. I [4] _____ do homework at primary school.

Secondary school

At my secondary school, the students [5] _____ wear a school uniform. We [6] _____ arrive before 9.00 a.m. every day. I [7] _____ go to extra classes after school. I [8] _____ do homework every day.



Modal verbs for obligation: *have / has to*

Use the modal *have / has to* to express obligation:

*Children **have to go** to school.*

Use *not have to* to express non-obligation:

*We **don't have to go** to school at the weekend.*

Use *had to* to express obligation in the past:

*We **had to do** an exam at the end of the year.*

vocabulary 6

Work in pairs. Do the quiz.

1 In The Netherlands, children start school _____ their fourth birthday.
- **A** in the January before
- **B** on the day after
- **C** in the September after

2 In some primary schools in South Korea, children have to _____ .
- **A** help clean the classrooms
- **B** attend classes seven days a week
- **C** do their homework in the school hall

3 In Finland, children don't have to start school until they are _____ .
- **A** six
- **B** nine
- **C** seven

4 In Bangladesh, lots of children have to go to school _____ .
- **A** on high mountains
- **B** in fields
- **C** on boats

REFLECT: TOPIC VOCABULARY

How do you feel about describing these topics? Choose the emoji that matches your feelings.

School subjects			
The school day			
Things at school			
Technology at school			
Different types of school			

How could you improve your knowledge of vocabulary for these topics? Think of two ideas.

REFLECT: GRAMMAR

How well do you understand these grammar structures? Choose the box that is true for you.

Grammar	I don't know this well	I know it, but I can't use it well	I know it and I can use it well
First conditional			
Present perfect			
Modal verbs for obligation: *have to*			

How could you improve your knowledge of these structures? Think of two ideas.

1 SCHOOL LIFE

LEARNING OBJECTIVES

- Talk about school life
- Use modal verbs of obligation
- Listen for specific information

SCHOOL LIFE

reading **1** **Read what these students say about their schools. Which student talks about…**

1 what clothes are allowed at school?
2 how they have to behave in class?
3 classroom jobs and responsibilities?

Liam

In our school, we don't have to wear a school uniform. But there are some rules about what we can wear. We aren't allowed to wear jeans or trainers, for example. There is a sweatshirt with the school logo on the front which we can wear at school if we want. School sports teams need to wear the sweatshirt when they compete against other schools. We also have to wear it when we go on school trips. Otherwise, we are allowed to wear more or less what we like.

Chloe

Once a year, we have elections in our class to choose a class representative. This year, I was elected. I have to go to school council meetings once a month, then I have to report back to my classmates. It's a big responsibility, but I really enjoy it. We also choose a class monitor once a week. The class monitor has to clean the chalkboard while the teacher takes the register every morning, and also needs to make sure the classroom is clean and tidy at the end of each school day.

George

At the beginning of every school year, our principal explains the importance of following some simple rules. Rule number one: we mustn't speak while the teacher is talking. It seems like an obvious rule, but some students find it really hard to be quiet! Another important rule: we must do all our homework and hand it in on time. And another important rule we all have to follow: we mustn't copy from our classmates when we are doing exams. I think that these rules are quite reasonable, though some students find it difficult to follow them.

reading **2** **Read again. Are the statements True (T) or False (F)?**

1 At Liam's school, it is obligatory to wear jeans.
2 At Liam's school, it is not obligatory to wear the school sweatshirt on a normal school day.
3 At Chloe's school, it is obligatory for the class representative to attend school council meetings.
4 At Chloe's school, it is obligatory for the class representative to clean the chalkboard.
5 At George's school, it is obligatory for students to be silent when the teacher is talking.
6 At George's school, it is not obligatory to hand in homework on time.

reading **3** **Look at the Grammar Box. Read again. Find more examples of 'obligation' and 'no obligation'.**

Modal verbs of obligation

> Page 213

Use *must*, *have to* or *need to* to say that a person has an obligation to do something:
*I **have to** go to meetings.*
*You **need to** wear the school tie.*
Use *mustn't* to say that a person has an obligation **not** to do something:
*We **mustn't** copy from our classmates.*
Use *don't / doesn't have to* to say that a person has **no** obligation to do something:
*We **don't have to** wear a school uniform.*

speaking 4

Work in small groups. Discuss the questions.

1 What are the rules in your school?
2 Are there any you would like to change? Why / Why not?
3 Are school rules necessary? Why / Why not?

PRONUNCIATION

When we contrast two things, we stress the words which are contrasted. Listen and repeat.

*You aren't allowed to wear **trainers**; you must wear **shoes**.*

*You mustn't wear **jeans**; you must wear **trousers**.*

listening 5

You will hear the principal of Blue Mountain High School talking to students at their weekly assembly in the school hall. Listen. What is the principal talking about?

A the advantages of wearing a school uniform
B school uniform rules
C changes to the school uniform

EXAM SKILLS

Read the gapped text carefully before you listen. Paraphrasing the whole sentence might help with this kind of task.

listening 6

Listen again. Complete the email. Use one or two words in each gap.

New Message

To : SchoolGroups_Parents cc : bcc :

Subject : School uniform

Dear Parents,

It has come to my attention that many of our students are not wearing the full school uniform. May I remind you that all students must wear the correct uniform. The blazer on its own is not enough. The following is a list of requirements:

- Students must wear [1] _____ . Trainers are not allowed, except for sporting activities.
- All students must wear a tie, even in [2] _____ .
- Boys must wear grey trousers; girls must wear grey trousers or skirts. [3] _____ are not acceptable at school.
- Students mustn't wear [4] _____ shirts or blouses. Shirts or blouses must be white.
- Students [5] _____ to wear jerseys as part of their uniform. But if they want to wear a jersey in cold weather, they must wear the official school jersey.

Every student [6] _____ start wearing the full school uniform from next Monday onwards.

Thank you for your cooperation.

Kind regards,

The Principal

Aa Send Draft

writing 7

Write a short blog post about some school rules. Use modal verbs for obligation. Write 80–120 words. Include one or two of the following:

- general school rules
- rules for doing sports
- rules for going on an excursion.

2 EDUCATION AROUND THE WORLD

SCHOOL LIFE; FUTURE EDUCATION PLANS

LEARNING OBJECTIVES

- Talk about education in different countries
- Use modal verbs of possibility
- Summarise information from a text

reading **1** **Work in pairs. Discuss the questions.**

1 What is a perfect class size?
2 What is an ideal school timetable?
3 Which subjects should be compulsory?
4 How much homework is the right amount?

reading **2** **Read two texts about school life in two countries. Complete the table for Denmark and Ireland with words from the text.**

compulsory = *obligatory*
to let someone down = *to disappoint somebody*
access = *entry into a place or an institution*
collaborative = *two or more people working together*

Rolf, Denmark

I go to a 'Gymnasium'. That's the word for a Danish secondary school. We have lessons from Monday to Friday, from 8.00 a.m. until 3.00 p.m. The maximum class size in Denmark is 30, but I'm in a class of 24, with 15 boys and nine girls. I love my school because the atmosphere is very relaxed, even though we are learning. The teaching methodology is informal and we have lots of freedom. This comes with responsibility, of course, because sometimes we have to finish tasks without much supervision. The teachers trust us and we don't let them down, otherwise it wouldn't work. We have nine subjects throughout secondary school. Four are mandatory: Danish, English, maths and history. Then we can choose the other five, depending on what we want to study in the future. I'm studying science subjects because I want to study medicine when I leave school. Did you know that in Denmark we don't have to do homework? But it doesn't mean we don't learn things outside school. Students might have music lessons or join a nature club, for example. I do lots of sport and I volunteer at a local animal rescue centre once a week.

Nina, Ireland

I go to a secondary school in Ireland. Lessons are Monday to Friday, from 9.00 a.m. until 4.00 p.m. There are 24 students in my class; that's the maximum allowed. Our school is a single-sex school, so there aren't any boys here. A long time ago, more schools were single sex, but now most primary and secondary schools in Ireland are mixed. Secondary schools here have two three-year cycles, the junior cycle and the senior cycle. I'm 15 and I'm in the first year of the senior cycle, which is called 'Transition Year'. Besides academic subjects, we have vocational subjects such as 'work experience', and we also study things like 'wellbeing' for our personal and social development. The idea is to develop the skills we need to make better choices about what we want to do in the future. Lessons are fun because we do lots of group work and collaborative tasks. Most of us have been friends since nursery school, so we work well together. For the next two years, I have to choose between six and eight subjects. Irish, English and maths are mandatory and then I can choose others depending on my interests. I'll probably choose things like accounting and economics. We get homework every day. At the end of the cycle, we take the 'Leaving Certificate' exam. This gives us the qualification we use to get a job or to go to university.

	Denmark	Ireland	My country
Timetable			
Class size			
Sex			
Subjects			
Homework			
Teaching methods			

EXAM SKILLS

When you are taking notes, start by finding key information in a text. Then summarise it in as few words as possible, leaving out all the words that are not essential.

speaking 3 **Which questions would you like to ask Rolf and Nina about school? Compare your ideas with a partner.**

- *I'd like to ask Rolf about…*
- *Me too. I'd also like to ask him what he thinks about…*
- *What would you ask Nina about?*
- *I'd like to know more about…*

speaking 4 **Work in pairs. Talk about education in your country and complete the 'Me' column in the table in Exercise 2. Compare and contrast secondary education in your country with Denmark and Ireland.**

writing 5 **Write a description of the secondary education system in your country. Use the texts about Denmark and Ireland as models. Use the notes you wrote in Exercise 4 to help you. Write 100–150 words.**

When we compare and contrast two things, we often use the words *both* and *but*.
*The system is similar in **both** countries, **but** we start and finish lessons later.*

listening 6 **Listen to three teenagers talking about their plans for the future. Which speaker (1, 2 or 3) talks about…**

a university accommodation?
b working before going to university?
c a technology related course?

Culture point

A gap year is when a student takes a break from their education, usually to travel or work. Most gap years are taken before starting university. A gap year can give young people valuable learning experiences and help them become more independent. Many gap-year students do voluntary work as a way to meet people, learn new skills and do something useful with their time.

PRONUNCIATION

Some words are spelled with letters that are not pronounced. Listen.

*dau**gh**ter, throu**gh**, mi**gh**t, ri**gh**t*	The 'g' and 'h' are not pronounced.
*cou**l**d, wou**l**d, ca**l**m, cha**l**k*	The 'l' is not pronounced.

Can you think of more words with the silent 'l' and the silent 'gh'?

listening 7 **Listen again. Complete the sentences.**

1 I think that there _____ be lots of opportunities in this field in the future.
2 The types of courses on offer _____ change quite a lot between now and then.
3 I _____ go to university straight after finishing school.
4 I think it _____ be a good experience.
5 I _____ stay in the university's halls of residence.
6 I _____ look for a student flat.

Modal verbs of possibility

Page 214

Use *might* or *could* to say we think something is possible. They are similar to *maybe* or *perhaps*:

*I **might** take a gap year = Maybe I'll take a gap year.*

The negative form of *might* is *might not*:

*I **might not** stay in the halls of residence.*

There is no negative form of *could* when we are talking about possibility.

speaking 8 **Work in small groups. Discuss the questions.**

1 What are the most prestigious universities in your country?
2 How would you feel about living in student halls of residence away from home?
3 Which things would you consider when choosing a university?
4 Are gap years common in your country? Do you think they are a good idea? Why / Why not?

3 EXTRACURRICULAR ACTIVITIES

HOBBIES AND LEISURE TIME

LEARNING OBJECTIVES

- Talk about extracurricular activities
- Use the passive voice in past tenses
- Listen for specific information

speaking 1 **Work in pairs. Discuss the questions.**

1 Why is it important to eat plenty of vegetables?
2 Which vegetables do you eat regularly?
3 How healthy is your diet? How could you make it healthier?

reading 2 **Read the magazine article. Choose the best title.**

A Vegetables are a healthy option
B School dinners are better with fresh vegetables
C The school vegetable plot: a great achievement

Three years ago, a group of students at Island School began an extracurricular activity which everyone at the school agrees has been a great success.

They were given permission to turn a small piece of land between the playground and the football pitch into a vegetable plot. The strip of land hadn't been used for anything for years until the students took it over. All the vegetables have been used to make school dinners. All organic and super healthy, the potatoes, onions, cabbages, cauliflowers, tomatoes, aubergines and more, have made students who use the school dining hall very happy indeed.

The vegetable plot was started by a small group of students and a science teacher, Mr Lee, who offered to coordinate this unusual extracurricular activity. At first, there was a very small group of eight students who met three or four times a week at lunchtime. Mr Lee, a keen gardener, has grown vegetables in his own garden for years, so he was able to show the group who took part in the activity how to grow a terrific crop of edible plants.

During the first year, as the vegetables were being cultivated, more students and teachers became interested in what was happening. The members of the group grew and grew, and now lots more students participate in cultivating vegetables on the plot. At the moment, groups of students meet every day at lunchtime and after school, and sometimes at weekends. More land has been added to the plot and last year, a large greenhouse was donated to the school by a local resident. Ninety per cent of all herbs and vegetables that have been used to make school dinners in the last year have come directly from the vegetable plot.

Passive voice in past tenses > Page 215

Use the passive voice to change the focus of a sentence. The passive voice is often used in formal texts such as reports:

*Mr Lee **started** the vegetable plot.* (active voice: focus on Mr Lee)

*The vegetable plot **was started** by Mr Lee.* (passive voice: focus on the vegetable plot)

Use the verb *to be* followed by a past participle to form the passive:

Past simple passive: *The vegetables **were used** for school dinners.*

Past continuous passive: *The plot **was being used** as a playground.*

Present perfect passive: *Lots of vegetables **have been cultivated** this year.*

Past perfect passive: *The plot **had been used** as a football pitch.*

reading 3 **Read again. Answer the questions.**

1 Where is the vegetable plot located?
2 Who started the vegetable plot?
3 When do students meet to work on the vegetable plot?
4 What was donated to the school last year?

reading 4 **Change these sentences into the passive form. Then check your answers in the text.**

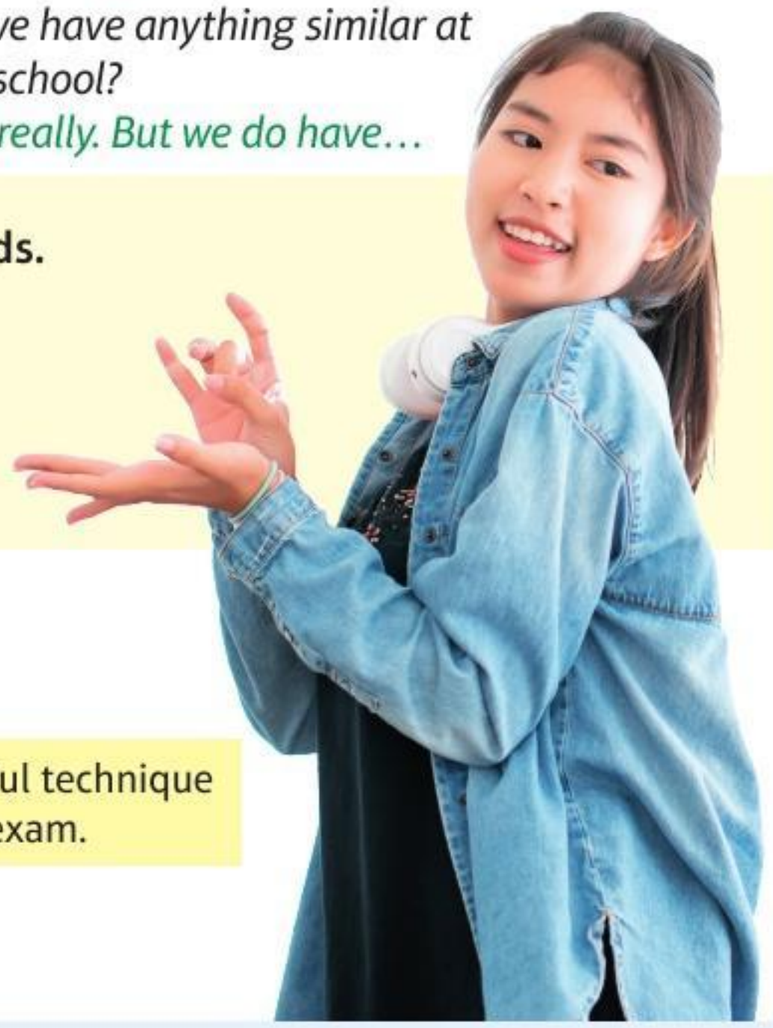
1 Nobody had used the strip of land for anything for years.
2 The cooks have used all the vegetables to make school dinners.
3 A small group of students and a science teacher started the vegetable plot.
4 As students were cultivating the vegetables, more students and teachers became interested.

speaking **5**

Work in small groups. Discuss the questions.

1 What do you think of the extracurricular activity at Island School?
2 Are there any similar extracurricular activities at your school?
3 How can extracurricular activities benefit the wider community?

- *What do you think about the vegetable plot at Island School?*
- *I think it's great because…*
- *Do we have anything similar at our school?*
- *Not really. But we do have…*



listening **6**

Listen to the episode of the 'Student Voice' podcast. Choose the correct words.

1 Ha Yeon lives and studies in **Morocco** / **Malaysia**.
2 She started a **dancing** / **singing** activity at her school.
3 She wanted people to **relax more** / **do more exercise**.
4 People benefitted by becoming more **confident** / **flexible**.

reading **7**

Read each statement 1–6 in Exercise 8.
Complete the following steps.

1 Highlight the keywords in each statement.
2 Predict the missing word(s) or phrase for each gap. Think about the type of word(s) that might follow the words before each gap (e.g. noun, verb, adjective).
3 Explain your thinking to a partner.

Prediction is a useful technique to help you in the exam.

listening **8**

Listen again. Complete each sentence with one word from the listening.

1 The main theme for the podcast this month is _____ .
2 At first, the club met _____ a week, online.
3 Ha Yeon _____ the group how to do the dance moves.
4 She was surprised at how _____ the group was among students and teachers.
5 Ha Yeon thinks K-pop dancing is fairly _____ for people to learn.
6 Ha Yeon feels that the group had several _____ impacts on the members.

speaking **9**

Work in pairs. Discuss the questions.

1 What do you think of Ha Yeon's achievements?
2 Would you join a K-pop dance club? Why / Why not?
3 What other things can we do to help our wellbeing?

writing **10**

Write a report for the school magazine on how extracurricular activities promote wellbeing.
Write 100–150 words.

- Give three examples of extracurricular activities that promote wellbeing.
- Explain one specific way that each activity promotes wellbeing.
- Share your own opinion on why wellbeing is important for students.

Plan your response.

Examples of extracurricular activities	How the activity promotes wellbeing	Useful phrases / sentences
Reading	*Helps us relax; it's enjoyable*	*There are many ways in which extracurricular activities can promote wellbeing.* *Examples of activities that are good for our wellbeing include…*

4 TECHNOLOGY IN EDUCATION

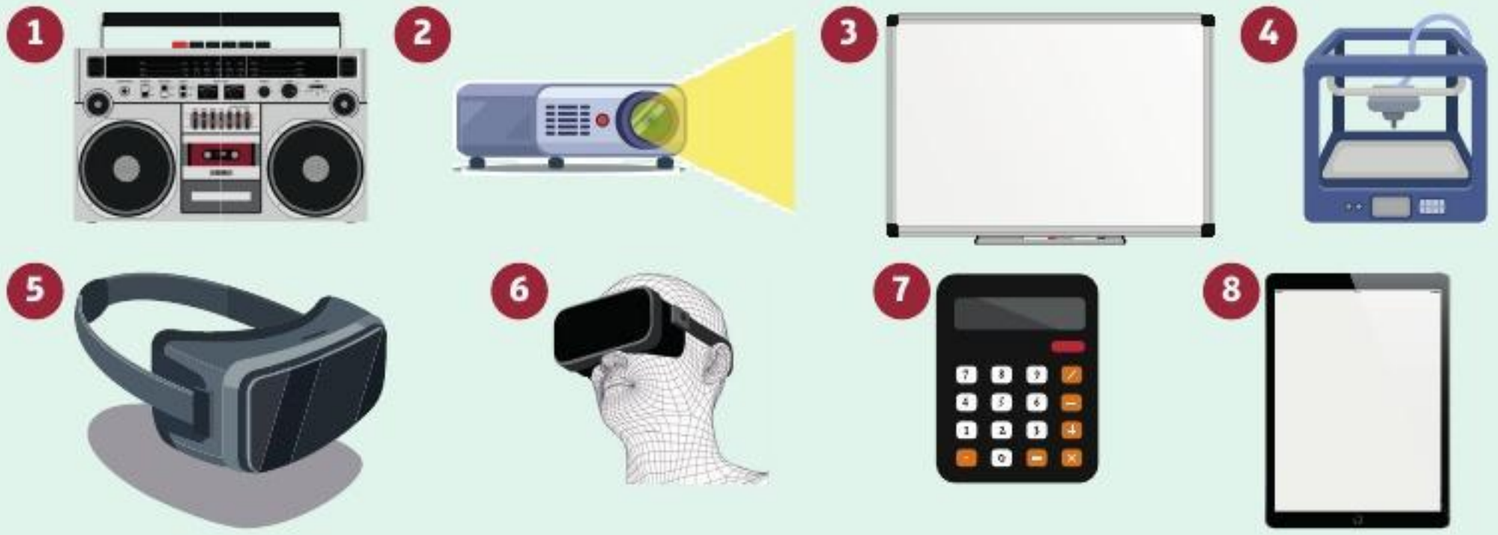
LEARNING OBJECTIVES

- Talk about technology in the classroom
- Use the passive voice in future tenses
- Scan a text for key information

ICT

speaking 1 **Match the words to the photos.**

3-D printer
augmented reality glasses
calculator
cassette recorder
interactive whiteboard
projector
tablet
virtual reality (VR) headset



speaking 2 **Work in pairs and discuss the questions.**

Which of the technological devices from Exercise 1:

- were used in classrooms in the past?
- are used in classrooms today?
- will students use in classrooms in the future?

Passive voice in future tenses Page 216

Use the future form of the verb *to be* followed by a past participle to form the passive in the future:

*This device **will be used** in classrooms in the future.*

*Virtual reality headsets **won't be used** in classrooms in the near future.*

reading 3 **Read these opinions about future trends in education. Complete them using the future passive of the verbs given.**

Game-based learning (GBL)

Everyone loves playing games. Games are fun! In the future, games [1]_____ [**use**] more and more in the classroom. Learning activities [2]_____ [**design**] to look and feel like games to increase student motivation. Games are also a great way to measure students' progress as they advance from one level to another.

Cloud storage

In the future, textbooks [3]_____ [**not use**] in class. Instead, students [4]_____ [**give**] electronic devices at the beginning of the school year, which they will use to access all the materials on the cloud that they need in class and at home.

Virtual learning environment (VLE)

One day, children won't need to go to school. Classes [5]_____ [**teach**] using online platforms. Virtual learning environments [6]_____ [**create**] for students to interact with teachers and other students. Children [7]_____ [**connect**] to a network of students from all over the world.

PRONUNCIATION

Past participles of regular verbs end in *-ed*. The *-ed* ending can be pronounced in three different ways. Listen.

1 Verbs that end in *t* or *d*
awarded, connected
The ending is pronounced /ɪd/.

2 Verbs that end in an unvoiced sound
helped, fixed
The ending is pronounced /t/.

3 Verbs that end in a voiced sound
used, designed
The ending is pronounced /d/.

speaking 4 **Discuss the three trends in Exercise 3.**

1 When do you think each trend will happen?
2 Which trend would you like to happen the most? Why?
3 What impacts might each trend have on learners?

reading 5

What information would you expect to see in an advert for a competition to design an app for learning English? Read the advert and check your ideas.

brand new = *completely new*
shortlist = *a shorter list of people from which a winner is decided*
requirements = *things that are needed or wanted*

DESIGN A LEARNING APP!

X-ite

Calling all English students! How would you like to help design a brand new game app that genuinely helps you (and millions of others) learn English? We are looking for someone with a clever idea for the next great 'X-ite LingoSmart'. Is that you?

The winning entry will be designed by our talented X-ite creative team using cutting-edge technology, and will be available for free from all the usual app stores.

Timeline:
4 September: competition registration officially opens
21 October: entries close

Any entries received after 12 p.m. on 21 October will not be accepted.

A shortlist of the five best proposals will be announced on the website and X-ite social media platforms on 10 December.

The winner will be announced at the EdTech X-ite StartUp Awards on 20 December.

The winning idea will be designed by the X-ite team and the winner will be invited into the creative hub space to observe every stage of the process with the designers. The winner will also be awarded with a cash prize of USD $250.

Full requirements, rules and conditions will be published here on the homepage of the X-ite website at midnight tonight.

reading 6

Read and complete Nahla's email. Write one or two words from the advert in each gap.

To: cc: bcc:

Subject: Your app idea!

Hi!

How are things? Do you remember that great idea you had for an app for learning languages? Well, guess what? I've just seen an advert for a [1]_____ for a new game app for [2]_____ ! My initial reaction was to think of you and your brilliant idea!

The winner will be given a [3]_____ of some money, but more important than that: the game will be designed by the X-ite team and it'll be downloaded by people all over the world because it's going to be [4]_____ ! Can you imagine? You'll be famous, and I'll have a famous friend!

You can enter between 4 September and [5]_____ , so you've got plenty of time to respond. Have a look at the [6]_____ of the X-ite website tomorrow morning. All the rules and other information will be published there.

One last thing! Don't forget to take me along to the X-ite [7]_____ with you in December. I want to be with you when they announce which of the [8]_____ shortlisted entries is the winner because I think it will be you!

Your friend,
Nahla

Aa Send Draft

writing 7

Write an email responding to Nahla. Write 100–150 words.

- Thank Nahla for the information.
- Remind her of one or two features in your app idea.
- Say what you will do if you are shortlisted.

5 THE FUTURE OF EDUCATION

LEARNING OBJECTIVES

- Talk about future developments in education
- Use the future continuous
- Write an article

FUTURE EDUCATION PLANS

reading **1** **Read the article and think of a title for it.**

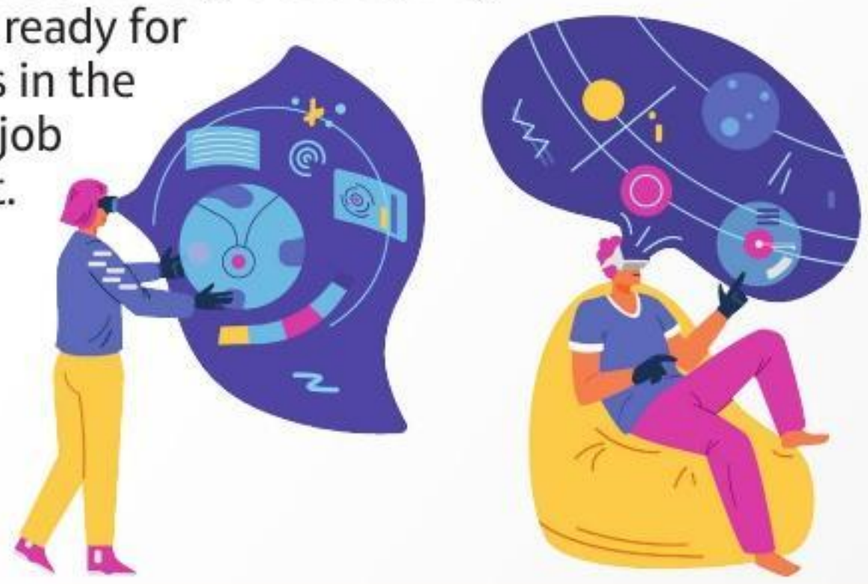
Education has changed a lot over the last 20 years, but over the next 20 years, we'll see a complete transformation. The main reason for this is the emergence of new technologies in society, and the effect of these technological changes on the job market.

We will be living in a world of major technological advances, and they will change the way we do things in every walk of life. We won't be working in the same jobs, for instance. Machines and computers will be doing lots of the jobs and tasks that are carried out by humans today. This means that students won't be learning the skills needed for these jobs. What's the point in teaching people to do jobs that will soon disappear?

Many of today's students will be working in jobs that don't even exist yet. There will be lots of jobs related to data analysis and coding, and a lot fewer opportunities in manual work. Advances in AI will mean that the skills needed in careers like medicine, law, education or administration will be completely different from the skills needed today.

Consequently, STEM subjects (science, technology, engineering and maths) will become more important, and these will be included in the school curriculum. As well as this, teachers will be putting more emphasis on competences like creative thinking, problem solving and working in teams. These are the skills that future employers will be looking for when recruiting workers.

So it is clear that our changing economy will have far-reaching consequences for our education systems. Educators and designers of educational materials will need to take these changes into account so that when today's students graduate, they will be ready for careers in the future job market.



reading **2** **Read again. Answer the questions.**

1 What reasons does the writer give for the transformation of education in the next 20 years?
2 Why will students be learning different skills in the future?
3 What are the new jobs that will be on offer in the future?
4 What does STEM stand for?
5 What skills will future employers be looking for?
6 What will educators and designers of materials need to do?

transformation = *the act of being completely changed*
emphasis = *special importance given to something*
far-reaching = *having an important and lasting effect*
competences = *abilities to do things successfully*

speaking **3** **Work in pairs. Do you think we will be living in a technologically different world in the future? Give examples to support your opinion.**

- *I think we will be using more devices like…*
- *I agree. I also think people will be using…*
- *Do you think we will be working…?*

Future continuous > Page 217

Use the future continuous to describe an action which happens over a period of time in the future. Use the future form of the verb *to be* followed by a present participle to form the future continuous:

*We **will be living** in a world of major technological advances.*

*We **won't be working** in the same jobs.*

Read the text again and find examples of the future continuous.

4 listening

Listen to the principal of Stars International School talking about how students will be studying in the future. Complete the sentences with no more than three words in each gap.

Today's classrooms already have digital materials, interactive whiteboards and [1]_____ .

Very soon, students [2]_____ half their classes from home.

The [3]_____ will be much more engaging.

PRONUNCIATION

Listen to the way we pronounce *-ng* at the end of a word.

reading, doing

Listen and repeat.

living, using, learning, working

5 speaking

Look at the categories.

classroom equipment **school buildings** **subjects**

1 Work in pairs and make three predictions about what schools will be like in 20 years' time. Make notes.
2 Compare your ideas with a partner. Make notes.
3 Change partners and compare your ideas again. Make notes.
4 Have a class discussion using your notes, and taking turns to share ideas and opinions.

Universities will be using robots in interviews for admission in the future.

6 writing

Use the best three predictions from your discussion in Exercise 5 to write an article. Write 150–200 words.

EXAM SKILLS

Plan your article.

1 Think of a **title** for your article.
2 You need an **introductory paragraph** to set out the topic you are going to write about.
3 Think of ideas for the **main body** of the article.
   Paragraph 1: First prediction
   Paragraph 2: Second prediction
   Paragraph 3: Third prediction
4 Finish with a **concluding paragraph** to summarise the main ideas and give your opinion.
5 Add structure to your article with phrases such as:
   First of all, Furthermore, To conclude.

Write 30–40 words per paragraph.

6 AN IDEAL CURRICULUM

LEARNING OBJECTIVES

- Talk about school subjects on the curriculum
- Use the second conditional
- Agree or disagree politely

SCHOOL LIFE

speaking 1 **Work in pairs. Discuss the questions.**

1 What's your favourite day at school? Why?

2 If you could change one thing about your school day, what would it be?

- *My favourite day at school is Wednesday because…*
- *Really?*
- *One thing I would change about the school day would be…*

listening 2 **Listen to three people talking about how they would change their school curriculum. Make notes on the changes each speaker would make. Then compare your notes with a partner.**

listening 3 **Listen again. Are the statements True (T) or False (F)?**

1 Speaker 1 would base her curriculum on climate change.
2 Speaker 1 believes that students could study different subjects by doing projects.
3 Speaker 2 is thinking of going to drama school because he wants to be an actor.
4 Speaker 2 likes art, but he doesn't want to do it at school.
5 Speaker 3 thinks that the present school curriculum is not adequate for the times we live in.
6 Speaker 3 believes that there are too many engineers in the job market.

listening 4 **Note down the subjects that each speaker mentions. Then listen again and check.**

Speaker	1	2	3	Nobody
science				
literature				
biology				
I.C.T.				
music				
chemistry				
history				
art				
physics				
maths				
P.E.				
computer science				
geography				
drama				
design and technology				
philosophy				

Second conditional Page 218

Use the second conditional to talk about hypothetical situations in the present.

Use the past simple in the *if* clause and *would* in the result clause to form the second conditional:

***If** I **were** in charge of the school curriculum, I **would do** things in a very different way.*

[I'm not in charge of the school curriculum, so it is a hypothetical situation.]

PRONUNCIATION

In conditional sentences starting with *If*, the intonation rises in the first part of the sentence and falls in the second part.

Listen and repeat.

If I were a teacher, I would do lots of projects.

If I were in charge, I'd change everything.

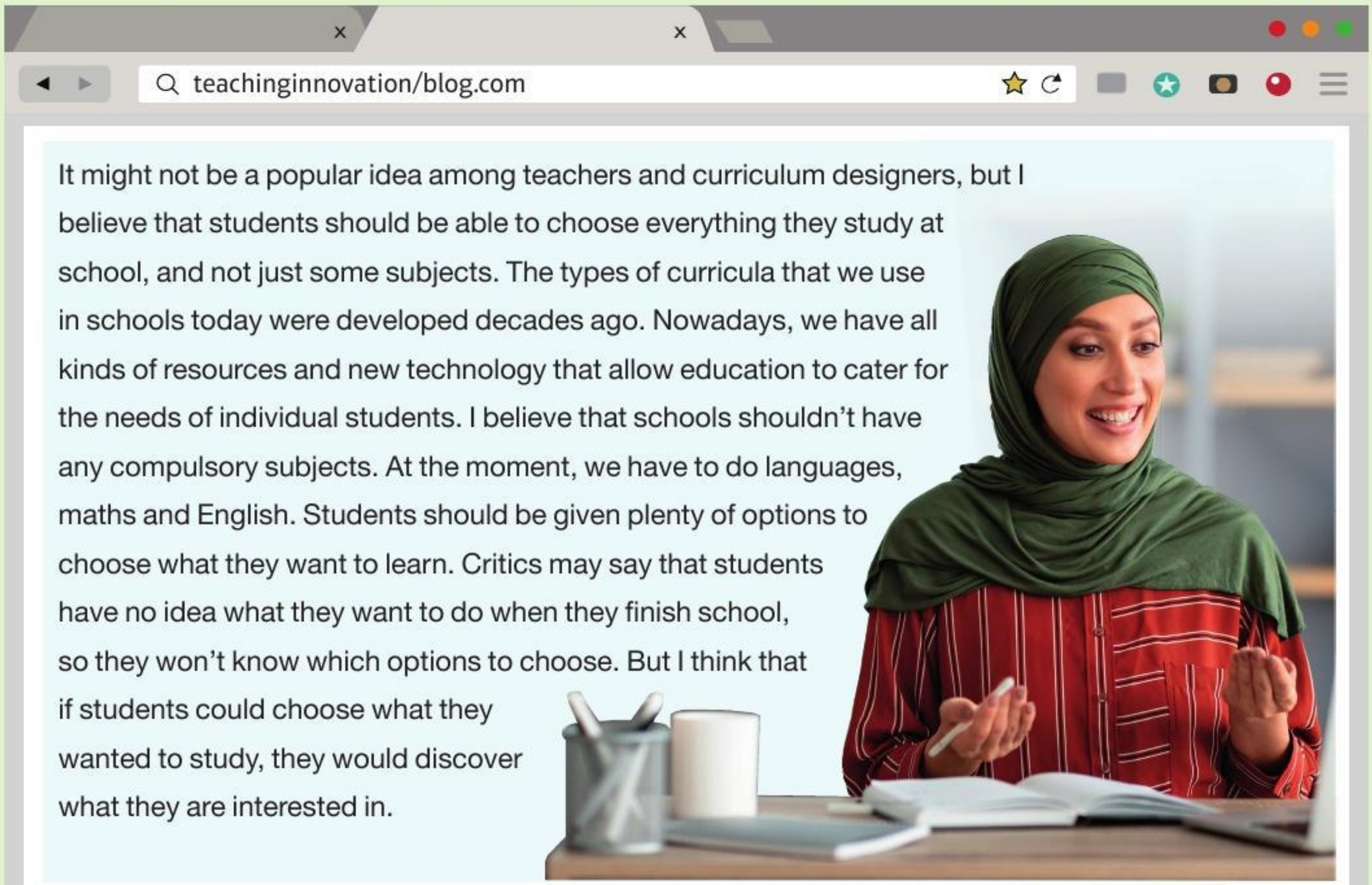
writing **5** **Complete the summaries of what the people in Exercise 2 said.**

1 If Speaker 1 could change the school curriculum, she would… because…

2 If Speaker 2 could…

3 If Speaker 3 could…

writing **6** **Read the blog post. How does the teacher think her colleagues will react to her opinions?**



speaking **7** **Work in pairs. Do you agree or disagree with the teacher's ideas in Exercise 6? Why?**

speaking **8** **Work in pairs. Discuss and make notes.**

1 Think about your school curriculum and timetable.
If you could change anything:

- would you get rid of any subjects? Why / Why not?
- would you give more time to any subjects? Why / Why not?
- would you give less time to any subjects? Why / Why not?
- would you introduce any new subjects? Why / Why not?
- would you change the timetable? In what way?
- would you make any other changes?

2 Join another pair and use your notes to discuss the questions further. Try to reach agreement.

3 Present your ideas to another group.

Useful language for discussions includes:

EXAM PRACTICE: LISTENING

Piano lessons

1 Yasmin has her first piano lesson. Listen to the recording and complete the sentences by putting a cross [x] in the correct box for each question.

a The academy is called

- **A** ☐ Piano Music Academy.
- **B** ☐ Star Music Academy.
- **C** ☐ Music Academy.

b Yasmin has got a piano lesson at

- **A** ☐ six o'clock.
- **B** ☐ seven o'clock.
- **C** ☐ twenty to six.

c Yasmin's lesson is in room

- **A** ☐ 7C.
- **B** ☐ 6A.
- **C** ☐ 7B.

d Ben has been a piano teacher for

- **A** ☐ 20 years.
- **B** ☐ less than 20 years.
- **C** ☐ more than 20 years.

e The cafeteria closes at

- **A** ☐ five o'clock.
- **B** ☐ nine o'clock.
- **C** ☐ six o'clock.

f The cafeteria sells

A ☐ drinks. **B** ☐ food. **C** ☐ food and drinks.

EXAM SKILLS

If you read the questions carefully before you listen to the audio, they will give you a good idea of what the audio is about. The information you need from the audio is in the same order as the questions.

(Total for Question 1 = 6 marks)

Learning a language

2 Zeki is talking about his experience learning a language. Listen to the recording and answer the questions. You do not need to write in full sentences. For each question write no more than ten words.

a What are some advantages of signing up for a language course in an academy or online?

b Why did Zeki find it difficult to speak and understand Portuguese when speaking to real Portuguese speakers, despite learning in an academy?

c How did Zeki attempt to immerse himself in the Portuguese language?

d According to Zeki, what is the best way to learn a language?

e What does Zeki emphasise as the most important thing during the language learning?

(Total for Question 2 = 5 marks)

Studying from home

3 Fatimah is asking Jorge, Zak and Sandra about the advantages and disadvantages of studying from home instead of going to school. What do they say?

a Listen to the podcast and complete the table. Write one advantage or disadvantage in each space. You do not need to write in full sentences.

Jorge says that the

advantages of studying from home are	(i) _____ .
disadvantages of studying from home are	(ii) _____ .

Zak says the

advantages of studying from home are	(iii) _____ .
disadvantages of studying from home are	(iv) _____ .

Sandra says the

advantages of studying from home are	(v) _____ .
disadvantages of studying from home are	(iv) _____ .

b Why does Sandra enjoy studying from home?

(Total for Question 3 = 7 marks)

A voicemail message

4 Erik's teacher is leaving a voicemail message. What does Erik's teacher talk about? Listen to the recording and put a cross [x] in each of the three correct boxes.

A Units in a book ☐

B Homework ☐

C Grammar ☐

D Classmates ☐

E The school uniform ☐

F Times ☐

(Total for Question 4 = 3 marks)

5 The message on the answering machine continues. Listen to the message and answer the questions. You do not need to write in full sentences. For each question write no more than five words.

a Where is Erik going on the school trip?

b Where can Erik find out more information?

c What does Erik need to take to school?

(Total for Question 5 = 3 marks)

EXAM PRACTICE: READING

Read the information about courses.

King's Academy

Do you want to improve your level of English?

Sign up for a course at King's Academy and we'll help you achieve your goal. We have a wide range of courses on offer, from beginner to advanced, for students of all ages from primary schoolchildren to adults. Check the website for other modern language classes. We have a team of excellent teachers, and our class sizes are small (six to eight students per class) so teachers can give individual attention to our learners. Competitive prices!

School of Hairdressing

Want to be a hairdresser? We teach everything you need to know about cutting hair, hairstyles and hair colours. In nine months, you will become a fully qualified hairdresser, ready to find a job. No previous experience is necessary, but you must be hard-working and enthusiastic, and you must be 18 years old or over. The next beginners' course starts in September and finishes in May. The course runs Monday–Friday, and classes are 9.00 a.m.–2.00 p.m. Check our website to find out timetables and prices. There are only 10 places, so apply early!

City United Football Academy

Are you currently coaching a school football team? Do you plan to coach a school team in the future? Our 'Introduction to Football Coaching in Schools' course is designed for people like you. This four-week online course provides you with the basic skills you need to organise and train school football teams. The course is mainly aimed at teachers, but anyone over the age of 16 is welcome to enrol. We run courses every two months. Discounts for groups and schools. Maximum class size: 8.

1 Answer the questions below. Put a cross [x] in the correct box for each answer.

a What can students learn at King's Academy?

A ☐ just English
B ☐ English and other languages
C ☐ English and other school subjects

b How many students are in each class at King's Academy?

A ☐ fewer than 10
B ☐ exactly 10
C ☐ more than 10

c What can you do when you finish a course at the School of Hairdressing?

A ☐ get a job as a hairdresser
B ☐ get a job teaching hairdressing skills
C ☐ become a hairdressing model

d How many hours a day is the course?

A ☐ two **B** ☐ five **C** ☐ nine

e Who is the course at City United Football Academy for?

A ☐ football players
B ☐ football coaches
C ☐ football fans

f How often does the course run?

A ☐ once a year
B ☐ twice a year
C ☐ six times a year

(Total for Question 1 = 6 marks)

EXAM SKILLS

The information you need to answer these questions is in the same order. Read the text carefully, looking out for key words which signal this is the correct part of the text.

Read the magazine article.

Is homework useful?

Homework has been a topic of debate among teachers, parents and students for many years. If you think back, it is likely that you will have had discussions on the subject too, either with classmates or adults around you. Some people argue that homework is an essential activity for reinforcing classroom learning, while others question its effectiveness and, perhaps more importantly, its impact on students' wellbeing.

One advantage of homework is that it gives students more practice in the subject they have studied in class. The number of hours in school is limited. So, homework gives students more time to study. Homework also promotes independent thinking and time-management skills as students need to organise how and when they complete tasks. These skills will remain valuable long after finishing school.

However, homework also has its drawbacks. If students have too much work to do at home, it can cause stress. In the most serious cases, this can lead to mental and physical problems. Having a lot of homework also reduces the time available for equally valuable activities like socialising, doing sports and exercise and general relaxation and rest. In addition, some students have limited resources or less support at home, and struggle to complete assignments. This causes inequalities in the education of students, which is unfair.

Another aspect to consider is the kind of homework tasks which are given. When students are faced with boring tasks or repetitive exercises, homework will not be appealing. In contrast, if a homework task is fun to do, a student will approach it in a more positive way.

To sum up, homework can be a valuable tool for reinforcing learning and developing self-study skills, but this can also cause problems for students if they are given too much to do. Homework should be given in moderation, taking into account students' wellbeing and their individual circumstances. Teachers can also design homework tasks which are fun to do so that students are more interested.

2 Answer the questions below. Put a cross [x] in the correct box for each question.

a What is one advantage of doing homework?

- **A** ☐ Reducing stress levels for students.
- **B** ☐ Providing additional time for after school activities.
- **C** ☐ Offering an opportunity to have more practice in a subject.

b What skills does homework promote?

- **A** ☐ Socialising and teamwork skills.
- **B** ☐ Organising work and time skills.
- **C** ☐ Relaxation techniques.

c What is a potential disadvantage of having excessive homework?

- **A** ☐ Limited time for socialising.
- **B** ☐ Less time to spend with family.
- **C** ☐ Wasting time on tasks that are not useful.

d What is the recommended approach to assigning homework?

- **A** ☐ Giving plenty of homework to ensure comprehensive learning.
- **B** ☐ Considering individual students' needs.
- **C** ☐ Focusing primarily on fun and entertaining tasks.

(Total for Question 2 = 4 marks)

EXAM SKILLS

Sometimes, the words in the questions are not the same as the words in the text, even though they refer to the same thing. In Question c, the word disadvantage is used to ask about the drawbacks of doing homework. So, when you read the questions, you should think about synonyms – different ways of saying the same thing.

3 Answer the following questions about the article.

a What are some benefits of doing homework, as mentioned in the article?

b What are the potential drawbacks of having excessive homework, according to the article?

c How can the design of homework tasks impact students' attitude towards homework?

(Total for Question 3 = 3 marks)

EXAM PRACTICE: WRITING

Task 1: Informal writing

1 You want your friend to help you with your homework at the weekend. Write an e-mail to your friend about this.
In your e-mail you **must**:

- ask your friend to help you with your homework
- write why you need help with your homework
- suggest where and when to meet.

Write approximately **75–100** words in English.

(Total for Question 1 = 10 marks)

EXAM SKILLS

When you are preparing to write, underline key words in the task. That way you are unlikely to forget anything when you do the writing.

Answer booster (Task 1: making requests)	Aiming for a solid level	Aiming higher	Aiming for the top
Structures	**Use present tenses:** *I'm having trouble with…* *I need help with…* *I don't understand…* **Use first conditionals:** *If you explain it, I'll be able to do it.*	**Use the present perfect / present perfect continuous tenses:** *I've tried and tried.* *I haven't managed to do it.* *I've been trying to do this all evening.* **Use second conditionals:** *If you could explain it, I'd be able to do it.*	**Use embedded questions:** *I don't understand (how to do it).* *I can't work out (what to do).* *I'm having difficulty in understanding…* *I was wondering / wondered if you could…* **Use conditionals in more complex or sophisticated ways:** *If you could explain what we have to do, I'd be able to do it myself.*
Phrases / Expressions to make requests	*Sorry to bother you, but…* *Please can / could you (help me with)…* *We can meet…*	*Do you think you could (help me)?* *Would you mind (helping me)?* *Would you be able to help me?* *I've got a problem with…* *Can I ask a favour?* *Let's meet.*	*I hope you don't mind me / my asking, but…* *Could you possibly…* *Could you do me a favour?* *Is there any chance you could help me with…?* *I was wondering / wondered if you could…*
Register: use a friendly tone	*Don't worry if you haven't got time.*	*No worries / problem if you're too busy.*	*Hope you can help. No worries / problem if not.*

Task 3: Summary writing

2 You are doing a project about studying from home. Read the text below and write a summary for your teacher.

Learning from home

In recent years there has been a lot of debate about whether learning from home is a good idea or not. More and more people are opting to study in the comfort of their own homes. With the advancement of technology, remote learning has become a viable option for many people. Nowadays it is easier than ever to access online courses and all kinds of educational tools using the internet. While this approach to learning has several advantages, it also presents some challenges.

Advantages

One of the main advantages is flexibility. Students can set their own timetable and learn at their own pace. They can dedicate more time to areas they find more difficult, and less time to things they have no problem with. In short, they can create a personalised learning environment, customised to suit their needs and preferences. It is also an ideal way of developing time management and organisational skills, both of which are highly valued in the professional world.

Learning from home has other practical advantages. There is no commuting, which can save time and money. Many people spend hours travelling to school and back. Also, it allows the learner to study in a quiet, comfortable space, free from the distractions often found in traditional classrooms.

Disadvantages

However, learning from home requires self-discipline and motivation. This goes both ways. While it's good preparation for the world of work, students who lack self-discipline are not suited to remote learning for obvious reasons.

There are other drawbacks too. Traditional classrooms offer social interaction and opportunities for collaboration with peers, which can enhance the learning experience. Studying from home, on the other hand, is quite a solitary experience, with limited social interaction and no real development of teamwork skills.

Another disadvantage of studying from home is the potential for distractions. While some home environments can provide a quiet and dedicated space for study, this is not the case in all homes. Maintaining focus and concentration can be a real challenge in some households due to lack of space or a noisy environment. Chores and leisure activities can be a big distraction too.

Another potential problem is technology going wrong. It happens to everyone at some point. A reliable Wi-Fi connection is crucial to online learning and this can often let learners down. Computer problems can slow things down. Technical difficulties like these can disrupt the learning process and create frustration for students, leading to a loss of valuable study time.

So, learning from home has both advantages and disadvantages, as we have seen. But ultimately, the effectiveness of remote learning depends on the individual's ability to stay focused, motivated and adapt to this unique educational setting.

In your summary you must:

- write about **two** advantages of studying from home
- write about **two** drawbacks of studying from home
- based on the points in the text, explain whether all students should study from home.

You **must** use your own words where possible.

Remember to use a range of grammatical structures and vocabulary in your response.

Aim to write approximately **180** words in English.

(Total for Question 2 = 20 marks)

For ideas to boost your answer to Task 3, look at the Answer booster on page 47.

EXAM PRACTICE: SPEAKING

Task 1: Role play

1 Work in pairs and do the role play.

Student A: You are talking to a friend about school subjects.
Student B: You will play the role of the friend and will speak first.
You will talk to Student A using the five prompts below.

You are expected to say a few words or a short phrase / sentence in response to each prompt.
One-word answers will not be sufficient to gain full marks.

- Where you see – **!** – you must respond to something with no prompt.
- Where you see – **?** – you must ask a question.

Student A

Topic: School subjects

You are talking to a friend about school subjects.

1 Favourite subject – what?
2 Subjects – how many?
3 Favourite subject – how often?
4 **!**
5 **?** Favourite day of the week at school?

Student B

Topic: School subjects

You are talking to your friend about school subjects. Ask questions 1–5 below in order. You begin.

1 What is your favourite subject at school?
2 How many subjects do you study?
3 How often do you study your favourite subject?
4 Why do you enjoy this subject?
5 (A question for you to answer).

2 When you finish, change roles.

EXAM SKILLS

Make sure you use your preparation time well. Read the prompts carefully and think about what you will say.

EXAM SKILLS

When there are people in an image, think about where they are, what they are doing and how they might be feeling. This will help you set a context to speak about.

Task 3: Picture-based conversation

3 Work in pairs. Look at the picture. You are going to discuss the picture and the topic of school uniforms and school rules. Take turns to ask and answer the prompts.

Topic: School uniforms and school rules

1. Describe the picture.
2. Do you have to wear uniform? If yes, do you like wearing a uniform? If not, would you like to wear a uniform?
3. What are the advantages of wearing a school uniform? What are the disadvantages?
4. What rules do you have in your school? What are the reasons for these rules?
5. Do you agree that it is important to have rules? Why / Why not?
6. Think of a question to ask on the topic of school uniforms and school rules (e.g. the need for all students to wear a uniform).

4 Work in pairs. Look at the picture. You are going to discuss the picture and the topic of classrooms. Take turns to ask and answer the prompts.

Topic: Classrooms

1. Describe the picture.
2. What furniture is there in your classroom? What technology is there in your classroom?
3. What would you change about your classroom? What kind of furniture? What kind of technology?
4. How many people are in your class? Is it too many / too few? What is the ideal class size?
5. What will classrooms look like in the future? What technology will they use? Will they be virtual? How will they work?
6. Think of a question to ask on the topic of classrooms (e.g. the importance of a pleasant and comfortable place to work in school).

4 EMPLOYMENT

LEARNING OBJECTIVES

- Talk about places of work and jobs
- Use *should*, *must* and *have to* for giving advice
- Make suggestions and offers

SPRINGBOARD 1

JOBS AND PLACES OF WORK; DESCRIBING JOBS

vocabulary **1** **Circle the odd one out. Then match the word groups (1–5) to the definitions (A–E).**

1 farmer chef waiter server waitress

2 pilot flight attendant bus driver dentist

3 doctor nurse mechanic ambulance driver

4 secretary office worker actor receptionist manager

5 shop assistant manager cleaner artist

A We work *in a hospital*.
B We work *in a shopping centre*.
C We work *in a restaurant* or *in a café*.
D We work in the transport industry, *on a plane* or *on a bus*.
E We work *in an office*.

vocabulary **2** **Look at the expressions in italics in Exercise 1. What do they have in common? Name at least three more places of work.**

vocabulary **3** **Complete the table with jobs from Exercise 1. Then add your own ideas.**

-er
-or
-ist
-ant
other

vocabulary **4** **Play *Guess My Job* in pairs. Use the expressions in the box and the jobs from Exercises 1–3 to help you.**

build houses
help sick people
look after people's teeth
paint pictures
repair machines
wear a uniform
work inside / outside
work / teach in a school / classroom
work in a theatre work with machines
work with your hands

- *I work with my hands.*
- *Are you a farmer?*
- *No, I don't work outside. I work inside. I help sick people.*
- *Do you work in a hospital?*
- *Yes, I do.*
- *Are you a doctor?*
- *Yes, I am!*

vocabulary **5** Complete the table with jobs from Exercises 1–3. Then write sentences to explain your answers.

Interesting	Boring	Fun	Difficult	Easy

grammar **6** Complete the dialogues with the words in the boxes. Sometimes, more than one answer is possible. Listen and check. Then practise in pairs.

must mustn't should shouldn't

Darius: I want to be a doctor.
Lara: A doctor? That's hard! You [1]_____ study more and you [2]_____ play video games all the time!
Darius: That's true! I [3]_____ spend so much time on the computer. I [4]_____ work harder in science classes.

have to mustn't should shouldn't

Sita: I'd like to be an artist. What [5]_____ I do?
Arjun: You [6]_____ practise a lot! You don't paint enough.
Sita: You're right. I [7]_____ forget to do that!
Arjun: I know, you [8]_____ try to draw or paint every day.
Sita: Good idea!

grammar **7** **Write advice for these people. Use *should*, *must* or *have to*.**

1 I want to be a chef.
2 I'd like to be a teacher.
3 I want to be an actor.
4 I want to be a police officer.
5 I'd like to be a business manager.

grammar **8** **Work in pairs. Give a suggestion or make an offer for each situation using *shall*.**

1 'My bag is very heavy.'
2 'I don't understand my homework.'
3 'We can't find our hotel.'
4 'I don't know what time the train leaves.'
5 'I'm really hungry!'

should, *must* and *have to* for advice

Use *should/shouldn't* to give advice:
*You **should** ask the teacher how to do the exercise.*
*You **shouldn't** do that, it's not a good idea.*

Use *must/mustn't* and *have to* to give strong advice. This is often advice we give ourselves:
*I **mustn't** forget to buy a present for my mum!*
*You **must** take your dog for a walk every day.*
*You **have to** study for the test.*

We usually ask for advice with *should*:
*I've got a problem. What **should** I do?*

shall for suggestions and offers

Use *shall* to make suggestions or to offer something:

***Shall** we phone the manager?*

***Shall** I help you with that?*

Only use *shall* with *I* and *we*. Use it in the question form.

SPRINGBOARD 2

DESCRIBING PEOPLE

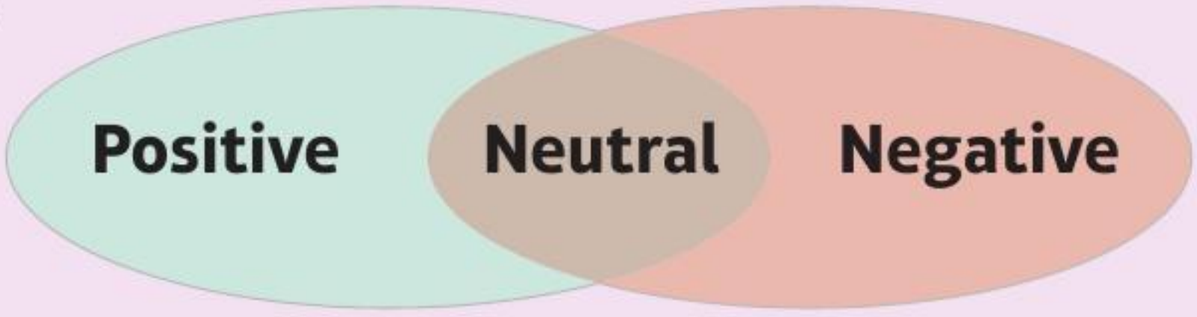
LEARNING OBJECTIVES

- Describe people and habits
- Use the present continuous with *always*
- Use reflexive pronouns in conversation

vocabulary 1 **Match the images to the words in the box.**

clever friendly kind polite rude serious unfriendly unkind

vocabulary 2 **Complete the diagram with the words from Exercise 1. Can you add any more words?**



vocabulary 3 **Write about people you know. Use positive and neutral adjectives.**

vocabulary 4 **Complete the comments using the present continuous form of the words in brackets and *always*. Then listen and check.**

CHAT: WHO SOMETIMES DOES ANNOYING THINGS?

My brother, sometimes! He [1]_____ [**take**] my things... but I can borrow his things, too.

My cousins... When we watch films, they [2]_____ [**talk**]. Grr! But they're also kind. They give me great presents!

Me! I [3]_____ [**forget**] people's names.

My friend Ellie. She [4]_____ [**arrive**] late. But she's very nice and friendly, so I don't mind!

My sisters. They're both really clever, and they [5]_____ [**ask**] questions! They help me with my homework though, so it's OK really.

SEND

Present continuous with *always*

Use the present continuous with *always* to talk about other people's annoying habits:
*They're rude. They'**re always interrupting** people.*
*My sister **is always taking** my clothes without asking!*

Use it for yourself to talk about things you shouldn't do:
*I'**m always forgetting** to do my homework!*

We usually stress *always* in these sentences.

grammar **5** **Choose the correct reflexive pronouns. Then match the sentences to the photos.**

1 They're lying on the ground. I hope they haven't hurt **yourselves** / **themselves**!
2 I'm answering all the questions **myself** / **yourself**.
3 She's looking at **herself** / **ourselves** in the mirror.
4 He isn't looking properly! I hope he doesn't cut **himself** / **itself**.

A

B

C

D

grammar **6** **Complete the sentences with the correct reflexive pronouns from Exercise 5.**

1 Tania often talks to _____ . She calls it 'thinking out loud'.
2 There's something wrong with my computer. It keeps turning _____ off.
3 The chef cut _____ with a sharp knife. She had to go to a hospital.
4 I want to teach _____ Arabic. I'd love to speak it!
5 Be careful you two! Don't hurt _____ .
6 We can do it _____ ! We don't need any help.
7 They usually cook breakfast and lunch _____ .

Reflexive pronouns

Reflexive pronouns refer back to a person or thing. Usually, the subject and object of a verb are the same:
I *looked at* ***myself*** *in the mirror.*
They *enjoyed* ***themselves*** *at the party.*

You can use by with a reflexive pronoun to mean 'alone':
I *did the homework* ***by myself****. Nobody helped me.*
Sara *enjoys spending time* ***by herself****.*

grammar **7** **Work in groups. Ask and answer the questions using reflexive pronouns.**

1 When did you last feel proud of yourself?
2 Do your friends walk home from school by themselves?
3 Have you ever hurt yourself doing sports?
4 Do you usually enjoy yourself at music events or parties?

grammar **8** **Write sentences about your group using reflexive pronouns. Then report back to the class.**

REFLECT: TOPIC VOCABULARY

How do you feel about describing these topics? Choose the emoji that matches your feelings.

Jobs and places of work	☺	😐	☹
Describing jobs	☺	😐	☹
Describing people	☺	😐	☹

How could you improve your knowledge of vocabulary for these topics? Think of two ideas.

REFLECT: GRAMMAR

How well do you understand these grammar structures? Choose the box that is true for you.

Grammar	**I don't know this well**	**I know it but I can't use it well**	**I know it and I can use it well**
Should for advice			
Must and *have to* for strong advice			
Shall for suggestions and offers			
Present continuous with *always*			
Reflexive pronouns			

How could you improve your knowledge of these structures? Think of two ideas.

1 THE WORLD OF WORK

PART-TIME AND VOLUNTARY WORK

LEARNING OBJECTIVES

- Talk about volunteering and part-time jobs
- Use the past perfect continuous
- Understand purpose and function when listening

reading **1** **Work in groups. Discuss the questions.**

1 Match the photos in Exercise 2 with these jobs:

pet-sitter **video game tester** **conservation volunteer**

2 What do you think people do in these jobs?

3 Which personality characteristics do you need for each job?

confident curious enthusiastic flexible hard-working
open-minded organised patient reliable responsible sensible

enthusiastic *= feeling or showing a lot of interest and excitement*
hard-working *= working with a lot of effort*
open-minded *= willing to consider and accept other people's ideas and opinions*

reading **2** **Read the text and choose the correct answers.**

TEENS HAVE THEIR SAY: Volunteering and part-time jobs

Someday, you'll have to earn your living, but for most teenagers, that's all in the future. So what work can you do *now* to earn money or improve your skills? You don't have to babysit, be a server or work as a shop assistant. There are some amazing options out there! Three young people tell us about their experiences of work.

1

I'm a volunteer at the Canal and River Trust. I'd been thinking about volunteering for a while when I heard about the organisation and knew it'd be perfect for me. We do conservation work near rivers and canals, including picking up litter and removing rubbish from the water. It's manual work, but I don't mind because I love the fact that it means that others can enjoy these spaces. Voluntary jobs are unpaid, but I think I've learned some useful skills to help me find a job in the future. I'm definitely more confident and organised! *Kieran, aged 17*

2

I was unemployed, but I've recently started my own business. I've been looking after people's pets during the holidays since I was 12 and decided to do it professionally. I offer several different services: I walk and feed dogs while their owners are at work or away, and I also pet-sit. That involves staying at someone's house while they're on holiday and looking after their pets. You have to be responsible, hard-working, and, above all, reliable. *Sara, aged 19*

3

I suppose I've got my dream job: I'm a video game tester! It's hard work, despite what people think. I test games to find problems, so I often end up playing the same part of a game again and again. That can be stressful, and it isn't always easy to stay enthusiastic. I'd been playing video games for years before I got the job, but I know other testers who are less experienced. It can get a bit technical because you need good computer skills. You also need to be familiar with the latest video games and devices, but it's quite well paid. You can earn USD $25–35 an hour. *Lily, aged 16*

EXAM SKILLS

Answers often use a word or phrase from the text as a 'distractor' (incorrect answer). Can you find an example of this in Exercise 2?

1 Kieran…
- **A** got the job soon after deciding to volunteer.
- **B** doesn't enjoy working with his hands.
- **C** feels he has benefitted from his job.

2 Sara…
- **A** sometimes lives at pet-owners' houses.
- **B** had wanted to be a pet-sitter when she was a child.
- **C** only looks after pets whose owners are on holiday.

3 In her job, Lily…
- **A** sometimes gets bored when testing a game.
- **B** has to play the most stressful parts of video games.
- **C** has to think of ideas for new video games.

4 Lily is… the pay rate for game testing.
- **A** disappointed with
- **B** content with
- **C** amazed by

earn your living *= earn enough money to pay for everything you need*
conservation *= the protection of animals, plants and places in nature*
be familiar with *= know something very well*

speaking **3** **Imagine you have got your dream job. Read the questions and think about your answers. Then work in pairs and interview your partner.**

1 What is your job? Why? How did you get it?
2 What does the job involve? What do you like or dislike about it?
3 What personality characteristics do you need for it?
4 What had you been doing before you got the job?

- *My job is… I really like it!*
- *How did you get it?*
- *I'd been volunteering at… for a while when…*

Past perfect continuous Page 219

Use the past perfect continuous to talk about a repeated activity or to emphasise the duration of an activity or state before another time in the past:

I'd been thinking *about getting a job when I saw the advert.*
Alex ***had been working*** *hard for weeks. He finally managed to finish the project.*

When you talk about achievements or single actions, use the past perfect simple:
I'd been filling out application forms all morning and ***I'd completed*** *two forms.*

writing **4** **Write an article using your answers from Exercise 3. Write 150–200 words.**
A magazine is looking for articles by young people about the jobs they do. Write a description of your job. Look at the texts on page 78 to help you.

listening **5** **Read the information about Peace Boat. Listen to the conversation. Are the statements True (T) or False (F)?**

Peace Boat is an international NGO (non-governmental organisation) based in Japan. It works to promote peace and human rights around the world. Every year, it organises three Global Voyages that visit up to 20 different countries, as well as shorter trips around Asia. People go to find out about different cultures and the environment, as well as to learn English or Spanish. You can volunteer as a teacher or interpreter on these incredible trips.

1 Joe and Akari know each other well.
2 Akari is phoning because she wants to become a volunteer.
3 The purpose of her call is to ask for information.
4 By the end of the conversation, Akari has arranged a job interview.

EXAM SKILLS

The first time you listen to a conversation, listen for the general idea. Think about these things:

- Do the speakers know each other? What is the relationship between them?
- Why are they talking?
- What is the end result of the conversation?

listening **6** **Listen again. Choose the correct answers.**

1 Akari is interested in **teaching** / **studying** / **interpreting** on a Peace Boat voyage.
2 Akari found out about Peace Boat and the work it does **online** / **in a magazine** / **from a friend**.
3 Akari already knows about **the cultural events on board** / **the application process** / **the language courses**.
4 Akari asks if it is possible to **look around Peace Boat** / **visit the office** / **help organise an event**.
5 Habiki Yakiama **regularly volunteers** / **has volunteered once** / **is planning to volunteer**.
6 Akari arranges to meet Habiki on **Monday** / **Tuesday** / **Friday** next week.

listening **7** **Listen again. Complete the sentences with a number.**

1 Akari can speak _____ languages.
2 On Wednesdays, the office is open from _____ a.m. to _____ p.m.
3 Habiki is meeting _____ other people on Tuesday.
4 Akari is going to meet Habiki at _____ a.m.
5 Akari's phone number is _____ .

2 FUTURE EMPLOYMENT PLANS

LEARNING OBJECTIVES

- Talk about careers fairs and careers
- Use modal verbs for polite requests
- Read to identify purpose, audience and format

FUTURE EMPLOYMENT PLANS

speaking **1** **Read the poster. Then work in pairs and answer the questions.**

1 Would you go to an event like this? Why / Why not?
2 Which appeals to you more and why?
   - **A** doing a college or university course
   - **B** learning a trade, such as electrician or plumber
   - **C** doing an apprenticeship
   - **D** going into a profession, such as medicine or teaching
   - **E** doing vocational training
   - **F** training to be an accountant, a manager or a reporter
3 What are your aspirations for the future?
4 What would be your ideal career?

representative (rep) *= someone who speaks or does things officially for a company*
job opening *= a job that needs a person to do it*

listening **2** **Listen to three conversations at the careers fair. Complete the sentences with Z (Zahra), O (Omar) or L (Luisa).**

1 _____ is interested in learning a trade.
2 _____ wants to know more about apprenticeships.
3 _____ has recently left university and is looking for a job.
4 _____ wants a job that involves working with people.
5 _____ takes an information brochure.
6 _____ plans to get in touch with the company rep in July.

Polite requests > Page 220

Can / Could *you help me?*
Can / Could / May *I have a brochure?*
Would you mind *sending the email?*

Asking for advice

Could you give me any advice about…?
I'd like some advice about…

Giving advice

If I were you, I'd…
I'd advise you to…
The best thing to do would be to…

speaking **3** **Work in pairs. Do the role plays.**

Student A: You are a company rep. Your company has apprenticeships for plumbers, builders and painters. Answer Student B's questions and give advice to help them.

Student B: You want to find out about doing an apprenticeship to be a plumber, builder or painter. Talk to Student A, a company rep. Find out the information you need. Make polite requests.

Student A: You want to find out about job opportunities in IT as you have just finished university. Talk to Student B, a company rep. Find the information you need. Make polite requests.

Student B: You work for an IT company. Answer Student A's questions and give advice to help them.

- *Hi, my name's…*
- *Hello…, good to meet you. How can I help you?*
- *I'd like some advice about…*

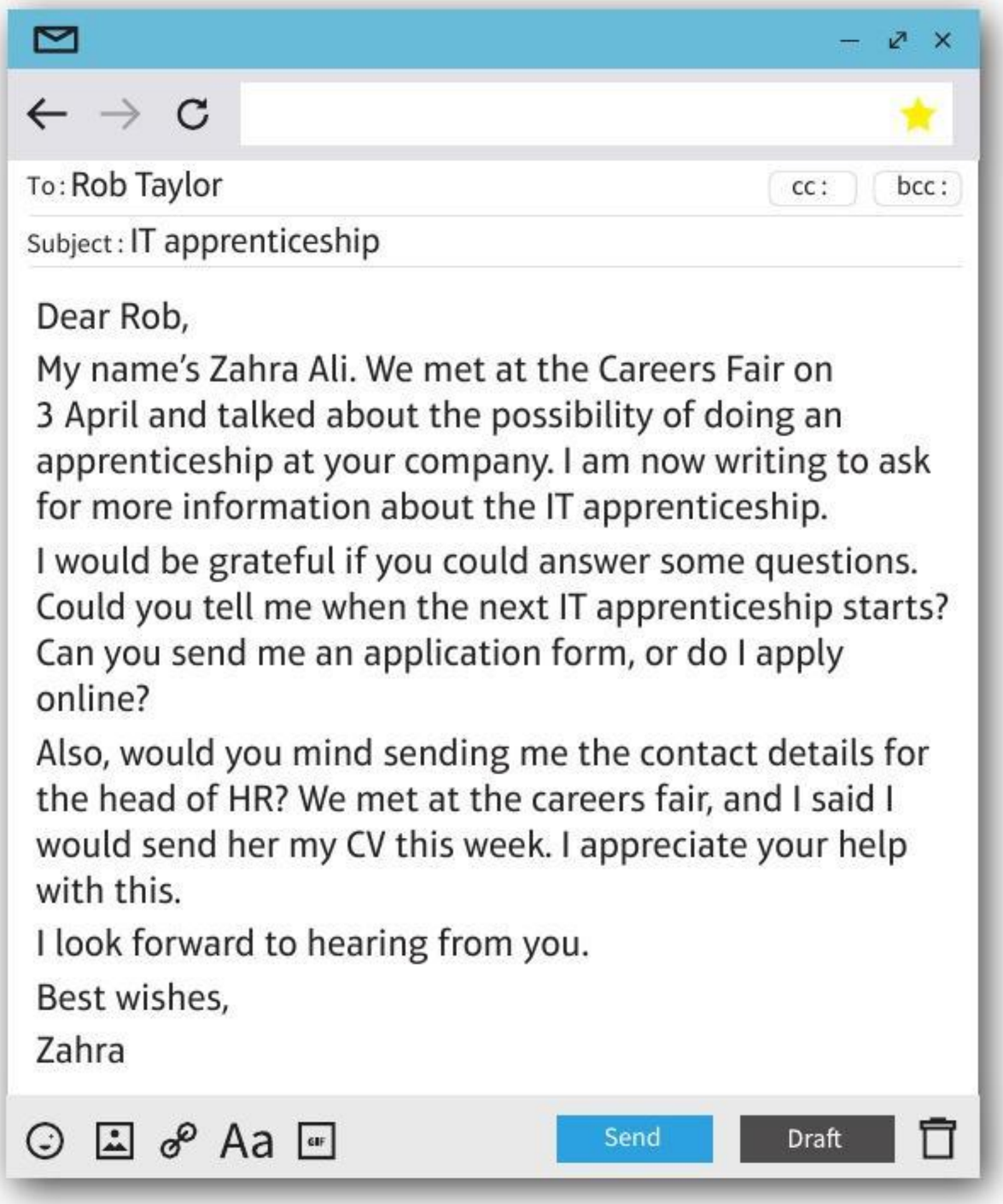
reading 4

Read the text and choose the correct answers.

1 Look at the format. What kind of text is it? How do you know?
   - **A** a magazine article
   - **B** an email

2 What is the purpose of the text? How do you know?
   - **A** to give information
   - **B** to ask for information

3 Think about the reader. What kind of language is used? Why?
   - **A** formal
   - **B** informal



reading 5

Read the email again. Find formal expressions that mean…

1 I want to know more about…
2 I'd be happy if…
3 When does the next… start?
4 Can you send me…?
5 Thanks for helping me with this.
6 Write soon!

EXAM SKILLS

To help you understand a text better, follow these tips.

- Look at the format. Does it look similar to texts you've seen before?
- Think about the purpose. Why is this text type usually written?
- Think about the audience. Who is it for? Is the language formal or informal?

writing 6

Imagine you went to a careers fair. Write an email to a company rep that you met. Write 150–200 words. In your email:

- say where and when you met
- politely request further information about job openings at the company
- use formal language
- divide the email into paragraphs.

speaking 7

Work in groups. Discuss the questions.

1 In what ways can teachers be supportive when students are trying to choose careers? Who else can help you with career advice?
2 How could you make the most of a careers fair? Do you think they're good places to network?

Culture point

Business cards are a popular way to give people your contact details. They first appeared in China in the 15th century. One of the most expensive ones in the world costs USD $1,500. It's made of metal and has diamonds in it! Do people in your country use business cards?

3 SKILLS FOR THE FUTURE WORKFORCE

FUTURE EMPLOYMENT PLANS

LEARNING OBJECTIVES

- Talk about the workplace
- Use *will* and *going to* for prediction
- Listen for specific information

speaking **1** **Work in pairs. Discuss the statements. Do you agree or disagree?**

In the future…

1. Most people will upskill at work, but they won't reskill.
2. More people will work for themselves and freelance.
3. Skills like being able to network online will be important.
4. People are going to train for most jobs online.
5. Meetings and job interviews will happen using virtual reality technology.
6. People may even work on other planets.

upskill = *develop your skills*
reskill = *learn new skills*
freelance = *sell your work or services to many different companies*
network = *meet / talk to people about business opportunities*
train = *teach someone to do a job*

reading **2** **Read the infographic. Are the statements in Exercise 1 True (T) or False (F)?**

The FUTURE of work

You'll LEARN all the time. Employees will take on multiple roles, upskilling regularly to climb the career ladder. Many people won't stay in the same career for a long time, either. Reskilling and changing jobs will be the norm.

The place WHERE you work will change. No more commuting to work. We've already got hybrid working, and being a digital nomad is becoming increasingly popular. We're going to see more of this. Someday, people may even work on other planets!

VIRTUAL REALITY (VR) at work is going to be huge! People use it now to train as pilots or doctors and even to practise for job interviews, but it isn't hard to imagine that this kind of experience will replace all work meetings and interviews.

HOW you work will change. More people will be freelancers and work on projects rather than for a company. The number of people who have their own small businesses will increase.

You'll need SKILLS and lots of them. Employers will look for people who are proficient in multiple skills. Can you analyse data? Use social media to network? Code? Without skills like these, it will be difficult to get a job or advance at work.

be the norm = *be the usual way something happens*
digital nomad = *someone who earns a living working online in different locations*
hybrid working = *working partly in an office and partly at home*

speaking **3** **Work in pairs. Discuss the questions.**

1. Do you think the predictions in the infographic will/are going to happen…?
   - soon
   - in the next five years
   - in your lifetime
   - never
2. Think of five more predictions about the future.

I think that soon… (everyone will work from home).
In the next five years,… (people are going to use VR all the time).
I don't think people will… (all have their own businesses in my lifetime).
People are never going to… (work on other planets).
People are already… (reskilling, so in the future, that's going to happen more).

speaking 4

Work in groups. Discuss the questions.

1 How important are these personal qualities for success in the workplace? Rank them from 1 (most important) to 8 (least important).

adaptable **competent** **consistent** **dynamic** **flexible** **focused** **proactive** **resilient**

2 Many of these words are in the next listening activity. What do you think the podcast will be about?

will for prediction Page 221

Will can be used for predictions. We tend to use ***will*** to give opinions, often with the verbs *think, hope, expect, and believe*.

*Many people think we **will work** on other planets.*
*Experts believe that people **won't meet** face-to-face.*

going to for prediction Page 221

Going to can also be used for predictions. We tend to use ***going to*** when we are focussing on present evidence.

*Sam **isn't going to** get the job. The interview went badly.*
*I'**m going to reskill** regularly. I have already completed two training modules.*

listening 5

Listen to the podcast. Choose the best description.

A Olivia talks about five different skills that people will need in the workplace, such as being able to use technology or solve problems.
B Olivia talks about the three most important skills that people need in the workplace now, and whether they'll need these skills in the future.

listening 6

Listen to the podcast again and complete the notes.

WHAT?	WHY?
Tech-savvy	need tech skills for any job, use tech to [1]_____ data, understand how tech will affect your [2]_____
Communication skills	be able to communicate in [3]_____ , able to get your message across and use the right kind of [4]_____
Problem-solving	come up with new ideas and be [5]_____ to solve problems, analyse information to make decisions, stay [6]_____ choose priorities
Adaptable	get more [7]_____ and be a leader, better jobs and more interesting [8]_____
Resilience	able to deal with different kinds of [9]_____ , be [10]_____ and open to change, achieve more goals

EXAM SKILLS

To listen for specific information, read the table first and decide what kinds of words are missing from the gaps (nouns, verbs, adjectives, pronouns…). How can the words before and after the gaps help you decide? What form of the words do you need (infinitive, gerund, singular, plural…)?

writing 7

Prepare text for an infographic about the top five workplace skills you think people will need in the future. Write 40–80 words for each bullet point.

- Think about how the workplace is going to change. What evidence is there for this?
- How do experts think the workplace will change?
- Look at the texts in Exercise 2 and the notes from Exercise 6 to help you find ideas.

speaking 8

Work in groups. Discuss the questions.

1 What skills are you learning now at school that will be useful in the workplace? What other skills would you like to learn?
2 Do you think it's possible to learn skills such as problem-solving and creative thinking at school? Can you develop resilience and creativity at school?
3 What are the advantages of studying an international curriculum to prepare you for future careers?

Culture point

It is predicted that around 65% of children at primary school now will do jobs that don't exist yet, like space pilot, self-driving car mechanic or 3D-printer chef.

4 BUILDING A CV

FUTURE EMPLOYMENT PLANS

LEARNING OBJECTIVES

- Talk about CVs
- Use the modal verb *have got to* for obligation
- Complete a table with the correct information

speaking 1 **Work in pairs. Discuss the questions.**

1 What is a CV? What information have you got to include?
2 Will you apply for summer jobs or part-time work this year? Do you have to write a CV for your applications?
3 What things are you doing at school and outside school to improve your chances of getting a job?

Modal verbs: *have got to* > Page 222

Use *have got to* to talk about obligations. It means the same as *have to*. It can only be used in the present tense:

*For this job, you **have got to** be able to speak Spanish.*

*Sam **has got to** stay in and write his CV.*
***Have** you **got to** do any homework tonight?*

reading 2 **Read the advert and answer the questions.**

Looking for a rewarding job this summer? We need instructors from July to September at our camp for children aged 8–12 years old.

Are you reliable, a good communicator, friendly and organised? Could you teach sports or crafts? Do you enjoy working with young people? Are you willing to learn new skills? Can you play the guitar? If so, come and work with us!

Knowledge of Spanish and Arabic, and a qualification in first aid are a bonus.

Previous experience of working with children essential.

Send your résumé to Sam Mitchell:
s.mitchell@regentcamps.com

1 Have you got to be available in July to do the job?
2 Have you got to be able to speak Spanish and Arabic?
3 Have you got to have a qualification in first aid?
4 Have you got to have previous experience of working with children?

***willing to** = prepared to do something, open to the idea of doing something*
***bonus** = a good thing in addition to something that's expected*
***essential** = extremely important or necessary*

listening 3 **Read the advert again. Then listen and choose the correct answers.**

1 Zain…
A has found lots of job opportunities.
B wants to get a summer job.
C thinks teenagers shouldn't work.

2 Zain is…
A organised, but not a good communicator.
B friendly, but not always organised.
C improving his communication skills, but isn't reliable.

3 Alba…
A applied for a job at a restaurant, but didn't get it.
B wants to experience working at a restaurant.
C got a job without prior experience.

4 In the end, Zain decides…
A not to apply for the job, as he doesn't have the necessary skills.
B to send his résumé, highlighting the relevant skills he has got.
C to wait for a more suitable job opportunity.

reading **4** **Match the descriptions (A–F) with the features of a CV (1–6).**

DAVID TORRES BLANCO

1 dtorres@gmail.com +34 616-672-991

2 A creative, reliable and well-organised student with a passion for film-making. I am currently studying for my International GCSEs and looking for part-time employment after my exams. In the future, I hope to work in advertising.

SKILLS

3 **Problem-solving:** Good thinking skills, able to make decisions
Teamwork: Able to collaborate in a team and work independently, good interpersonal skills
Languages: Spanish (first language), English (B2), French (A2)
IT: Word processing, basic programming skills, experienced in using video editing software

EDUCATION

4 **2018–2023 Madrid International School**
I am currently studying for 9 International GCSEs. I am expected to achieve grades 9–7 in all subjects.
2022 School Prize for Art

WORK EXPERIENCE

5 **Part-time shop assistant in Zara (2021–present)**
This job requires excellent communication skills and involves being responsible.
Voluntary work tutoring in maths and science (2022–present)
All my students have improved their grades due to thorough exam practice, and I have learned time management skills.

INTERESTS

6 I have my own YouTube channel with over 200 followers where I create short, practical videos with tips on how to make films and animated videos.
I am also a member of the school athletics team and regularly take part in sports competitions.

interpersonal *= relating to the relationships between people*
responsible *= able to be trusted*
tutor *= teach*
time management *= the skill of controlling the way you spend time to work efficiently*

A Write your top relevant skills for jobs here.

B Put activities you do that show useful employment skills here.

C This is your personal statement. Write one sentence:
- to describe your personality
- about what you're doing at the moment
- about your future plans.

D This section is for your personal details.

E Write about any jobs or volunteer work you've done, with a brief description of the skills involved in each one.

F Put your studies, awards and important achievements at school here.

reading **5** **Read the CV and advert in Exercise 2 again and complete the table. Is David a good candidate for the job? Why / Why not?**

Pros	Cons

writing **6** **Write your CV. Use the CV and notes in Exercise 4 to help you. Write 150–200 words. Then work in pairs and check your partner's CV.**

1 Have they followed the model CV and notes in Exercise 4?
2 What could they do to improve?

speaking **7** **Work in groups. Discuss the questions.**

1 How easy was it to write your CV? Was it hard to think of relevant skills and interests? How could you get more experience?
2 What skills do you think you have got to improve for the future?
3 Do employers in your country expect young people to have work experience? How easy is it to get work experience? Why?

EXAM SKILLS

To complete a table with information from a reading text, first check what information you need. Then read the text and highlight the relevant information in different colours. Then transfer the information to the table in your own words.

Culture point

CV stands for curriculum vitae, which is Latin for 'course of life'. In American English, people use résumé or resume instead. This word comes from the French, résumé, which means a summary.

5 JOB APPLICATIONS

JOB APPLICATIONS

LEARNING OBJECTIVES

- Talk about how to make a job application stand out
- Use reported speech
- Write a cover letter

speaking **1** **Work in pairs. Answer the questions.**

1 What is a cover letter? What kinds of jobs do you need one for?

2 Put the steps of a job application in the correct order.

☐ You are shortlisted	☐ You write a cover letter	☐ You are selected for an interview
☐ You read a job advert	☐ You adapt your CV for the job	☐ You complete the job application
☐ You are offered the job	☐ You accept the job	☐ You go for an interview

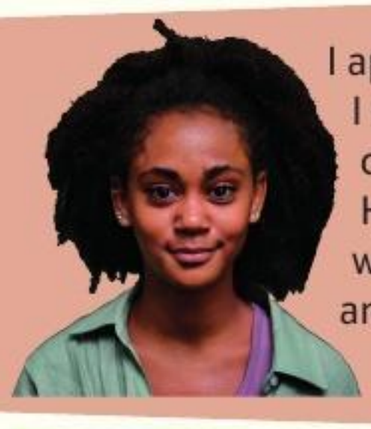
I think…	is probably first/next/last.
Maybe…	comes before/after that.
Perhaps…	is the first/next/last step.

listening **2** **Listen to the presentation and check your answers to Exercise 1.**

reading **3** **Read the article. Are the statements True (T), False (F) or Not Given (NG)?**

How to… get that job!

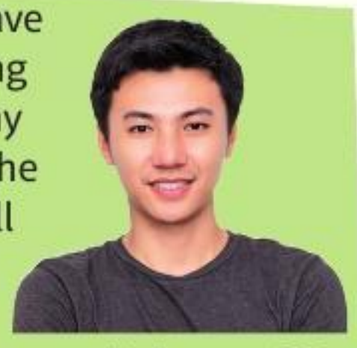
When it comes to job applications, people tend to worry most about doing the interview. Actually, the hardest part can be *getting* the interview: on average, employers spend just six to eight seconds looking at a CV before deciding if you're suitable or not! How can you stand out from the crowd?



I applied for a job I really wanted, but I didn't get an interview. So I sent a cake with my CV written on it to the HR department. They thought that was impressive. The next week I got an interview, and I was offered the job. I'm going to start next week!

Jade, aged 19

I've just finished college, so I don't have much work experience. I've been doing some research, and I found a company I like. I'm visiting tomorrow to meet the head of HR. I'll give her my CV and tell her why I'd love to work for them. I think companies like it when you take the initiative!



Lixin, aged 21

I heard about a job in advertising when the company was already looking at a few candidates. I knew I had to do something to stand out, so I filmed an advert and uploaded it to YouTube. I then sent them the link with my CV and cover letter. I got an interview and was hired.

Silvia, aged 22

Reported speech

Page 223

We use reported speech to report what someone said. Notice the tense and pronoun changes:

Direct	→	Reported
*'I **sent** them my CV,' she said.*		*She said she **had sent** them her CV.*
*'We **were looking** for a job,' they said.*		*They said they **had been looking** for a job.*
*'I **can** help you,' he said to me.*		*He said that he **could** help me.*

1 Jade said that she had applied for the job and had got an interview.

2 Jade said that she was making cakes for the company now.

3 Lixin said that he didn't have much work experience because he'd just finished his studies.

4 Lixin said that he had been doing research and had found a company he liked.

5 Silvia said the company had been looking at a few candidates before she applied.

6 Silvia said that she had filmed an advert, but she hadn't sent it to the company.

tend to = *often do a particular thing*
stand out = *be noticeable*
take the initiative = *show the ability to take action and make decisions*

reading **4** **Read the cover letter and match the section descriptions (1–4) with (A–D).**

1 Give details about your relevant skills.
2 Say where and when you saw the advert and the job you are applying for.
3 Close the letter appropriately.
4 Give details about your relevant experience.

To write clearly, make sure every sentence in a short letter has a purpose. Only include important information that the reader needs to understand your message.

Dear Ms King,

A I am writing in response to your advert on 27 April on JobSite.com. I would like to apply for the position advertised, as I believe I could be a valuable member of your team.

B As the editor of our school magazine, I have three years' experience of choosing and writing news stories. We also regularly post on social media to engage our readers. In addition…

C I believe I have strong communication skills. I recently had to give a talk to younger students about working for the magazine, and, as a result, ten of them joined the team. What is more,…

D Thank you for reviewing my application. I look forward to hearing from you.

Yours sincerely,

Greta Weber

Greta Weber

reading **5** **Read the job adverts in Exercise 6. Then read the cover letter again and answer the questions.**

1 Which job is Greta applying for?
2 What other information should she include in paragraphs B and C?
3 Which sentence (a–c) could you include in paragraph B? Which one in paragraph C? Why would you *not* include the other sentence?

a I am familiar with Word, Excel, PowerPoint and other programmes.
b I think this would be a really interesting job because you get the opportunity to do different things, and I'd enjoy that.
c I have been writing my own blog for over a year.

writing **6** **Choose one of the job adverts and write a cover letter. Write 150–200 words. In your letter:**

- say where and when you saw the job and why you want to apply for it
- give details of your relevant experience and skills
- start and finish the letter correctly.

Part-time shop assistant at Cora's Clothes

Are you reliable, polite, friendly and hard-working? Can you welcome customers, take payments and deal with problems? Are you able to work on weekends?

Apply to Mike Smith
mike@corasclothes.com

Calling all animal lovers!

We're looking for volunteers to help out at Largs Animal Shelter. If you're enthusiastic, helpful and love working with animals, get in touch! Prior experience is a bonus.

Email Janice Jones jan@largsanimals.com with your CV and cover letter.

Adams Agency

Are you good at writing? We're looking for someone to work part-time to produce blogs, posts on social media and posters. You'll need to work in a team under pressure and have excellent communication and computer skills.

Apply in writing to Sue King hr@adamsagency.com

speaking **7** **Work in groups. Discuss the questions.**

1 How did it feel to write a cover letter and 'sell' yourself?
2 Was it easy to reflect on your strengths and identify transferable skills you've gained from your studies? Why / Why not?
3 Which skills you learn at school do you think are most useful for the job market?
4 Are the part-time jobs in Exercise 6 common for students in your country? If not, what jobs do teenagers typically do?

6 JOB INTERVIEWS: THE STAR METHOD

LEARNING OBJECTIVES

- Talk about job interviews
- Use reported questions
- Role play an interview using the STAR method

JOB APPLICATIONS

reading 1 **Work in pairs. Read the questions. Which one would you NOT expect in a job interview? Why? Think of three more interview questions.**

1 Do you prefer working alone or in a team?
2 What will you be doing in five years' time?
3 Who's your favourite singer?
4 What are your goals for the future?

reading 2 **Read the messages. Which two questions from Exercise 1 was Lucy asked?**

How was your job interview?

It was a disaster!

Oh, no! Why?

They asked me what I would be doing in five years' time. Five years? I have no idea! I said I wasn't sure.

OK, that's not so bad, is it?

Then they asked if I preferred working alone or in a team.

So, what did you say?

Working alone, obviously… Then I remembered the job asked for team players!

Oh no :(Phone me!

disaster = *something that is a failure / has a very bad result*

a team player = *someone who works well with others as part of a group*

Reported questions > Page 224

When reporting questions, the question becomes a statement. Use the same tense/ pronoun changes as in reported speech. Introduce the question with the *Wh-* question word. When there is no question word, use *if/ whether*.

Direct question →	Reported question
*'Where **did** you **study**?' they asked.*	*They asked me where I **had studied**.*
*'Why **have** you **applied** for the job?'*	*She asked me why I **had applied** for the job.*
*'**Do** you **enjoy** working in a team?'*	*He asked me if I **enjoyed** working in a team.*
*'**Are** you **working** now?'*	*The interviewer asked me if I **was working** now.*

listening 3 **Listen to Lucy and Amy's conversation and answer the questions.**

1 What happened when Lucy talked about solving a problem?
2 Why was there a breakdown in communication?
3 Why didn't Lucy prepare for the interview?
4 What does Amy advise Lucy to find online?
5 How does Amy say Lucy should prepare to answer questions?
6 Which method does Amy recommend to answer questions?

reading 4 **Read the text. Are the statements True (T) or False (F)?**

1 Experts recommend only answering the job interview questions you choose.
2 The first thing you should do to prepare for the interview is list the skills the advert specifies.
3 In a STAR method answer, you focus on describing your actions.
4 When you give a result in a STAR answer, it's fine to give a general answer.

How to STAR interviews!

You applied for a job and you've received an invitation to interview. Congratulations! But now what? The job market is very competitive, and unfortunately, you can't choose to answer some job interview questions and avoid the rest!

It is important to answer tricky questions in a way that's both professional and shows off your skills and achievements. To do this, experts recommend the STAR method.

First, look closely at the job advert and make a list of all the skills or qualities it asks for. Then prepare answers that show how you have demonstrated each one using the STAR method:

SITUATION	Describe the situation in 1–2 sentences. The interviewer doesn't need to know your life story, just enough to understand the context!
TASK	In 1–2 sentences, outline the task you had to do.
ACTION	Describe in detail, perhaps 3–5 sentences, what you personally did to complete the task. It's important to use 'I' here, even if you were part of a team. Don't include everything the team did: say what *you* contributed.
RESULT	State the results of your actions in 1–2 sentences. Be specific.

Imagine an interviewer asked you to talk about something you had achieved, and the job advert asked for *communication skills* and to be *organised*. Your answer might be:

S – Our school wanted to buy new computers.
T – We decided to organise a dance to raise money.
A – I was responsible for making the posters and advertising the event. I wrote an article for the school magazine and posted regularly on social media. I also organised people to put up posters.
R – As a result, over 200 people bought tickets. The event raised USD $3,000 and the school was able to buy new computers.

This way, even if there is a lot of competition for the job, you can be confident you'll perform well at the interview.

Good luck!

listening **5** **Listen. Make notes of David's STAR answer in a job interview.**

writing **6** **Choose two questions. Answer them using the STAR method. Make notes.**

1 When have you faced a challenging situation? How did you deal with it?
2 Tell us about a time when you took the initiative. What happened?
3 Give us an example of a time you solved a problem. How did you do it?
4 What is an achievement you are proud of? Why?

speaking **7** **Work in pairs. Follow the instructions.**

- Prepare to answer your two questions from Exercise 6.
- **Student A:** you are the interviewer. Ask the questions and make notes on the candidate's answers (situation, task, action and result).
- **Student B:** You are the candidate. Remember to use phrases to introduce each part of your answer.
- When you finish, change roles.

● *Can you tell me about a time you solved a problem?*
■ *Certainly. The situation was…*

The situation was…
The task was to…
The action I took was to… First,… Next, / Then… Finally,…
The result was… / As a result,…

writing **8** **Write a short article with five tips for preparing for a job interview. Write 150–200 words.**

EXAM PRACTICE: LISTENING

A voicemail message

1 Omar is leaving a voicemail for Sandra. Listen to the message and complete the sentences by putting a cross [x] in the correct box for each question.

a Omar is phoning to invite Sandra for

- **A** ☐ a tour of the office.
- **B** ☐ a first interview.
- **C** ☐ a second interview.

b This would take place

- **A** ☐ the next day.
- **B** ☐ next week.
- **C** ☐ next month.

c There were

- **A** ☐ a lot of applications for the job.
- **B** ☐ few well-qualified candidates.
- **C** ☐ not many applications for the job.

d Omar would like Sandra to

- **A** ☐ take a skills test.
- **B** ☐ meet the rest of the team.
- **C** ☐ give a short presentation.

e Omar is going to send Sandra

- **A** ☐ an email.
- **B** ☐ a letter.
- **C** ☐ a text message.

(Total for Question 1 = 5 marks)

A conversation

2 Fatimah is talking to Malik. What do they say? Listen to the recording and complete the sentences with the words from the box below.

adaptable	also	always	boring	flexible	never	often
only	organised	resilient	surprising	wonderful		

a Fatimah has _____ been to the careers office before.

b Malik thought it was _____ that there was information about apprenticeships and traineeships.

c Malik has _____ thought that a job in sales would be good for him.

d Malik and Fatimah both agree that the two most important qualities are to be (i) _____ and (ii) _____ .

(Total for Question 2 = 5 marks)

EXAM SKILLS

The recording may contain words you do not know. Use the context, your knowledge of English and common sense to work out the meaning of unknown words. If you cannot, do not worry. You do not usually have to understand every single word to be able to answer the questions.

A radio interview

3 Sarah is being interviewed about a young person she knows who bought their own business. Listen to the radio interview and answer the questions. You do not need to write in full sentences. For each question write no more than ten words.

a How long had Amanda been working at the restaurant before she bought it?
b Why had Amanda saved a lot of money?
c Write **one** thing Amanda does on a typical day.
d How many fewer college students are there in Canada now than a few years ago?
e Write down **one** advantage of having your own business, according to Sarah.

(Total for Question 3 = 5 marks)

EXAM SKILLS

Always do as much as you can to prepare before listening to longer texts. Read the questions carefully and make sure you know what to listen for: a number, length of time, name, etc. Think about what the answers might be, e.g. think what is involved in running a restaurant (*cooking*, *serving*…) and advantages of working for yourself (*independence*, *money*…).

EXAM PRACTICE: READING

Maryam is writing to her friend Sara. Read the email below.

Hi Sara,

How are you?

As you know, I went for a job interview two weeks ago for a position working in a café this summer. They didn't email for a few days, so I thought I hadn't got it. Then they phoned and offered me the job and I started a week ago! I work six days a week (Sunday's my day off) from 10 a.m.–6 p.m., with an hour for lunch. It's a long busy day! The staff are really friendly and they've helped me a lot.

1 Which sentences are true? Put a cross [x] in each of the three correct boxes.

A Maryam's job interview took place a fortnight ago. ☐

B Maryam started her new job two weeks ago. ☐

C Maryam got an email offering her the job. ☐

D Maryam doesn't work on Sundays. ☐

E The lunch break is 30 minutes long. ☐

F The other employees have been very helpful. ☐

(Total for Question 1 = 3 marks)

Maryam is writing to her friend Sara. The email continues.

The job involves taking orders for food and drink from the customers and when the food's ready I take it to the table. I make the hot drinks too. I can now use the coffee machine! In the morning, people usually have drinks and cakes, but at lunchtime they order hot meals. In the afternoon, I'm busy serving ice cream.

We have our lunch late, around 3 p.m., when people have finished their meals. I usually have pizza but tomorrow I'm going to try the veggie burgers. They look delicious!

In the evening, I don't do too much. On Saturday, I met my friends and we played two games of bowling. Sam won both games. He's good because he plays in a team on Wednesday evening. It's Sunday evening now and I'm going to watch a film with my family as usual.

Write soon!

Maryam

Send Draft

2 Complete the gap in each sentence using a word or phrase from the box below. There are more words than gaps.

after afternoon before burgers classmates evening friends ice cream morning pizza

a Most customers in the café eat cakes in the _____ .

b In the afternoon, the most popular thing at the café is _____ .

c Maryam is spending Sunday evening with her _____ .

d The employees in the café eat lunch _____ the customers .

e Tomorrow, Maryam will eat _____ for her midday meal.

(Total for Question 2 = 5 marks)

EXAM SKILLS

Follow these steps to complete gapped sentences. First, read the text. Then read the gapped sentences carefully and decide what kind of word needs to go in each gap (a time, a person, a place, a food…). Use the words before and after to help you decide. Then read the options and identify the possible choices for each gap. Select the one you think fits based on the rest of the sentence and what you read in the text. When you finish a task with gapped sentences, read the text again and check all your answers.

Luke is finishing university soon. Read his blog below.

www.LukeGsblog.com

Getting a job

I'm finishing my university course and I'll soon be looking for a job. It's scary, but there's a lot you can do to increase your chances of getting one. The first thing I'd say is that you should start preparing years before you're looking for work. I've definitely made the most of my time here.

As well as studying, I joined a volleyball team and a climbing club. I also make costumes for a drama group. I've been volunteering at an animal shelter since last September too. My hobbies and work have helped me grow in confidence and I've learned new skills like being organised and adaptable. Although it wasn't paid work, volunteering means I've got work experience, which employers will take into account. I wish I'd gone to Spanish classes though, as I'd love to be proficient in the language. That's next!

I went to a careers fair last week and it's definitely something I'd recommend doing. I went to a really useful talk about how to write a good cover letter and I spent the rest of the time talking to the reps from different companies about the job openings they have and what qualities they are looking for in candidates. Most of them mentioned the importance of 'soft skills' such as communications skills and problem solving, I didn't expect that. It's not just about your degree! I'm finishing my university course and I'll soon be looking for a job. It's scary, but there's a lot you can do to increase your chances of getting one. The first thing I'd say is that you should start preparing years before you're looking for work. I've definitely made the most of my time here.

3 Answer the following questions. You do not need to write in full sentences. For each question write no more than five words.

a When does Luke think you should begin preparing for getting a job?

b Name **one** hobby or activity Luke has done at university.

c When did Luke start voluntary work?

d What does Luke regret **not** doing at university?

e What is Luke referring to when he says, 'it's definitely something I'd recommend doing'?

f What did Luke find surprising at the careers fair?

EXAM SKILLS

You can use words directly from the text to answer the open questions, but make sure you don't use more than five words. You won't lose marks for incorrect grammar or spelling.

(Total for Question 3 = 6 marks)

4 Read the comments on the blog. Answer the questions below. Put a cross [x] in the correct box for each question.

I almost went to university, but in the end I did an apprenticeship and now I've been working for a year. If I hadn't done the apprenticeship, I'd still be studying. They're not for everyone, of course, but I'd recommend them and trainee positions.

Luisa

That's great advice about learning soft skills. I reckon my communication and problem-solving skills are excellent but I definitely need to work on my time management and organisation! I'll look for some voluntary work, too.

Kareem

a What is Luisa referring to when she says 'I'd recommend them'?

A ☐ university degrees

B ☐ apprenticeships

C ☐ Rob's birthday

b What skill does Kareem want to improve?

A ☐ Being about to communicate effectively.

B ☐ His ability to solve problems.

C ☐ Being more organised.

(Total for Question 4 = 2 marks)

EXAM PRACTICE: WRITING

Task 1: Informal writing

1 You recently went for a job interview for a part-time job. Write an email to a friend about this. In your email you must:

- explain what job it is and why you're a good candidate
- describe how you answered a question
- say what you hope you'll learn if you get the job.

Write approximately **75–100** words in English.

(Total for Question 1 = 10 marks)

EXAM SKILLS

Read the three points in the task carefully because they can help you decide what structures to use. Read each point in the question carefully and underline the key structures. Then decide what structures to use.

Answer booster (Task 1: reporting)	Aiming for a solid level	Aiming higher	Aiming for the top
Structures	**Different tenses:** present, perfect, *will* **Modal verbs:** *must, can* **Reported speech (all tenses):** *I said that I liked…*	**Different tenses:** present, perfect, *will* **Modal verbs:** *should, have to* **Reported speech (all tenses + *can, will*):** *I said that I had studied. I said that I would…*	**Different tenses:** present, perfect, *will*, past perfect **Modal verbs:** *ought to, need to (be able to)* **Reported speech and reported questions (all tenses):** *They asked if I had ever… They asked what I had learned…*
Language to describe skills and characteristics	*(I said I was) good at / proud of / interested in / keen on / hoping to…*	*(I said I was) a team player / a hard-worker / not afraid of hard work / used to hard work*	*(They asked about) my strengths and weaknesses / interests / ambitions* **Use abstract nouns:** *creativity, leadership, dedication, friendliness, intelligence*
Phrases / Expressions to talk about possibilities	*In this job, I hope I'll learn how to / all about…* *I hope (it'll help with my college application).*	*If I get the job, I'll (get some useful experience).*	*This job would give me the opportunity to…* *It would be a chance to…*

Task 3: Summary writing

2 You are doing a project about working while at school. Read the text below and write a summary for your teacher.

Part-time jobs: Yes or no?

For many teenagers, getting a part-time job is an important aspect of growing up. It is an opportunity to not only get valuable work experience and to learn and develop useful skills, but also to earn some money. However, it does have some disadvantages and it is important to consider both the advantages and disadvantages before deciding whether it is the right course of action for you.

Why is it a good idea?

One of the main arguments in favour is that it gives young people some more independence. They can earn their own money and choose how and when to spend it. This is a good way to learn to manage your finances, including skills such as budgeting, saving up to buy more expensive items and setting financial goals. In addition, having a job means you have to learn time management skills to balance work, school and your other commitments. Furthermore, when you start work you learn essential workplaces skills such as teamwork, effective communication, solving problems and being responsible. Finally, and for many teenagers this is the most important aspect, having work experience looks good on your CV and is something employers value.

Some issues

On the other hand, there are arguments against it. Firstly, some teenagers find that having a job affects their schoolwork because they have less time to study and do homework. For teens that have important exams coming up, this is definitely something to consider since they might end up with worse results than they could have achieved. Bad grades and exam results can seriously affect your future so if you think having a job might negatively affect your schoolwork it is probably not for you. Secondly, having a job means you will have less free time to spend with friends. Socialising is important for well-being as well as social skills, and teenagers who miss out on this tend to feel more isolated. Moreover, you will have less time for your interests and hobbies, which you need for a good work-life balance. Lastly, coping with both work and school can leave you feeling stressed and exhausted, which is not good for your physical or mental health.

The benefits of a part-time job are many, but at the same time the drawbacks also need to be taken into account. At the end of the day, it's up to you to decide!

In your summary you must:

- write about **two** advantages of having a part-time job
- write about **two** disadvantages of having a part-time job
- based on the information in the text, explain whether all young people should have a part-time job.

You **must** use your own words where possible.
Remember to use a range of grammatical structures and vocabulary in your response.
Aim to write approximately **180** words in English.

(Total for Question 2 = 20 marks)

EXAM SKILLS

When you have to include a specific number of points for a summary, you should:

- Read the article to get a general idea.
- Read the article again and underline all the words that introduce new points, e.g. *Firstly*, *Secondly*, …
- Make brief notes of each point.

Write your summary. Remember, you can combine points in one sentence.

For ideas to boost your answer to Task 3, look at the Answer booster on page 47.

EXAM PRACTICE: SPEAKING

Task 1: Role play

1 Work in pairs and do the role play.

Student A: You are talking to the manager of a community project. You want to volunteer. You will talk to Student B using the five prompts below.
Student B: You will play the role of the manager and will speak first.

EXAM SKILLS

You will have 10 minutes to prepare all the Speaking tasks. Use around **three** minutes for this task. Read the instructions carefully. Think about what the questions will be. Decide what your question will be at the end of the role play.

Student A

Topic: Volunteering

You are speaking to the manager of a community project to help younger students with homework and reading. You want to volunteer.

1 Volunteer – why
2 Volunteer – which days
3 **!**
4 Travel – how
5 **?** number of volunteers

Where you see – **!** – you must respond to something you have not prepared.
Where you see – **?** – you must ask a question.

Student B

Topic: Volunteering

You are the manager of a community volunteer project to help younger students with homework and reading. You are talking to someone who wants to volunteer. Ask questions 1–5 below in order. You begin.

1 Why do you want to volunteer on this project?
2 What days of the week can you work?
3 How many hours can you work at the weekend?
4 How will you travel to the project?
5 Do you have a question for me?

2 When you finish, change roles.

EXAM SKILLS

Before you start Task 3, make a list of different grammar structures you can use to describe the pictures. This is always the first question. Think about:

- Present continuous: What *are* the people *doing*? Why? What kind of clothes *are* they *wearing*? How *are* they *feeling*?
- Past simple and continuous: What *were* they *doing* before the picture? What *happened* earlier?
- Present perfect: What *have* they *just done*? What *has already happened*?
- Future: What *will happen next*? What *are* they *going to do* later?
- Possibility: *Maybe… Perhaps… It's possible that…*
- Try to use a variety of structures in your answer.

Task 3: Picture-based conversation

3 Work in pairs. Look at the picture. You are going to discuss the picture and the topic of employment. Take turns to ask and answer the prompts.

Don't forget to think of a question to ask!

Topic: Employment

1 Describe the picture.
2 What would be your ideal job? Why is that? What skills and qualifications do you need for this job?
3 Some people say that it isn't necessary to have any work experience to get your first job. Do you agree? Why?
4 Do you think everyone should earn the same salary no matter what job they do? Why / Why not?
5 Think of a question to ask on the topic of employment (e.g. the importance of training).

4 Work in pairs. Look at the picture. You are going to discuss the picture and the topic of job interviews. Take turns to ask and answer the prompts.

Topic: Job interviews

1 Describe the picture. How do you think the candidate is feeling?
2 What's the best way to prepare for a job interview?
3 Some people say soft skills like time management and problem-solving are worth more than qualifications for employers. Do you agree?
4 Do you think companies should pay employees to upskill and train in new skills? Why / Why not?
5 Think of a question to ask on the topic of job interviews (e.g. the importance of providing examples when answering interview questions).

5 TRAVEL AND TOURISM

LEARNING OBJECTIVES

- Talk about transport, travel and places to visit
- Use the first and second conditional
- Discuss your ideal holiday

SPRINGBOARD 1

TRAVEL DESTINATIONS AND REASONS FOR TRAVELLING

vocabulary 1 **Work in pairs. Choose the odd one in each group. Use the words in the box to help you explain why. There may be more than one possible answer.**

above / below ground engine
in the air on land on water
passengers wheels

- *I think it's… because the others carry passengers.*
- *Really? I think it's… because the other two move on land.*

1	ferry	bus	scooter
2	boat	helicopter	plane
3	bike	scooter	car
4	train	tram	underground
5	ship	taxi	motorbike

grammar 2 **Complete the dialogues with the correct form of the verbs. Then listen and check.**

1 **A:** We can go by bus or on foot.
B: If we _____ [**go**] by bus, it _____ [**be**] faster.
A: But it _____ [**be**] cheaper if we _____ [**walk**].

2 **A:** I want to do more exercise. If I _____ [**not do**] more exercise, I _____ [**not feel**] good.
B: If you _____ [**ride**] your bike more, you _____ [**get**] fitter.

First conditional

Use the first conditional to talk about things that are possible or likely to happen in the future.

Use *if* + present simple, and *will/won't* + verb:

***If** we **take** the train, it**'ll be** quicker than driving.*

You can put the *if* clause second. You don't need a comma:

*I **won't get** any exercise **if** I **catch** the bus. I'll go on foot.*

vocabulary 3 **Complete the text with the verbs in the box. Use the words in bold to help you.**

ask book carry cross get go learn pack rent

TRAVEL TIPS!

Before you go…

1 Always _____ your **suitcase** a few days before travelling.
2 Before you _____ a **hotel** or **campsite** or _____ your plane **ticket**, look online for special offers.
3 Before you _____ a **car**, find out about using local transport. It's greener and cheaper.
4 _____ some basic **phrases** in the language of the country you're visiting.

When you get there…

5 _____ on a **tour** of the area soon after you arrive to get to know your way around.
6 Always look both ways before you _____ a **road**. Cars might drive on the other side of the road!
7 _____ a small **backpack** with a water bottle, sunscreen and some money.
8 Explore places on foot. If you get lost, _____ a local person for **directions**.

vocabulary **4** Match photos A–H with statements 1–8. Which countries are they from?

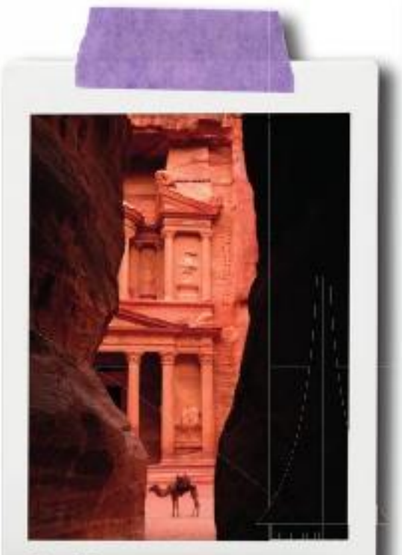
How much do you know about landmarks around the world?

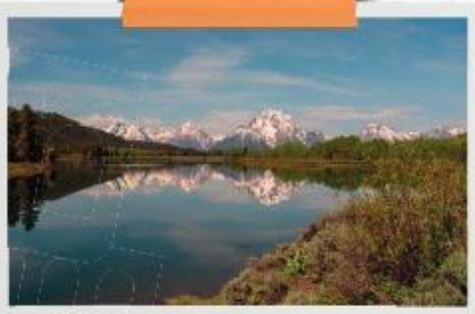
Take our quiz and find out!

1 This woman stands on an **island** near one of the most famous cities in the world: New York!
2 This **museum** is in Paris. It's got lots of paintings including the *Mona Lisa*. People go there because they love art.
3 This **wall** is 21,196 km long. More than a thousand years ago, it kept the country safe.
4 This isn't a **castle**. It's 828 m high and it's the tallest **building** in the world. People live in it!
5 This bell and **clock tower** is popular with tourists. It's near a famous **river** in London.
6 This very old city is in the middle of a **desert**. It's over two thousand years old!
7 This national **park** is famous for animals such as bears and wolves, plants and a huge **lake**.
8 This walled **town** on the **coast** is famous for its **market**. It has beautiful **beaches**.

A Burj Khalifa

B The Statue of Liberty

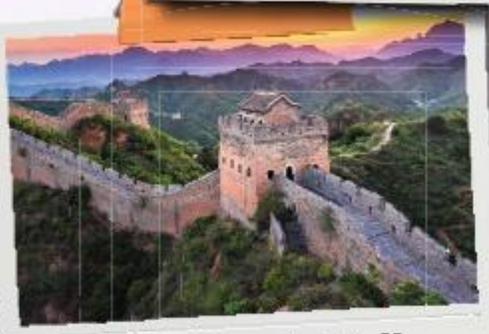

C Petra


D Yellowstone

F Essaouira

E Big Ben

G The Louvre


H The Great Wall

Second conditional	
Use the second conditional to talk about things that are impossible or unlikely. Use *if* + past simple, and *would / wouldn't* + verb.	*We don't have much money. **If** we **went** on holiday, we **wouldn't** go abroad.* You can put the *if* clause second. You don't need a comma: *I **would go** to the Louvre Museum **if** we **went** to France.*

grammar **5** **Work in pairs. Discuss your ideal holiday. Use the second conditional.**

1 If you could go anywhere in the world tomorrow, where would you go?
2 What would you do if you could stay there for two months?

● *If I could go anywhere in the world, I'd go to Iceland. I'd explore the national parks.*
■ *Really? I'd visit Morocco if I had the opportunity. I'd love to go surfing there.*

SPRINGBOARD 2

TOURIST ACTIVITIES

LEARNING OBJECTIVES

- Talk about places for tourists
- Use the present perfect, past simple and relative pronouns
- Make suggestions using *Let's..., Why don't we...?, How / What about...?*

grammar **1** **Write the past participles of the verbs. Which ones are regular?**

1	be	**7**	catch
2	try	**8**	explore
3	swim	**9**	buy
4	ride	**10**	stay
5	watch	**11**	drive
6	fly	**12**	spend

Present perfect

Use the present perfect to talk about experiences and events that happened at some time in the past:

Have *you ever* ***swum*** *in the Red Sea?*

Yes, I ***have****. / No, I* ***haven't****. / No,* ***I've never swum*** *there.*

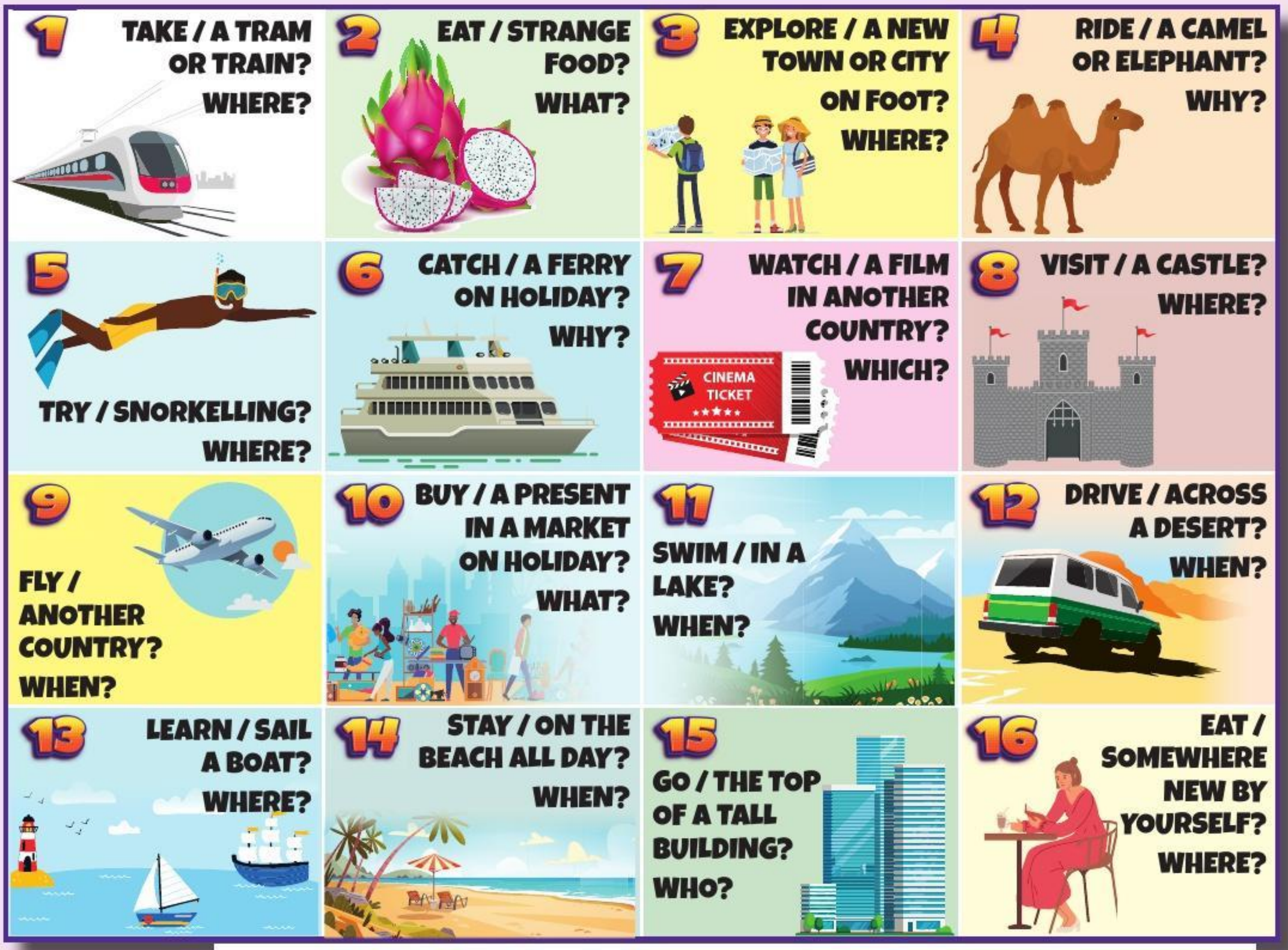
I've been skiing*, but my sister* ***hasn't tried*** *it.*

When you ask for or give details, use the past simple:

I've been to Saudi Arabia. I ***went*** *there in 2022. I* ***had*** *a great time!*

grammar **2** **Play the game in pairs.**

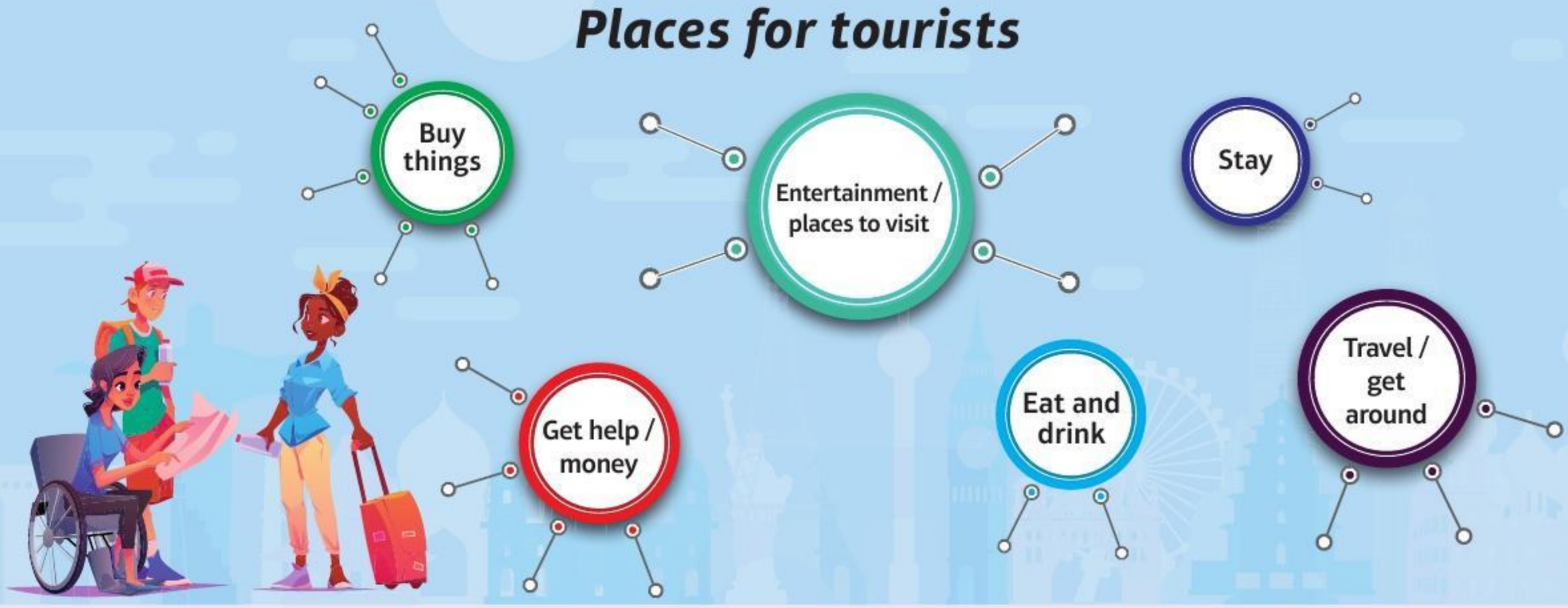
Look at each square. Take turns to ask and answer questions. Get one point for each correct question and one point for each answer using the correct form. Lose a point if you don't ask a follow-up question!



- *Have you ever flown to another country?*
- *Yes, I flew to the UK. We visited London.*
- *When did you go there?*
- *We went on holiday there five years ago.*

vocabulary **3** **Complete the mind map with the words in the box. Then add more words.**

bank beach bike shop bus station café campsite chemist cycle lane hotel
ice cream shop market museum park police station post office theatre train station



grammar **4** **Complete the sentences about holidays. Then compare with a partner.**

1 The person **who** I'd most like to go on holiday with is…
2 The place **where** I'd most like to go is…
3 The thing **which** I'd definitely take with me is…
4 The time **when** I had the most fun on holiday was…
5 The person **whose** suggestions I would follow is…

grammar **5** **Work in pairs. Imagine you are on holiday. Make as many suggestions as possible.**

1 I need some sunscreen.
2 I'm hungry.
3 I'm bored!
4 I've hurt my leg.

Relative pronouns

Use relative pronouns to refer to people, places, times and things. Use *who* for people and *whose* for possession:

*The person **who** I'd most like to meet is Ronaldo.*
*He was the boy **whose** bike I used.*

Use *which* for things, *where* for places and *when* for times and dates:
*The thing **which** I always take is a book.*
*The place **where** I'd go on holiday is Greece.*
*The month **when** I usually go on holiday is July.*

REFLECT: TOPIC VOCABULARY

How do you feel about describing these topics? Choose the emoji that matches your feelings.

Types of transport			
Travel verbs			
Travel collocations			
Places to visit			
Places for tourists			

How could you improve your knowledge of vocabulary for these topics? Think of two ideas.

REFLECT: GRAMMAR

How well do you understand these grammar structures? Choose the box that is true for you.

Grammar	I don't know this well	I know it, but I can't use it well	I know it and I can use it well
First conditional			
Second conditional			
Past participles			
Present perfect			
Relative pronouns			
Making suggestions			

How could you improve your knowledge of these structures? Think of two ideas.

1 DESTINATIONS

TRAVEL DESTINATIONS AND REASONS FOR TRAVELLING

LEARNING OBJECTIVES

- Talk about travel destinations and holidays
- Use modal verbs for deduction and speculation
- Identify key information when listening

reading **1** **Read the article. Then work in pairs and discuss the questions.**

1 What is *PinWorld* and how do you play?
2 Would you play this kind of game? Why / Why not?
3 What clues could help you guess a *PinWorld* location?

arrows *= symbols used to show direction*
vegetation *= the plants and trees that grow in a particular place*
drop a pin *= electronically mark a map to show a location*

PinWORLD

Want a challenge that tests your knowledge of geography *and* thinking skills? *PinWorld* is an entertaining online game that's played by millions of people worldwide! So, how does it work? Well, you're placed on a map in 'street view' somewhere in the world (for example, a landscape or urban area) and have to discover your location. You can uncover more information about your environment by moving around using the arrows and zooming in on things like street signs or vegetation. When you think you know the location, you drop a pin. The nearer it is to the actual spot, the more points you score.

Sounds complicated? Don't worry, once you've played a few rounds, the game gets easier! You'll soon be looking at a scene and saying things like, 'Well, that can't be China, because the road signs are green', 'I think that might be a European city,' or 'I can see signs written in Spanish, so this must be a Spanish-speaking country'. With a wide range of games to choose from, such as famous landmarks, film locations, or specific countries, you'll never get bored. Try it!

Points 3404791006197

listening **2** **Listen to two people playing *PinWorld*. Number the cities in the order you hear them. Which two cities do they identify?**

- ☐ Beijing
- ☐ Bogotá
- ☐ Cartagena
- ☐ Rome
- ☐ Budapest
- ☐ Cairo
- ☐ Prague
- ☐ Washington DC

listening **3** **<u>Underline</u> the key words in the questions. Then listen again and answer.**

1 Which *PinWorld* game does Adam choose to play first?
2 Why can't the first city be in the USA?
3 Who went on a tour of Europe last year?
4 Where would Miriam go if she could afford it?
5 How do they know the second location must be in Colombia?
6 What is unusual about Colombia's geography?

Modal verbs for deduction and speculation Page 225

Use *must* for deductions when you are sure something is true:
*It **must** be in Rio de Janeiro. Look, there's the statue of Christ the Redeemer!*

Use *could* or *might* (*not*) to speculate about things that may or may not be true:
*They **might** be buildings in Rome. What do you think?*
*It **might not** be Europe. It **could** be in the USA.*

Use *can't* for deductions when it is impossible something is true:
*It **can't** be London. There's a beach and palm trees!*

reading 4 **Read the article. Match photos A–E with comments 1–5.**

What's your dream holiday destination?

1 A beach holiday somewhere hot, staying in a luxury hotel. I want to sunbathe by the ocean, get a tan and relax! If it's got water sports, that's perfect. I'd like to water ski or windsurf.

2 Somewhere situated in the mountains where I can spend time outdoors. I want to see magnificent landscapes, lakes and lots of wildlife. I'd like a place where you can go hiking, climbing or canoeing. Perfect!

3 A historic city abroad with plenty of incredible buildings to explore. I'd spend time walking around, sitting in picturesque squares and eating delicious food. I'd like to meet local people, too.

4 Staying in or near a theme park in Europe would be my idea of perfection! I'd go out of season to avoid long queues and try all the rides! Ideally, it would have a water park nearby, too.

5 I don't want to stay in just one place, so a backpacking holiday around Vietnam, China and Cambodia. I'd see some tourist attractions and visit places off the beaten track that you don't find in brochures.

out of season = *a time of year when most people don't visit*

off the beaten track = *not well known, far away from places people usually visit*

reading 5 **Read the texts again. Which holiday(s), 1–5,…**

1 would be good for someone who enjoys being active?

2 would suit someone who's into culture?

3 might you see places that tourists don't usually go?

4 would suit a person who likes being in the water?

5 would be fun for thrill-seekers?

writing 6 **A travel magazine has a competition to win a trip for two people. To enter, choose one of the photos from Exercise 4 and write a short article about it. Write 100–150 words. In your article:**

- speculate and make deductions about the location, based on what you see
- explain why you want to visit the place
- say how you would travel there and who you would go with.

Culture point

Trevor Rainbolt has an amazing talent for identifying places in geography guessing games. He has over 1.5 million followers.

2 TRAVEL

TRAVEL DESTINATIONS AND REASONS FOR TRAVELLING

LEARNING OBJECTIVES

- Talk about amazing journeys
- Use relative clauses
- Complete a flow chart

speaking 1 **Work in pairs. In what order do you think people usually do these things when travelling by plane?**

- ☐ board the plane
- ☐ book a ticket
- ☐ get a boarding pass
- ☐ check in at the airport
- ☐ go to the departure lounge
- ☐ wait to board
- ☐ arrive at your destination
- ☐ collect your baggage
- ☐ go through security and passport control

Relative clauses > Page 226

Use **non-defining** relative clauses to give **extra** information about a person, place, thing or time. You can omit the clause and the sentence will still make sense:

*Ibn Battuta, **who** was an explorer, was Moroccan.*

*Chocolate, **which** I love, is from South America.*

Use **defining** relative clauses to give **essential** information about a person, place, thing or time. The sentence doesn't make sense without it:

*Belgium is the country **where** the trip started.*

*2006 is the year **when** I was born.*

reading 2 **Read the article quickly. Find…**

1 the place where Zara went when she got back home.
2 the people who encouraged Zara to do the trip.
3 the thing which Zara had to wait for in Alaska.
4 the year when Zara got her pilot's licence.
5 the people whose kindness Zara remembers the most.
6 the overall distance that Zara has travelled.

AROUND THE WORLD

Zara Rutherford, who was only 19 years old at the time, flew around the world by herself in 155 days and set a new world record. The teenager took off from an airport in Belgium in August 2021 and landed back there in January 2022.

Zara, whose parents are both pilots, started learning to fly when she was 14 and got her licence in 2021. Her parents have always encouraged her to follow her dreams, and when she found out that just five per cent of pilots are women, she came up with the idea of doing the trip to raise awareness of this.

Her flight, which took her to 52 different countries on five different continents, was about 51,500 km long! First, she flew west, travelling over the UK to Iceland and Greenland, then to the east coast of North America and down to Colombia. Later, she flew back up the west coast of the US to Canada and Alaska before heading towards Russia, South Korea, Taiwan, the Philippines, Malaysia, India, Egypt and finally back to Europe.

On the way, she faced many challenges, such as freezing temperatures, losing radio contact and flying over wildfires. In Russia, she had a long delay due to bad weather. Before that, she'd had to wait several weeks in Alaska for her Russian visa. At times, she was exhausted and lonely, but she didn't give up. She saw some amazing things, but for her, the most memorable aspect of the trip was the kindness of strangers. Lots of the people whom she met helped her.

So what was it like to get back home? After being away for so long, she enjoyed spending time with her family. One of the first things she did was visit the shop that makes her favourite sandwiches! So, what's next? Well, Zara is now studying engineering. Her ambition is to be an astronaut one day!

set a record *= achieve the best result in something*
follow your dreams *= work towards what you want to achieve in life*
raise awareness *= let people know about something*

reading **3** **Read the text again. Complete the flow chart with the phrases in the correct tense.**

arrive in Colombia fly over Asia get a favourite food get a qualification to fly
get her dream job start learning to fly wait for better weather in Russia

Past

1 _____ → 2 _____ → 3 started the trip; went to Iceland → 4 _____ → 5 Waited for a visa in Alaska → 6 _____

6 → 7 _____ → 8 arrived home and saw family → 9 _____ → 10 doing a course at university → 11 _____

Present **Future**

listening **4** **Listen to two presentations. Which means of transport were used to make the journeys?**

1 hot air balloon

2 yacht

3 jeep

4 skateboard

listening **5** **Listen again. Complete the table.**

	Jessica Watson	Rob Thomson
Main transport		
Country of departure		
Places visited / passed		
How long it took		
Distance travelled		
Why the speaker admires him / her		
Other		

EXAM SKILLS

Flow charts show the order of events, information or the steps in a process clearly. To order events correctly, look in the text for:

- time words and expressions (*before*, *then*, *later*, *during*, *first*…)
- verb tenses (past simple, past perfect, present continuous…).

writing **6** **Read the notes and write a short text about Dwayne Fields. Include relative clauses in your text. Write 100–150 words.**

- British adventurer, explorer and TV personality
- Born in Jamaica and moved to the UK at six years of age
- The first Black Briton to walk to the Magnetic North Pole (he walked over 640 km in freezing temperatures and in just 22 days)
- Sailed round Jamaica
- Explored the jungles in South America
- Walked across the Sinai Peninsula in Egypt
- Set up the WeTwo Foundation to encourage disadvantaged young people to go on expeditions
- Believes there are no limits to what you can achieve
- Campaigns for equality in access to the natural environment

Culture point

When Jules Vernes wrote his famous book, *Around the World in Eighty Days* in 1872, most people thought it was impossible.

In 1890, Nellie Bly achieved it in 72 days, travelling by train, boat and bus!

3 ACCOMMODATION

TRANSPORT AND ACCOMMODATION

LEARNING OBJECTIVES

- Talk about types of accommodation and facilities
- Use past tenses with *used to* and *would*
- Identify and use hyperbole

speaking **1** **Work in groups. Look at the photos. Which facilities do you think each type of accommodation has? Use the words in the box to help you.**

A campsite

B youth hostel

C guest house

D hotel

E B&B

F holiday resort

air conditioning
café
car park
games room
gym
heating
laundry facilities
restaurant
shops
spa
supermarket
swimming pool
shower facilities

reading **2** **Read the website comments and answer the questions. Write M (Marek), I (Iona) or H (Hassan).**

1 Who never had to cook on holiday?
2 Who often had a problem with insects?
3 Who spent lots of time every day in the sea?
4 Who didn't always have good weather?
5 Who had a problem with a sea creature?
6 Who stayed in different places?

self-catering *= when you cook your own food*
half-board *= accommodation with two out of three daily meals provided*
jellyfish *= a soft, round, transparent sea animal with long tentacles*
snorkelling *= swimming under shallow water with a mask and tube for breathing*

WHAT DO *YOU* REMEMBER ABOUT CHILDHOOD HOLIDAYS?

Marek

Most summers we rented apartments at different Spanish holiday resorts. Sometimes, they were self-catering, but other times, we had half-board. We used to explore in the mornings when it was cooler and spend afternoons at the swimming pool or at the beach. One day, I got a jellyfish sting which really hurt. That put me off swimming in the sea!

Iona

We used to go to the same campsite in Scotland every year. We would all help pitch the tent and collect wood for campfires. I remember cooking burgers and potatoes on the fire! There was a huge games room where we spent rainy days and a café with decent food. The worst thing? The midges! They're like small mosquitoes, and their bites are super annoying!

Hassan

We often stayed at a hotel by the Red Sea. We always had full-board and there were four different restaurants to choose from. I used to love ordering my own food. My brother and I had our own room, which was really messy after we unpacked! It was always hot, so we went swimming or snorkelling at the beach for hours every day. It was incredible!

139 comments

3 reading

Read again. Are the statements True (T) or False (F)?

1 In the early part of the day, Marek travelled around the local area.
2 Iona had holidays in many different campsites.
3 Hassan and his brother always kept their room tidy.
4 Marek usually spent his holidays in the same country.
5 Iona has memories of using a campfire to make food.

4 speaking

In pairs, talk about your childhood holidays. Use *used to* and *would*. Think about:

- activities
- the place / location
- the food
- the accommodation
- the facilities
- the best / worst thing

● *We didn't use to go to the same countries. My parents would choose a different place every year. How about you?*

■ *Most summers, we stayed with my grandparents. We would spend all day at the beach.*

Past tenses: *used to, would* Page 227

Use *used to* + verb to talk about past habits and past states that are not true now:
*We **used to go** to the beach every summer. Now, we don't. (= habit, repeated action)*
*I **used to live** in Brazil, but now I live in the UK. (= state)*

Use *would* + verb to talk about repeated past actions or habits that don't happen now. You can't use *would* for past states:
*My mum **would book** the same B&B every year. (= repeated action, habit)*

For single completed actions in the past, use the past simple:
*We used to go to France every summer, but last year we **went** to Italy.*

5 speaking

Work in pairs. Describe the hotel room in the photo. Use the words and phrases in the box and add your own ideas.

absolutely filthy utterly perfect a bit dirty a little messy
a real tip clean and tidy disgusting incredibly neat
musty overflowing bin rather unpleasant stinks spotless

Hyperbole is deliberately exaggerating a description to make or emphasise a point, for example, instead of saying something is *good*, saying it is *absolutely incredible*.

PRONUNCIATION

When we use hyperbole, we usually speak more slowly. We also emphasise every syllable in a word with intensity.

6 listening

Listen to two speakers complaining about their hotel rooms. Make notes about:

- the hotel in the past
- the room overall
- the bed and sheets
- the bin
- the bathroom

7 speaking

Work in pairs. Use your notes to role-play the conversations in Exercise 6. Then change roles.

Use adverbs to intensify adjectives.
a bit / a little, quite, rather, very, extremely + adjective *(dirty, bad, cold…)*
absolutely, utterly + extreme adjective *(filthy, disgusting, freezing…)*

8 writing

Imagine you went on holiday and stayed in terrible accommodation. Write an email of complaint about your stay. Write 100–150 words. In your email:

- say where and when you stayed and the type of accommodation
- explain what the main problem was (e.g. noisy, dirty, poor quality food, etc.) and how it affected your holiday
- explain a second problem and say what you expect to happen next (e.g. refund, holiday voucher, etc.)
- include examples of hyperbole to emphasise your points.

4 RESPONSIBLE TOURISM

TRAVEL DESTINATIONS AND REASONS FOR TRAVELLING

LEARNING OBJECTIVES

- Talk about responsible tourism
- Use the third conditional
- Identify paraphrasing

speaking **1**

Work in groups. Discuss the questions.

1 What do you know about the places in the photos? Have you been to any of them?
2 What might be the positive or negative effects of tourism on these places?
3 What can people do to protect beautiful places from the negative effects of tourism and overtourism?

listening **2**

Listen to the conversation. Match the places A–F in Exercise 1 with the overtourism solutions 1–6.

1 Authorities closed a place to protect it.
2 You need a special permit to visit and must go with a tour guide.
3 Tourists are encouraged to visit places outside the city centre.
4 They are considering having more expensive tickets for tourists to enter.
5 Authorities are working with local communities to improve conditions.
6 Tourists will have to buy a ticket online to visit for a day.

listening **3**

Listen again. Answer the questions.

1 How many people live in the centre of Venice?
2 Why don't people visit places outside the centre of Amsterdam?
3 What were tourists doing in Machu Picchu before the new rules?
4 Why are experts worried about people touching the Taj Mahal?
5 What would have happened if they hadn't shut the beach in Thailand?
6 What has happened to the number of animals in Africa as a result of wildlife tourism?

Third conditional Page 228

Use the third conditional to talk about how things might have been different in the past. Notice how the verbs change from affirmative to negative / negative to affirmative:

*People **didn't use** the bins. The beach **was** dirty.*

*If people **had used** the bins, the beach **wouldn't have been** dirty.* — **CONDITION**

*The beach **wouldn't have been** dirty if people **had used** the bins.* — **RESULT**

speaking **4**

Work in pairs. Discuss the questions.

1 What is your opinion of the different measures the six places took to deal with overtourism?
2 What would the consequences have been if they hadn't introduced those measures?

● *It seems to me that only allowing a day ticket to visit Venice is too extreme.*

■ *Yes, but if they hadn't done that, loads more tourists would have visited, and life would have become even more difficult for local people.*

reading 5 **Read the blog post. In your opinion, which is Sonia's best tip for being a responsible tourist?**

Responsible tourism: a *How to*... guide

Hi, I'm Sonia, and welcome to my environment blog! Today, I want to talk about tips for responsible tourism. Last year, I went on a trip to Bali with my family. Here are some things we did to make our holiday greener.

✓ We flew direct. Although the flights were slightly more expensive, we saved money on accommodation. Taking off and landing a plane use the most fuel, and each journey uses resources such as electricity, food and so on. If we hadn't flown direct, our carbon footprint would have been much higher.

✓ We went to fewer places and stayed for longer in each one. We explored on foot or by bike and took local buses and trains. Not only was it better for the planet, but we also met more Balinese people. I was so glad we had bothered to learn a little of the language!

✓ We sampled as much local produce as we could. We ate typical food, bought handmade crafts and stayed at small guesthouses. This meant more money went to the local economy. If we had taken an international tour, the money wouldn't have gone to local people.

✗ We didn't buy anything made of coral. Bali has some of the most beautiful reefs in the world, but people pick coral to sell to tourists. Not buying endangered plant or animal products helps stop this kind of trade. Taking plant or animal souvenirs home is irresponsible.

So, now you know what we did. If everyone else did the same, tourists would have a more positive impact!

carbon footprint *= the amount of CO_2 produced by a person, action, etc.*
local economy *= the way people in a community produce and sell goods or services to make money*
reefs *= a line of sharp rocks in the sea, often made of coral*

reading 6 **Read again. Then choose the sentence (A or B) that means the same as 1–4. Use the words in bold to help you.**

1 **Although** the flights were **slightly** more expensive, we saved money on accommodation.
- **A** The flights were far more expensive, so we had to save money on accommodation.
- **B** The flights were a bit more expensive, but we spent less on accommodation.

2 I was so **glad** we had **bothered** to learn a little of the language!
- **A** Sonia was delighted they had made the effort to learn some Balinese.
- **B** Sonia was annoyed that they could only speak a little Balinese.

3 **If** we had taken an international tour, the money **wouldn't have gone** to local people.
- **A** Local people didn't get the money because they went on an international tour.
- **B** Local people got the money because they didn't go on an international tour.

4 Taking plant or animal souvenirs home is **irresponsible**.
- **A** Taking plant or animal souvenirs home does not show good judgement.
- **B** Taking plant or animal souvenirs home is your own responsibility.

writing 7 **Write a blog post on responsible tourism. Include your opinion on the best ways to stop overtourism. Write 100–150 words.**

speaking 8 **Work in groups. Discuss the questions.**

1 Which places in your country experience overtourism? What are the best solutions for this?

2 What is the best way to raise awareness of overtourism (e.g. social media, online campaigns, magazine articles…)?

3 What can you do to be a more responsible tourist?

5 ADVANTAGES AND DISADVANTAGES OF A GAP YEAR

TRAVEL DESTINATIONS AND REASONS FOR TRAVELLING

LEARNING OBJECTIVES

- Talk about gap years
- Use gerunds and infinitives: verbs followed by a bare infinitive
- Understand tone in a text

speaking 1 **Work in groups. Discuss the statement.**

Most young people would rather take a break before starting work or going to university.

reading 2 **Read the article. Are the statements True (T) or False (F)? Correct the false statements.**

1 The writer thinks it's fine to spend your gap year doing very little.
2 A gap year is a good time to try things you haven't done before.
3 Everyone improves on practical skills like cooking and cleaning in a gap year.
4 You will almost certainly have to get a job during your gap year.
5 Most people do more than one thing during their gap year.
6 The general tone of the text is serious and quite negative.

GAP YEAR: yes OR no?

Thinking of a gap year? Here are five things you *need* to know!

1 **Planning** You can't just chill for 12 months! Get your job, volunteer programme or travel plans in place well ahead of time. Planning will make you think about your priorities for the year.

2 **New things** Gap years are a brilliant chance to broaden your horizons and interests. Think of it as a time to connect with other people and cultures and experiment with different careers and lifestyles.

3 **Skills** A year out will help you develop invaluable life skills like time and finance management or get better at practical skills such as cooking and cleaning. You'll be more mature and confident at the end of it.

4 **Money** A gap year is expensive if you want to travel. Volunteering or internships aren't usually paid, so you need a way to earn money. Worldwide travel isn't cheap either… you'd better start saving now!

5 **Choices** It's not a case of *either* you work *or* you travel: you can do both and more! It's up to you, but most people find that a combination of different things works best. Whatever you do, your independence will grow.

Overall, a gap year is an enriching experience! If it's right for you, then go for it!

in place = *existing and ready to be used*
broaden your horizons = *expand your hobbies, interests, opportunities, etc.*
it's up to you = *you can choose*

Verb + bare infinitive Page 229

Use the bare infinitive after modal verbs and *had better, would rather* and *rather than*:
If you want to get a job, you'd ***better start*** *applying now.*
*I****'d rather travel*** *than spend the whole year working.*
Get a job ***rather than do*** *an internship.*

Use the bare infinitive after modal verbs and *make, let* and *help* + object:
My parents ***let*** *me* ***take*** *a gap year.*
Doing a gap year will ***make*** *you* ***think about*** *what you want.*
It ***helped*** *me (to)* ***become*** *more independent.*

speaking **3** **Complete the sentences with your opinions on gap years. Then work in pairs and compare.**

1 I'd rather… than…
2 My parents would / wouldn't let me…
3 My family would / wouldn't make me…
4 Rather than…, I think young people should…
5 If you want to have a gap year, you'd better…

- *I'd rather go straight to university than have a gap year.*
- *Really? I'd rather take a gap year. I'm sure my parents would let me do it.*

listening **4** **Listen. Choose the correct description.**

A It's a radio programme about the advantages and disadvantages of taking a gap year.
B It's a classroom discussion after a talk about gap years.
C It's a podcast about why a gap year isn't always a good thing.

listening **5** **Listen again. Complete the notes in the table.**

Potential problem	Joe's response
1 Difficulty getting back into studying	• It was challenging, but taking a break…
2 Staying in touch with friends	• Made sure to… • Technology…
3 Being a year behind people who didn't take a gap year	• Gained new… • More serious about studies and able to… • Work experience meant…
4 Paying for your gap year	• Can keep costs down by… • Organise a… • Work while…
5 Dealing with emergencies	• Keep copies of… • Let parents know…

speaking **6** **Work in two groups, A and B. Have a class debate.**

'Travel broadens the mind.'

1 Group A, prepare to speak about the advantages of travel, why you agree and how travel broadens the mind.
2 Group B, prepare to speak about the problems with travelling, why you disagree and other ways to broaden your mind.
3 Take turns to debate the topic.

On the one hand… On the other hand…
For that reason, … / This is why…
In addition, … / What is more, …
However, … / Although… / Despite…
In conclusion, … / To sum up, …

writing **7** **Write a *for and against* essay about the statement given. Write 150–200 words.**

'All students should take a gap year.'

In your essay, you should include:

- an introduction that explains the statement and says that you will look at both sides of the argument
- arguments in favour of the statement, with reasons
- arguments against the statement, with reasons
- a conclusion with your opinion, stating the main reasons for it.

6 PLANNING A CITY TOUR

TOURIST ACTIVITIES

LEARNING OBJECTIVES

- Talk about cities and city tours
- Use verbs with gerunds: *recommend*, *mention*, *suggest*
- Understand listening gap-fill tasks

speaking **1** **Work in pairs. Discuss the questions.**

Imagine you are planning your perfect holiday. Would you…

1 prefer going to historical cities or modern ones?
2 enjoy visiting museums, palaces and galleries?
3 prefer taking an organised tour or exploring by yourself?
4 like trying new activities or relaxing by the pool?
5 mind going on cultural visits?

reading **2** **Read the website. Are the statements True (T) or False (F)?**

1 The website mentions trying different water sports when visiting the city.
2 There are very few places to go cycling or walking near the city.
3 Although it is hot in summer, that's a good time to visit.
4 There is a special celebration that usually happens in February.
5 The website recommends trying fish stew.

Verb + gerund Page 230

Use the gerund after certain reporting verbs:
*You **mentioned enjoying** your visit to the museum.*
*They **recommended trying** some local dishes.*
*Sam **suggested going** to Egypt next year.*

Spotlight on… CÁDIZ

Why visit?

It's one of the oldest cities in Europe, with beautiful beaches and delicious food. It's the perfect introduction to Spanish culture!

When to go

We don't recommend visiting in summer as it's hot and busy. April to June are great months to visit, but early spring can be good too. The Cádiz Carnival usually takes place around February. The atmosphere is always fantastic and it's famous for its colourful costumes.

What to do

You won't be bored! Explore the city on foot, take a boat trip round the harbour, try surfing or windsurfing, enjoy the amazing beaches and eat traditional food in one of the many restaurants. We suggest trying shrimp *tortilla* (omelette) or fried *pescaito* (fish). In the evening, watch a dance or a music show. There are also many interesting towns and villages to visit near the city where you can hike or cycle.

What to see

Places of interest include the charming old town, the city walls and the Cádiz Museum. For amazing views, climb Tavira Tower.

For more information and to book a city tour, click **here**.

3 listening

Listen to a conversation between a hotel receptionist and a guest. Complete the information with 1–3 words or a number.

1 The hotel has _____ every evening.
2 In the evening, there's _____ for teenagers.
3 You can do sports such as snorkelling, scuba diving, _____ or water skiing.
4 The receptionist mentions _____ to see places of interest along the river.
5 It's possible to stay for _____ nights in Cairo if you pay a little more.
6 The receptionist _____ soon because the tours are popular.

EXAM SKILLS

In gap-fill listening tasks, listen and complete the sentences, then listen again and check.

4 listening

Listen. Complete the tour itinerary with the places in the box.

a restaurant Al-Azhar Park Tahrir Square the Citadel the Egyptian Museum
the Fortress the hotel the market

Cairo: Tour itinerary	
Day 1	**Day 2**
6.00 a.m. Leave hotel, travel to Cairo by coach	8.00–9.00 a.m. Breakfast in hotel
8.00–9.15 a.m. Breakfast	9.30 a.m. Visit [5]_____
9.30 a.m. Visit [1]_____ with guide and learn about Cairo's history	11.00 a.m. Visit [6]_____
11.30 a.m. Visit [2]_____ by minibus	1.30–2.30 p.m. Lunch
1.30–2.30 p.m. Lunch	2.30–5.00 p.m. Free time for shopping and exploring in and around [7]_____
3.00 p.m. Visit [3]_____	5.00 p.m. Return to hotel
5.00 p.m. Return to hotel	7.00 p.m. Eat in [8]_____
7.00 p.m. Minibus to [4]_____	

5 speaking

Look at the notice. In groups, discuss ideas about where you live and make notes. Then compare your ideas with another group.

Cultural exchange programme

We have 30 students coming on the programme for four days in May. Please email your suggestions for the itinerary to Mr Singh by Friday 4.00 p.m. Write the timetable for each day. Remember to include:

- recommendations for places of interest to visit locally and for one-day trips
- things to do, such as cultural visits and fun activities like a language café, traditional food, music night, talent show…
- suggestions for accommodation (home stays, host families…)
- transport and places to eat.

What if we…?
Perhaps / Maybe…
We could… / We should…
I'd recommend… -ing / I suggest… -ing
Good point. We could also…
Another thing we should do is…
In that case, we need to…, too.

6 writing

Write a webpage for your town or city or the capital of your country. Use your ideas from Exercise 5 and the text in Exercise 2 to help you. Write 150–200 words.

EXAM PRACTICE: LISTENING

At a hotel

1 Hassan is welcoming new guests to a hotel. What does Hassan talk about? Listen to the recording and put a cross [x] in each of the three correct boxes.

- **A** The room's facilities ☐
- **B** The weather next week ☐
- **C** Getting food at the hotel ☐
- **D** Clothes for a trip ☐
- **E** Places to visit in the old town ☐
- **F** Transport to the old town ☐

(Total for Question 1 = 3 marks)

EXAM SKILLS

Read the options carefully before you listen. Remember, you may hear all the words or related words, but they must match the descriptions exactly. Eliminate any incorrect options, e.g. the receptionist mentions the room number but not the room's facilities. Make sure you have ticked **three** options.

A conversation

2 Alba is checking in at the airport. Listen to the recording and complete the sentences by putting a cross [x] in the correct box for each question.

a Alba

A ☐ checks in one suitcase. **B** ☐ checks in two suitcases. **C** ☐ only has hand luggage.

b Alba should go to passport control

- **A** ☐ immediately.
- **B** ☐ in half an hour.
- **C** ☐ in an hour.

c The plane leaves from

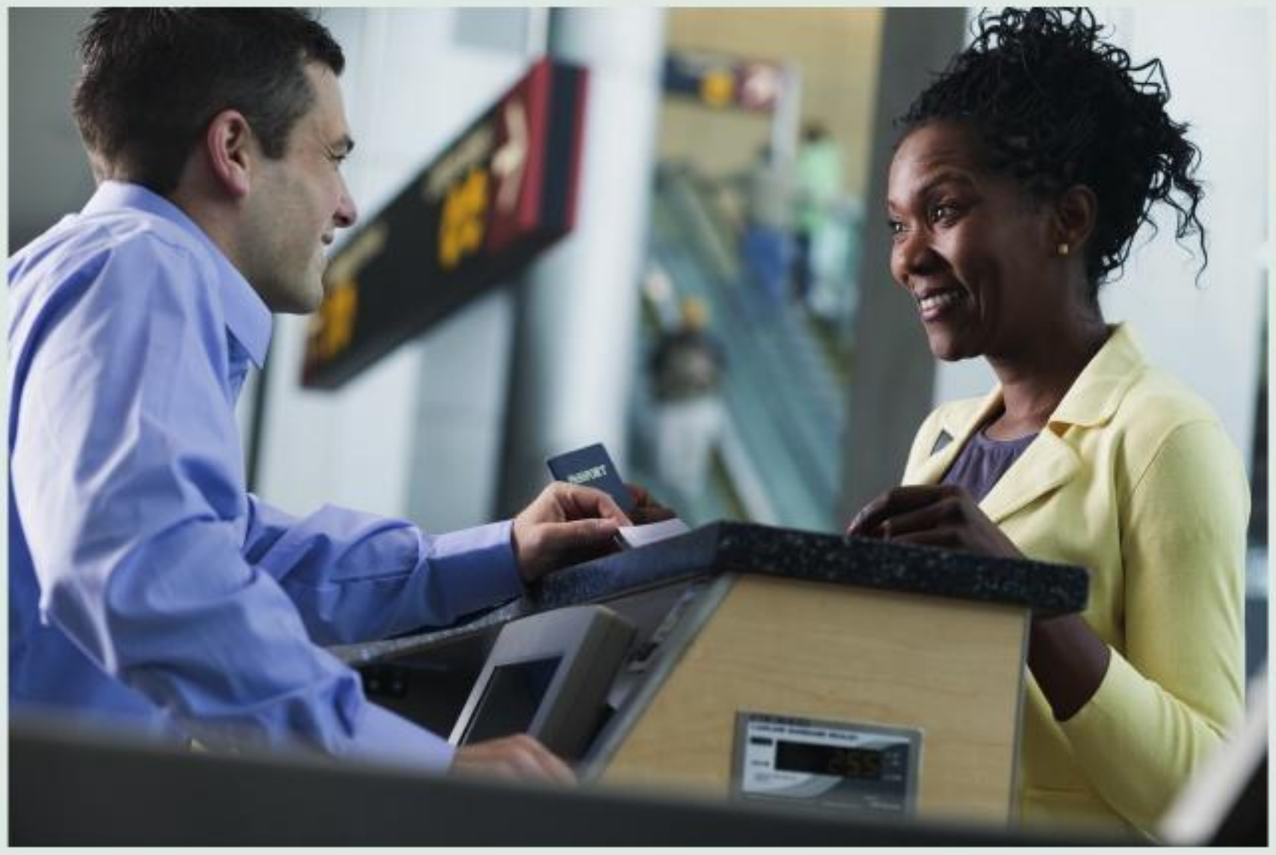
- **A** ☐ Gate 13.
- **B** ☐ Gate 30.
- **C** ☐ Gate 50.

d The plane might be delayed because

- **A** ☐ there was bad weather.
- **B** ☐ there was a problem with the fuel.
- **C** ☐ all planes are behind schedule.

e Alba almost forgets her

- **A** ☐ bag.
- **B** ☐ passport.
- **C** ☐ boarding pass.



(Total for Question 2 = 5 marks)

A podcast

3 Roberto is talking on his travel podcast. Listen to what Roberto says and complete the sentences by putting a cross [x] in the correct box for each question.

a On his podcast, Roberto talks about places
- **A** ☐ he has visited.
- **B** ☐ he wants to visit.
- **C** ☐ other people recommend.

b For Roberto, the best time to go to Venice is
- **A** ☐ in summer.
- **B** ☐ April to June.
- **C** ☐ Carnival time.

c Roberto says that during Carnival
- **A** ☐ there is dancing.
- **B** ☐ tourists wear colourful costumes.
- **C** ☐ traditional masks are not popular.

(Total for Question 3 = 3 marks)

4 The podcast continues. Listen to the radio interview and answer the questions. You do not need to write in full sentences. For each question write no more than five words.

EXAM SKILLS

Before you listen, read the questions carefully and underline the key words. Make sure you know what information you need, e.g. is it an activity, a time, or a place? Read any names carefully so you know what to listen for.

a What does Roberto want to see on Murano Island?

b What can you find out about in the Correr Museum?

c What is there near the Rialto Bridge?

(Total for Question 4 = 3 marks)

EXAM PRACTICE: READING

Read the information from a travel magazine.

Holidays

Wakasu Campsite Open May–October every year

Located in the stunning mountains in Japan, you're sure to have a great a stay here. We have top class facilities including a laundry and a supermarket. There's a self-service café with fresh food every day. Go swimming, sailing and kayaking in the nearby lake – you won't miss the sea and beaches – or go hiking or cycling to enjoy the amazing landscapes. Reduced prices in September.

Stavros Guest House Open all year round

Our guest house on the beautiful Greek island of Kos, just 100 m from the nearest beach where you can do plenty of water sports such as swimming or surfing. Guests can enjoy half board in our restaurant, and we have a small pool if you don't fancy going out. We can even do your laundry! The town has many shops and restaurants as well as museums and a water park.

Gina's Hostel Open all year except December

Our youth hostel in Rio de Janeiro, Brazil, is in the city centre, conveniently located for all the main tourist attractions and nearby beaches. Try different water sports or hire a bike. Breakfast is included in the price and there are many local restaurants and supermarkets. We have a laundry room and a rooftop pool with fantastic views and a café!

1 Answer the questions below. Put a cross [x] in the correct box for each question.

a The cheapest time to stay at Wakasu Campsite is

- **A** ☐ May.
- **B** ☐ September.
- **C** ☐ October.

b The campsite hasn't got a place for guests to

- **A** ☐ wash clothes.
- **B** ☐ buy food.
- **C** ☐ hire bikes.

c The distance from Stavros Guest House to the sea is

- **A** ☐ 50 metres.
- **B** ☐ 75 metres.
- **C** ☐ 100 metres.

d If you stay at the guest house, they will provide

- **A** ☐ some meals.
- **B** ☐ all your meals.
- **C** ☐ no meals.

e Getting to the tourist attractions from Gina's Hostel is

- **A** ☐ easy.
- **B** ☐ difficult.
- **C** ☐ fun.

f From the café at the hostel, you can see

- **A** ☐ a museum.
- **B** ☐ a famous tourist attraction.
- **C** ☐ over the city.

(Total for Question 1 = 6 marks)

EXAM SKILLS

Read the question carefully and make sure you understand what to do. In this question you have to select **three** correct answers – things that are true for ALL of the places.

EXAM SKILLS

Before you read the text on the next page for questions 2–4, read all the questions and underline the key words. Then read the text and find the relevant sentences for each question. Use the words you underlined to help you choose the correct answer.

Read the magazine article.

Egyptian adventurer

Omar El-Galla, who is from Egypt, used to have a successful career but he wasn't happy. One day last year, he decided to leave his job and go travelling and he hasn't stopped since then. Omar's idea of travelling isn't like most people. He doesn't stay in luxury hotels or go to typical tourist attractions. Instead, he challenges himself physically and mentally to achieve his goals.

Omar's first journey was a 6,500 kilometre-long cycle trip around Egypt which he completed in 65 days. While he was travelling, he became aware of the issue of plastic pollution and how it was affecting his country. Outside all the small towns in the desert he would see the same thing – piles of plastic bags and bottles. On his next journey, he ran an astonishing 1,500 kilometres in just over a month which involved running a marathon every day. His run took him the length of Egypt and he was shocked by the amount of plastic rubbish he saw alongside the River Nile and littering the countryside. On both these trips, he slept by the roadside and faced different weather conditions – but it didn't put him off.

Omar decided to use his next trip to make people aware of the level of plastic pollution in his country. He is planning a 900-kilometre-long triathlon – swimming, cycling and running – which he hopes to complete in three to four months. He's spent five months training hard for it since the first part involves swimming in the Red Sea from Taba to Shalateen, a distance of over 800 km. He'll swim around 12–15 km every day pulling a bag with his food, water, sleeping bag and other equipment and camp overnight on land and make sure to leave no trace. Originally, a boat was going to follow him but it was impossible to get the permissions he needed, so he's going to do the swim without any support.

So how it this related to plastic pollution? Omar is going to create a map of his route showing the places along the coast with the worst pollution. Then, clean-ups will be organised in these areas and there will be a campaign to raise awareness in local towns about the issue. Omar hopes his journey will encourage people to use less plastic. It can't be easy to complete a trip like this, but if it reduces pollution, it is well worth the effort.

2 Answer the questions below. Put a cross [x] in the correct box for each question.

a Omar

- **A** ☐ now spends his time working and travelling.
- **B** ☐ was unhappy when he was working so he stopped.
- **C** ☐ wanted to have a successful career but couldn't.

b On his first trip, Omar was struck by the fact that

- **A** ☐ the towns were messy because people dropped rubbish.
- **B** ☐ there was a lot of trash outside the towns.
- **C** ☐ people were cleaning up plastic bags and bottles.

(Total for Question 2 = 2 marks)

3 Answer the questions below. Put a cross [x] in the correct box for each question.

a What does the text say about Omar's second journey?

- **A** ☐ It was about the same distance as his first journey.
- **B** ☐ It took about the same number of days as his first journey.
- **C** ☐ He noticed the same problem as he did on his first journey.

b Which of the following is true about Omar's latest trip?

- **A** ☐ Omar spent several months getting fit enough to do it.
- **B** ☐ Omar is going to do four different sports on the trip.
- **C** ☐ He will have finished it in three months.

(Total for Question 3 = 2 marks)

4 Answer the following questions about Omar's latest trip.

a How far is Omar planning to swim daily?

b What **two** things will happen in the places with most plastic pollution?

c What does Omar hope will be the outcome of doing this journey?

(Total for Question 4 = 3 marks)

EXAM PRACTICE: WRITING

Task 1: Informal writing

1 You are planning to go on holiday. Write an email to a friend about this. In your email you must:

- invite your friend to go on holiday with you
- suggest where you would like to go and say why
- write one activity you would like to do and why.

Write approximately **75–100** words in English.

(Total for Question 1 = 10 marks)

EXAM SKILLS

Try to improve your vocabulary. Before you write:

- Read the instructions and make a note of any useful words or phrases, e.g. *plane*, *relax*.
- Think of other words related to the topic and add them, e.g. *charming*, *incredible*.
- When you finish, read the text again. What can you improve?
  The old town is lovely. → *There's a charming old town.*

Answer booster (Task 1: inviting and suggesting)	Aiming for a solid level	Aiming higher	Aiming for the top
Structures	**Use a range of tenses:** present, past, future *(I am going… / Do you want…? / Where do you want… / We went… / I will book us…)* **Use modals:** *can, could*	**Use a range of tenses:** e.g., present perfect (*We have been…*), past continuous (*I was hoping…*), future (*I'm going to…*) **Use a range of modals:** *could, would*	**Use a wide range of tenses:** e.g., present continuous (*I'm planning to / thinking of…*), past perfect *(I had always wanted to…)*, future continuous (*I'll be visiting…*) **Use a range of modals**: *We should / ought to / must… (while we're there)*
Phrases / Expressions to invite and suggest	*Do you want to…?* *Why don't we…?* *How / What about…?* *Let's…* *Can you come?* *We could…*	*Would you like to…?* *Do you fancy…?*	*I wondered if you'd like to…* *I'd love it if…* *We could… if you fancy that?* *I'd love it if (you could come).*
Phrases / Expressions to explain what you'd like to do	*I want to… because…* *I'd like to… because…*	*It would be great if we could…* *I've heard that… is really interesting / exciting, so that's why…*	*I was thinking we could (go rock climbing / visit London…)* *I've always wanted to…* *(It sounds / looks amazing)!*
Other features	**Use basic qualifiers for emphasis:** *very, really* **Time phrases:** *in the summer, next month, this year*	**Use more variety of qualifiers:** *quite, rather, a bit* **Time phrases:** *During the summer holidays / After we finish our exams*	**Use a wide range of qualifiers:** *extremely, slightly, far more*
Vocabulary	**Adjectives:** *beautiful, lovely, fun, interesting, boring, typical* **Places:** *museum, station, zoo, island, forest, beach, river* **Use gerunds:** *swimming, diving, climbing, sightseeing, shopping*	**Adjectives:** *attractive, tasty, fascinating, traditional* **Places:** *palace, castle, tower, mountains, coast, water park, theme park*	**Adjectives:** *stunning, amazing, delicious, charming, incredible* **Use higher level nouns:** *scenery, landscape, views, facilities*

EXAM SKILLS

Remember, when you write a summary you are explaining what the article is about. You shouldn't give your own opinion or analyse the text.

Task 3: Summary writing

2 You are doing a project about types of holidays. Read the text below and write a summary for your teacher.

Staycations – the future of holidays?

Everyone loves going on holiday, but the big question is always where to go. In the past, going abroad was often the most popular choice, but staycations are becoming increasingly popular for a variety of reasons. The name staycation is a combination of 'stay' and 'vacation', so a staycation is a holiday that you spend in your own country rather than abroad, or a holiday where you stay at home and go on day trips to local attractions.

Some advantages

There are three big advantages of staycations. Firstly, getting to know your own area better. When you're at school in term time or working, you don't have much free time. So you're less likely to visit local attractions or explore nearby places and find out what they have to offer. A staycation gives you a chance to discover museums, attractions, parks and the countryside near you. Secondly, it's a lot cheaper! Travelling abroad can be expensive since not only are you paying for the flight, but also for accommodation, eating out more frequently and travelling around while you are there. A staycation can be much cheaper, particularly if you aren't paying for a place to stay and are using your own transport. Lastly, you can save time because you don't have to travel to an airport, wait there for a flight and then sit on a plane for hours. You can use the time to connect with friends and family who you might not see otherwise.

Some disadvantages

A major disadvantage of staycations is that unless you really make an effort to take a break from your normal life, you may not feel that you are actually on holiday. As a result, you won't benefit from having a complete change of routine and location, and being able to properly relax. Moreover, even if you travel to somewhere else in your own country, rather than staying at home, you will miss out on the opportunity to broaden your knowledge and understanding of the wider world: to see interesting new places beyond the your own country's borders, experience a range of cultures, food, and so on, and meet people with different backgrounds and views. If you are learning a foreign language, travelling to hear it used by the people around you can be much more effective than studying it in your own country. In addition, foreign tourists are often key to financially supporting communities and environments around the world which would be in danger of disappearing if we were all to stay at home. And, of course, you won't be able to enjoy the thrill of foreign travel itself.

So, while staycations have many benefits, there are also disadvantages when compared to foreign travel. What's your view?

In your summary you must:

- write about at least **two** advantage of staycations
- write about at least **two** disadvantages of staycations
- based on the information in the text, explain whether staycations are the best type of holiday.

You **must** use your own words where possible.
Remember to use a range of grammatical structures and vocabulary in your response.
Aim to write approximately **180** words in English.

(Total for Question 2 = 20 marks)

For ideas to boost your answer to Task 3, look at the Answer booster on page 47.

EXAM PRACTICE: SPEAKING

Warm-up questions

1 Work in pairs. Practise asking and answering these questions:

- How do you usually travel to school? Are there any forms of transport you would prefer to use?
- If you were planning a gap year, what would you do? Would you travel abroad or stay in your country?
- What are some things people can do to be responsible tourists?

Task 1: Role play

2 Work in pairs and do the role play.

Student A: You talking to a travel agent. You want to book a holiday. You will talk to Student B using the five prompts below.

Student B: You will play the role of the travel agent and will speak first.

You are expected to say a few words or a short phrase / sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

- Where you see – **!** – you must respond to something you have not prepared.
- Where you see – **?** – you must ask a question.

EXAM SKILLS

Listen carefully to the examiner's questions because they might be a little different to what you were expecting. If necessary, you can ask the examiner to repeat the question. You can respond by using a filler to give yourself a moment to think, e.g. *Ah, yes… Well, let me see, … Let me think, … Just a moment, …*

Student A

You are speaking to a travel agent. You want to book a holiday.

1 Travel – where to
2 People – how many
3 **!**
4 Stay – how long
5 **?** Recommend – things to do there

Student B

You are a travel agent. You are talking to a customer. Ask questions 1–5 below in order. You begin.

1 Hello. Where do you want to travel to?
2 How many people are going?
3 What kind of accommodation are you looking for?
4 How long do you want to stay?
5 Do you have a question for me?

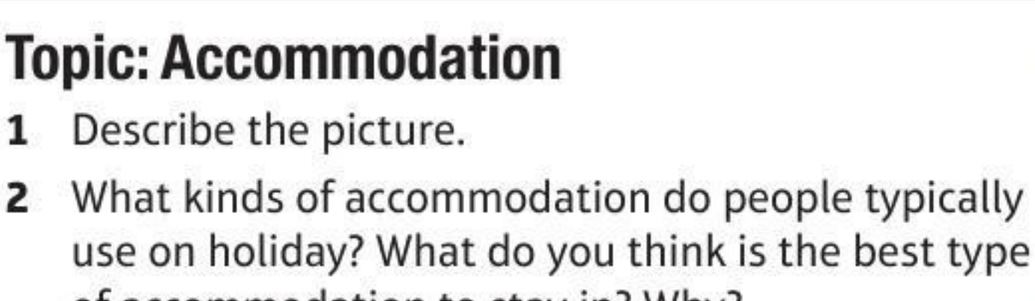
3 When you finish, change roles.

Task 3: Picture-based conversation

EXAM SKILLS

Try to vary your vocabulary. Before you start Task 3, think of words and phrases you can use related to the picture and topic. Don't worry if you don't know a word for something in the picture. Remember, you can always describe it, e.g. *It's a thing for (cooking outdoors…) It's made of (plastic, metal…) You use it for (cooking, moving…) It's a place where (people live…) It's a person who…*

4 Work in pairs. Look at the picture. You are going to discuss the picture and the topic of travel and holidays. Take turns to ask and answer the prompts.



Topic: Travel and holidays

1 Describe the picture. Is this somewhere you would like to visit? Why / Why not?
2 Where did you go on your last holiday? What did you do? What did you enjoy most?
3 If you could choose, where would you go for your next holiday? What would you do there?
4 What advice would you give to someone visiting your country for the first time? How would you prepare to travel to another country for the first time?
5 Think of a question to ask on the topic of travel and holidays (e.g. the cost of foreign travel).

5 Work in pairs. Look at the picture. You are going to discuss the picture and the topic of accommodation. Take turns to ask and answer the prompts.

Topic: Accommodation

1 Describe the picture.
2 What kinds of accommodation do people typically use on holiday? What do you think is the best type of accommodation to stay in? Why?
3 Some people prefer to stay at the beach while others prefer the mountains or city centre. What is your opinion? Why?
4 Do you think holiday accommodation should be cheaper so that more people can afford it? What are the advantages and disadvantages of doing this?
5 Think of a question to ask on the topic of holiday accommodation (e.g. the usefulness of online reviews).

6 THE ENVIRONMENT

LEARNING OBJECTIVES

- Talk about environmental issues
- Use conditionals with *unless*; use *wish* / *if only* to express regret
- Do a role-play about regrets

SPRINGBOARD 1

THE ENVIRONMENT

vocabulary **1** **Match the verbs to the definitions. Then check your answers in a dictionary.**

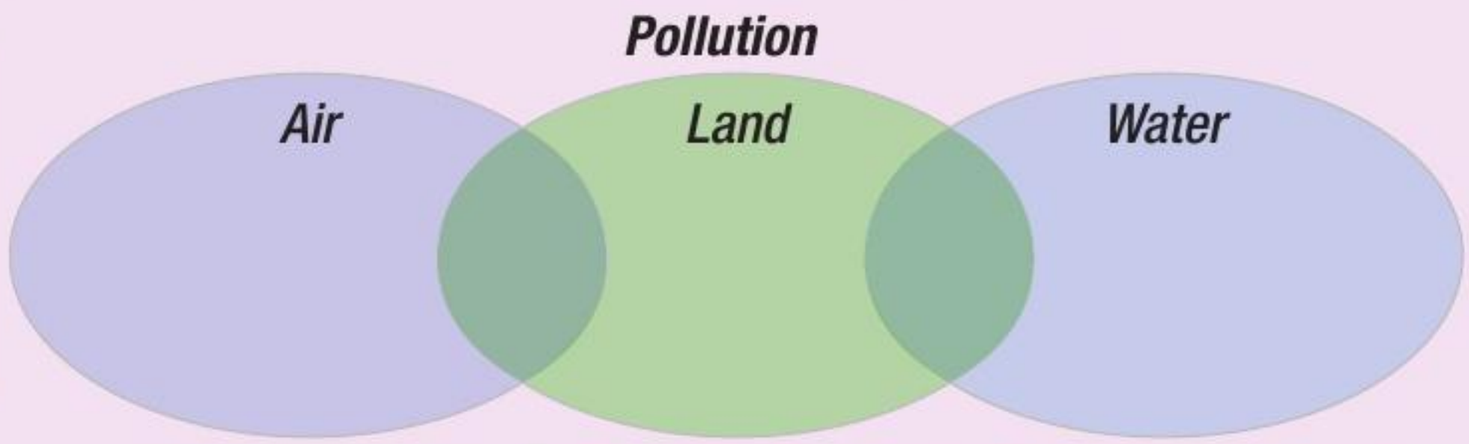
ban clear up consume destroy donate pollute protect recycle reduce repair reuse save throw away use up waste

1 use something more than once
2 give money, food or other things to a person or organisation
3 make something smaller in size
4 use something in a careless way
5 use something again for the same or a new purpose
6 keep something so it can be used again
7 put something in the bin or rubbish dump
8 use all of something so there is none left
9 fix something that is broken
10 look after something or someone; keep safe from harm
11 say something is not allowed
12 use something such as energy or food
13 damage something so badly that it no longer exists
14 add harmful substances to air, water or land
15 make something clean

vocabulary **2** **Work in pairs. Take turns to say sentences about the environment using the verbs from Exercise 1.**

vocabulary **3** **Work in pairs. Complete the diagram with the words in box. Can you add any more words?**

cars chemicals factories food wrapping glass jars oil old clothes paint planes plastic bags plastic bottles plastic straws



grammar **4** **Rewrite the sentences using *unless*.**

1 The fish will die if we don't clean the river.
2 We will destroy the planet if we don't change our habits.
3 If we work together, we will be able to save water.
4 If everyone stops buying so many products, we will create less rubbish.
5 If we recycle our clothes, we'll save money.
6 Air quality will be better if we reduce our flying.

Conditionals with *unless*

Unless has a similar meaning to *if not*. Use *unless* in conditional sentences:

*Forests will disappear **unless** we **stop** cutting down trees.*

*= **If** we **don't stop** cutting down trees, forests will disappear.*

*= Forests will disappear **if** we **don't stop** cutting down trees.*

wish and *if only* for regret

Use *wish* to say that you regret something or to express a desire that things could be different. Use *if only* to express a strong wish.

Use *wish* / *if only* + past simple to talk about a regret in the **present**:

*I **wish** I **knew** how to stop global warming. = I **don't know** how to stop global warming.*

***If only** I **didn't live** in a place with air pollution. = I **live** in a place with air pollution.*

Use *wish* / *if only* + past perfect to talk about a regret in the **past**:

*I **wish** I **had read** about this problem before. = I **didn't read** about this problem before.*

***If only** they **hadn't built** the factory next to the lake. = They **built** a factory next to the lake.*

grammar **5** **Read the situations. Write sentences with *wish*.**

1 You see a man throwing a plastic bag into the river.
I wish he hadn't thrown his rubbish in the river.
2 You read a news article about some trees being cut down in a forest.
3 You hear about a new hotel being built near an unspoilt beach.
4 You read a notice in a supermarket about their new environment-friendly packaging.
5 You notice a pile of old magazines in the plastic recycling bin.

vocabulary **6** **Listen to someone talking about their regrets. Which of these things do they talk about?**

1

2

3

4

5

6

7

8

grammar **7** **Work in pairs. Read your role card. Then make a short dialogue about the past and future. Use *wish* and *unless* with conditional sentences.**

Student A

You regret these things from your past:
- not recycling more
- wasting food.

You are concerned about these issues:
- animals in danger of extinction
- air pollution.

Student B

You regret these things from your past:
- not learning about climate change
- wasting water.

You are concerned about these issues:
- forests disappearing
- water pollution.

● *I wish I had known about environmental problems when I was younger.*
■ *Yes, me too. We didn't learn about climate change when I was a child.*

● *Just think about the animals! Lots are in danger of extinction.*
■ *Exactly! I wish they hadn't destroyed so many forests!*

SPRINGBOARD 2

THE ENVIRONMENT; MYSELF AND OTHERS

LEARNING OBJECTIVES

- Talk about the natural environment
- Use cause and effect language
- Present your ideas about making your school greener

vocabulary 1 **Work in pairs. Choose the odd one out in each group. Use the words in the box to help you explain why. There may be more than one possible answer.**

colour fly green legs
move sand season water
weather wings

- *I think it's… because the other two are green.*
- *That's a good point, but I think it's… because it's the only one with sand.*

The natural environment

1	wind	autumn	winter
2	lake	mountain	river
3	tree	flower	grass
4	bird	rabbit	snake
5	beach	forest	field

vocabulary 2 **Work in pairs. Answer the questions.**
Look at the words for recyclable materials in the box.

bamboo cardboard cotton glass metal paper wood

1 What kinds of products are made from each of the materials?
2 How effective are these materials in reducing waste?
3 What are the advantages and disadvantages of using these materials?

Look at these products which can be made from plastic.

4 How common are these products in your country?
5 To reduce waste, which would be the best material to use for each product?

Cause and effect language

There are many words and phrases we can use to show **cause** and **effect** including: *due to, as a result, because, for this reason, consequently* and *so*:

CAUSE	EFFECT
Due to *the high cost of solar panels, few people install them.*	*Solar panels are expensive.* ***Consequently****, few people install them.*

grammar **3** **Complete the blog post. Write one cause or effect word in each gap.**

An update on our school's Green Policy Plan

Last month's projects were very successful. [1]_____ to the hard work of our Year 6 volunteer team, the school grounds are now clean and safe without a single piece of litter.

Years 3 and 4 also worked hard. [2]_____ of the posters they made, we've raised lots of money for our solar panels fund. [3]_____ this reason, we're planning another poster project.

Unfortunately, it isn't all good news. We are still wasting too much paper. [4]_____, we are planning a 'zero paper week' for the week starting 5 March.

We've doubled the number of participants in our repairing workshops. [5]_____ a result, we will be holding these workshops more frequently.

The planet thanks you for all your efforts!

Mrs Adeoye

grammar **4** **Work in small groups. Follow the steps.**

1. Think of a green school project that you could do in your school. Think about:
   - the main features of the project (What? Why? Who? Where? When?)
   - the results you want from the project
   - how you could set up the project.
2. Present your ideas to the class.
3. Have a class vote for the best idea.

REFLECT: TOPIC VOCABULARY

How do you feel about describing these topics? Choose the emoji that matches your feelings.

Topics			
Environmental issues			
Recyclable materials			
Making your school greener			

How could you improve your knowledge of vocabulary for these topics? Think of two ideas.

REFLECT: GRAMMAR

How well do you understand these grammar structures? Choose the box that is true for you.

Grammar	**I don't know this well**	**I know it but I can't use it well**	**I know it and I can use it well**
Conditionals with *unless*			
wish / if only to express regret			
Cause and effect language			

How could you improve your knowledge of these structures? Think of two ideas.

1 SUSTAINABLE DEVELOPMENT GOALS

THE ENVIRONMENT

LEARNING OBJECTIVES

- Talk about sustainability
- Use the future perfect
- Listen for specific information to complete a summary

speaking **1** **Work in small groups. Discuss the question. Use the words or phrases in the box to help you.**

What do people need to have a good quality of life?

clean environment equal opportunities food and water freedom from discrimination
housing money peace relationships work

reading **2** **Look at the leaflet. Answer the questions.**

1 Which goals affect you most?
2 Which goals are the easiest to reach?
3 Which goals are the most difficult to reach?

What are the SDGs?

'SDGs' stands for Sustainable Development Goals. These are targets for international development created by the United Nations. The goals were created with the agreement of all 193 countries which make up the UN. The aim of the SDGs, which were adopted in 2015 and run until 2030, is to improve the quality of life of the world's population, make our planet cleaner and more sustainable, and create a more equal society. Each of the SDGs addresses one area in particular.

So, what are the goals? There are 17 of them, and they cover areas such as quality of life, the environment and cooperation. SDG 1, for example, aims to improve the quality of life of millions of people around the world by reducing poverty. In 2015, there were approximately 736 million people in the world living on less than $1.90 a day. The UN wants to end this extreme poverty by 2030.

SDG 13 aims to improve our environment by taking action on climate change. It is estimated that 1.3 million people were killed and 4.4 billion people were injured between 1998 and 2017 by disasters directly related to climate change. The UN wants to make $100 billion available for developing countries to adapt to climate change and develop economies by 2030.

SDG 17 aims to develop international cooperation and create partnerships between countries and organisations. The SDGs can only be achieved by countries and organisations working together in a coordinated way, bringing together the creativity, technological know-how and economic resources of the whole world to successfully achieve all the SDGs by 2030.

Here are ten more of the SDGs:

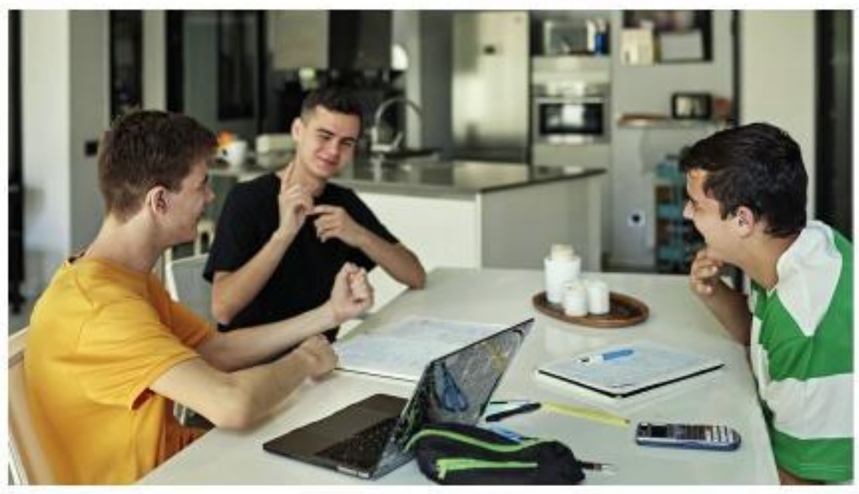
Future perfect Page 232

Use the future perfect to talk about an action that will be finished or completed before a particular time.
Use *will have* + past participle to form the future perfect:
By 2030, the United Nations ***will have achieved*** *all of its objectives.*

speaking **3** **Work in small groups. Discuss the questions. Use the future perfect.**

Do you think that by 2030…

- we will have ended poverty?
- we will have offered quality education to everyone?
- we will have provided everyone with affordable and clean energy?



speaking **4** **Work in pairs. Discuss the questions.**

1 What do you think a 'no-spend year' is?

2 How do you think a 'no-spend year' relates to SDG 12?

listening **5** **Listen to Akila talking about her experience doing a 'no-spend year'. Answer the questions.**

1 What is Akila allowed to spend money on?

2 What is Akila not allowed to spend money on?

listening **6** **Listen again. Complete the summary. Use no more than two words for each gap.**

Akila has decided to reduce the amount of stuff she consumes by having a 'no-spend year'. What this means is only spending money on things that are necessary, and [1]_____ spending money on things that are non-essential. The reason she is doing it is because she wants to do something about her [2]_____. She is aware of the fact that more than 60 per cent of global greenhouse gases are caused by [3]_____. Before she began her 'no-spend year', she made two lists: a list of things she could continue buying, and a list of things she would [4]_____ buying. At first, she found it really [5]_____ to follow her rules, and she has had to completely change her habits. Instead of buying anything she likes at the supermarket, she only buys what she needs to make her [6]_____. She uses her [7]_____ to get around instead of taking the bus, and she repairs things when they [8]_____ rather than throwing them away. She doesn't buy things that she only uses once; she borrows them instead. She spends less on her holidays by going [9]_____, and she has picnics instead of going to restaurants. As well as helping the environment, she is saving [10]_____.

speaking **7** **Work in pairs. Imagine you are going to do a 'no-spend year'. Make a list of essential and non-essential items.**

- *I could easily live without…*
- *Me too. I'd also stop buying…*
- *For me, … is essential.*
- *I don't think I could live without…*

writing **8** **Write an article for your school magazine about the 'no-spend year' you are planning. Use your ideas from Exercise 7. Write 100–150 words. Include:**

- the things you would continue to buy (essential items)
- the things you would stop buying (non-essential items)
- how your life would change.

2 ENVIRONMENTAL CHANGE

LEARNING OBJECTIVES

- Talk about environmental change
- Use mixed conditionals
- Read for specific information to make notes

THE ENVIRONMENT

speaking **1** **Work in pairs. Match the phrases and definitions or examples.**

1	greenhouse gases	**A**	reduce the amount of CO_2 produced by economic activity
2	global warming	**B**	solar and wind power, for example
3	carbon dioxide	**C**	coal, oil and gas, for example
4	fossil fuels	**D**	the heating up of the atmosphere
5	climate change	**E**	the amount of CO_2 a person or organisation emits
6	carbon footprint	**F**	emissions that cause the atmosphere to heat up
7	renewable energy	**G**	long-term changes in temperatures and weather patterns
8	decarbonise the economy	**H**	a gas that is created by burning coal, oil and gas

listening **2** **Listen to an activist explaining the science behind climate change. Check your answers to Exercise 1.**

emit *= produce and release (e.g. a gas)*
phase out *= gradually stop using something*
head for *= move in the direction of*

listening **3** **Listen again. Answer the questions.**

1 What is the main cause of global warming?
2 Why do we use the term 'greenhouse effect'?
3 Are greenhouse gases always a bad thing?
4 What three types of fossil fuels are mentioned?
5 How can we deal with the problem of global warming?
6 What are we heading for with the current rate of CO_2 emissions?

speaking **4** **Work in small groups. Match the pictures of the effects of climate change A–D with the words in the box. Then discuss the questions.**

droughts floods heatwaves melting ice caps

1 What are the consequences of these effects?
2 What can we do to reduce the impact of these effects?
3 Have you ever witnessed any of these effects?

speaking 5

Read the quotation in the first line of the article. Then discuss the questions.

1 What does the quotation mean?
2 Do you agree or disagree? Why?
3 What do you think is the greatest threat to our planet?

Robert Swan ***'The greatest threat to our planet is the belief that someone else will save it.'***

This is one of the messages that Robert Swan gives in his inspirational lectures. His goal is to inspire a new generation of leaders to save the planet. Robert Swan is one of the world's greatest explorers. In 1986, he walked to the South Pole. Three years later, he walked to the North Pole.

He became the first person in history to walk to both poles.

During these successful expeditions, he witnessed the effects of climate change on the polar ice caps, and he began a new phase in his life. He set himself a new goal: to work to preserve the Antarctic. He founded an organisation called 2041 to realise his goal. 2041 is dedicated to preserving the Antarctic and the planet in general. It promotes renewable energy and sustainability to deal with the effects of climate change. If Swan hadn't witnessed the effects of climate change during his expeditions, the organisation probably wouldn't exist today.

Why did he call it 2041? In 1959, 46 countries reached an agreement to protect the Antarctic from exploitation. It was called the Madrid Protocol. They agreed to dedicate the whole continent to international cooperation and scientific research. If these countries hadn't signed this treaty, the continent would now be full of oil companies drilling and mining. The problem is that the international treaty only lasts until 2041. If the treaty is not renewed, countries will start looking for oil there.

So, 2041 is named after the date that the treaty expires. Robert Swan travels around the world giving lectures to share his vision of a better planet for us all.

threat *= the possibility that something is likely to cause damage or danger*
inspire *= make someone feel they can do something*
preserve *= prevent something from being destroyed or damaged*

reading 6

Read the article. Imagine you are going to give a talk about Robert Swan to your class at school. Make short notes under each heading.

1 Robert Swan's goals
2 What encouraged Swan to take action?
3 The organisation 2041
4 The Madrid Protocol
5 What Swan does today and your opinion of his work

EXAM SKILLS

When making notes, only write information that is relevant. Read the heading and then underline the sections of the text that contain the relevant information. Don't copy directly from the text, but write the information in your own words.

Mixed conditionals Page 232

Use mixed conditionals to talk about an unreal event in the past and its probable result in the present. Combine the third conditional and the second conditional to form a mixed conditional:

PAST CONDITION ↓ **PRESENT RESULT** ↓

*If we **had started** using renewable energy earlier, the effects of climate change **wouldn't be** so serious today.*
*= We **didn't start** using renewable energy earlier, so the effects of climate change **are** serious today.*

reading 7

Read again and find more examples of mixed conditionals.

writing 8

Write a paragraph for your school website about how you could reduce your carbon footprint. Write 100–150 words. Follow these steps before you write:

- Make a list of the things you use that produce CO_2 (transport, heating, things you buy, etc.).
- Go to a carbon footprint calculator website such as www.carbonfootprint.com to calculate your carbon footprint.
- Think of some ideas to reduce your CO_2 emissions.

3 GREEN PROJECTS

THE ENVIRONMENT; SCHOOL LIFE

LEARNING OBJECTIVES

- Talk about the GrowGreen project
- Use the future perfect continuous
- Listen for specific information

speaking **1** **Work in pairs. Answer the questions about your town or city.**

1 Are there enough parks and green spaces in your town or city?
2 Does your town or city suffer from environmental problems like flooding or heat waves?
3 Are the local authorities doing anything to make your town or city a greener place?
4 What do you think could be done to make your town or city greener?

reading **2** **Do you know which European countries these cities are in? Scan the text to find out.**

Manchester **Valencia** **Wrocław**

Nature-based solutions

GrowGreen ran from 2017 until 2022. In its five years of promoting numerous projects and cities, the group showed that nature-based solutions are an effective way to deal with problems caused by climate change. This means using nature itself to solve environmental problems. Issues like flooding, heat waves, droughts or poor air quality can be mitigated by bringing nature into the urban landscape. Let's look at three projects that were led by GrowGreen.

Valencia

Valencia, located on the Mediterranean coast, is the third-most populated city in Spain. It has very hot summers and very little annual rainfall. In the future, because of climate change, these conditions are expected to get worse. So, several projects have been sponsored by GrowGreen to deal with the heat problem. A vertical garden was built on a school. The garden reduces the heat inside the school, and it uses wastewater from sinks and showers at the school.

Manchester

Manchester is among the biggest cities in the UK and is often called 'the rainy city' because it rains so much. As well as heavy rainfall, three major rivers flow through the city. Floods are a major problem in certain areas of the city, and climate change is making the situation worse. So, GrowGreen sponsored a project to build a park that 'drinks' excess water. The park, which has green fields, woodlands and permeable paths, has succeeded in reducing flooding in the area.

Wrocław

Wrocław, in the southwest of Poland, experiences heat waves and droughts in the summer and flooding in the winter, when a great deal of rain falls in the city. The local authorities decided to deal with the problems by redesigning the spaces between residential buildings. Instead of impermeable, concrete squares, they installed raingardens that soak up water and prevent flooding. Since the gardens have been installed, there has been a considerable improvement. The trees in the gardens provide shade and reduce heat in the summer. The gardens are also used by the community to socialise, for children to play safely and for local residents to grow food.

mitigate = *reduce the potential damage*
sponsor = *support an event, project or campaign financially*
permeable = *water can pass through it*
impermeable = *water cannot pass through it*

reading 3 **Read again. Which cities are these comments about? Write V (Valencia), M (Manchester) or W (Wrocław).**

1 I don't know another city with so many rivers flowing through it. ☐

2 People living in those areas can finally sit outside in the summer because of the shade. ☐

3 So, it isn't only humans and animals that can 'drink' water! ☐

4 Can you imagine sitting in class and seeing those plants growing up the side of the wall? ☐

5 If I lived there, I'd definitely join in with some community vegetable gardening. ☐

speaking 4 **Work in pairs. Which of the projects described in the article…**

1 is the most inspiring?
2 will have the most impact on citizens' lives?
3 would work well in your town or city?

listening 5 **Listen to a podcast about a green project at a school. Which of the ideas mentioned could work at your school?**

listening 6 **Listen again. Are the statements True (T), False (F) or Not Given (NG)?**

1 The podcast host is a student at the school.
2 Mrs Zapata-Pérez is an Ecology teacher.
3 The Ecology Club has been running for two years.
4 The club raised money for an animal charity.
5 The students at the school are more motivated by local issues than things that occur far away.
6 The club has planted a mix of trees, flowers and vegetables.
7 The club has plans to use rainwater for watering the plants.
8 Next week, the club is organising an event for students and their families.

Future perfect continuous Page 233

Use the future perfect continuous to describe actions that started in the past, present or future and will continue up to a certain point in time in the future. Use *will have been + -ing* to form the future perfect continuous:

*By next month, we **will have been growing** vegetables for one year.*

reading 7 **Complete the sentences about the podcast. Use the future perfect continuous.**

1 By December, the school _____ vegetables to the local community for six months.
2 By next week, the canteen staff _____ supplies in recyclable boxes for the last three months.
3 By the end of the year, the school _____ nearly all the energy used for six months.

writing 8 **Write a report about how to make your school greener. Discuss these ideas and your own ideas with a partner. Then choose the best three ideas and write a report giving your recommendations. Write 120–150 words.**

install solar panels

plant flowers and trees around the playground

make a compost heap using waste from the school canteen

4 GREENWASHING

THE ENVIRONMENT; THE MEDIA

LEARNING OBJECTIVES

- Talk about greenwashing
- Use reported speech in the future tense
- Listen for specific information to complete a summary

speaking 1 **Work in groups. Discuss the questions.**

Greenwashing: Presenting false or misleading information about how environmentally friendly a product or service is.

1 What does the advert claim to do?
2 How 'green' do you think the product is? Give reasons for your opinion.
3 How do you feel when you see adverts like this?

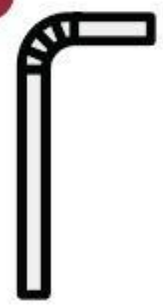
listening 2 **Read the comments on the noticeboard. Match images A–F with comments 1–6.**

A

B

C

D

E 

F

GREENWASHING... YOUR STORIES AND EXAMPLES!

1
A few years ago, a fast-food company got into trouble because of greenwashing. It said that it had changed from plastic straws to paper straws to be more environmentally friendly. The trouble was the new paper straws it had chosen weren't actually recyclable at all, so more trees had to be cut down to keep making them. You couldn't make it up!

Fatima, Egypt

2
Some fast-fashion companies make green claims that are clearly untrue. One popular fashion brand was reported for having green words like 'conscious' and 'eco' on its labels. Customers read these and thought they were making a greener choice, but they weren't. There was nothing 'eco' about the clothes. The production process was the same: in factories using lots of energy and water. These kinds of clothes are just worn for a few weeks and then thrown away. It's shocking.

Aidan, Republic of Ireland

3
I just read about a popular brand of washing-up liquid that had to change its advertising because it was found guilty of greenwashing. It used images of people cleaning up forests and beaches, but it was unable to say what the connection was between these photos and its product. It was all a lie.

Moira, The Netherlands

4
I recently saw an advert from an airline company. It said that switching to bamboo cutlery would reduce its carbon footprint. It's untrue. There's no way it'll reduce its footprint if it continues flying! Flying has a much bigger impact on the environment than the cutlery it uses. The advert was ludicrous.

Claude, Tunisia

5
My favourite example of greenwashing is a poster advertising environmentally friendly water. But the water is sold in single-use plastic bottles! Unbelievable! I looked at the company's website. In the 'About' section, it said that it would lead the way in green water production. It really isn't ethical to trick consumers in this way. People need to sit up and think.

Rakesh, India

6
The other day, I saw an advert online for eco-holiday homes in the UK. The trouble was, they were on the other side of the world! So, there wouldn't be anything very eco about travelling there, would there? We should stay closer to home and try to avoid flying unless it's absolutely necessary.

Sofia, Argentina

reading 3

Read again. Complete the sentences with the correct names.

1 _____ thinks people should fly less than they currently do.
2 _____ looked up a company online to find out further information about its green claims.
3 _____'s comment describes misuse of pictures in an advertising campaign.
4 _____ wrote about a company that changed one product for another.
5 _____ wrote about clothes that aren't at all green.
6 _____'s example is about environmentally friendly knives and forks.

Future tenses: Reported speech Page 234

Reported speech is used when we tell somebody what another person said. To report something that someone has said to someone, change the tense of the verb. Change *will* to *would* to report a statement in the future tense. The pronoun usually changes, too:

'***We will*** *use less plastic.*' = direct speech

The directors said that ***they would*** *use less plastic.* = reported speech

reading 4

Read again and find more examples of reported speech in the future tense.

speaking 5

Work in small groups. Say which two examples of greenwashing you are most surprised about and which two examples least surprised you.

listening 6

Listen to an extract from a podcast. Discuss the questions.

1 How does the speaker feel about greenwashing?
2 Do you think the new rules will be easy or difficult to implement? Why?

unfounded *= not having any basis in fact*
multinational *= a large company that has offices in many countries*
carbon offsetting *= making up for carbon emissions, e.g., by planting trees*

listening 7

Listen again and complete the summary. Write one or two words or a number in each gap.

The European Commission is going to bring in [1]_____ to help reduce the amount of [2]_____ that takes place in advertising. They discovered that a shocking [3]_____ per cent of claims that products and services are green are untrue. Many consumers falsely believe they are choosing an [4]_____ product because they make the mistake of believing what they see and read. The Commission is also looking at claims that businesses make about 'carbon offsetting'. Now, these companies will have to prove that what they are saying is [5]_____. Many business executives are [6]_____ about these new rules.

writing 8

Find an example of greenwashing online. Write a comment for the noticeboard in Exercise 2. Include:

- a description of the product or service
- an explanation of how the company used greenwashing in its advertising
- a description of any consequences of the greenwashing, and how it makes you feel.

5 THE OCEAN CLEANUP

THE ENVIRONMENT

LEARNING OBJECTIVES

- Talk about the Ocean Cleanup
- Use *have something done*
- Write a campaign poster

speaking **1** **Work in small groups. Discuss the questions.**

1 What causes pollution in oceans?
2 What are the effects of ocean pollution?
3 What is being done to clean up the oceans?
4 How can we prevent further pollution of oceans?

reading **2** **Read about the Ocean Cleanup project. Work in pairs. Which words do you think best describe the project?**

ambitious disastrous expensive foolish innovative successful

The Ocean Cleanup

A The Ocean Cleanup project is a non-profit organisation. Boyan Slat, from The Netherlands, came up with the idea in 2012, when he was still a teenager. He designed an invention that had the ability to float on the surface of the ocean and collect plastic waste. The project aimed to clean up 42 per cent of the Great Pacific Garbage Patch's plastic pollution over a ten-year period. Slat managed to raise $2.2 million through crowdfunding to build a model of his invention and start the big clean-up. However, from the start, the project was controversial.

B There were several reasons. Firstly, scientists expressed concern over Slat's design. They didn't think it would work. Secondly, they were worried about the impact on ocean life. A third complaint was that the project distracted from the more serious issue of preventing pollution in the first place. Others felt that such a huge sum of money could be spent more wisely.

C Slat was defensive about it. He pointed out that this project was unlike anything that had come before it. The structure would be 100 times bigger than anything else that floated in the ocean. Technical challenges were expected. In 2014, the organisation had a 528-page report published to address scientists' concerns. It contained lots of data and four possible designs.

D Not very well. They were grateful that the report had been written and that they'd been able to read it. However, they felt that their concerns hadn't been addressed, and the report raised more questions than it answered.

E No, not at all. It grew. Slat employed lots of people to collaborate on his designs and refine its features. Over the years, they had different prototypes built. They had them tested in different parts of the world, in oceans and in rivers.

F Yes. In 2021, the organisation announced that one of their structures had gathered 28,000 kilos of plastic waste. Then, the following year, that figure rose to 100,000 kilos. They are in the process of planning to install more platforms, attract more investments and organise more clean-ups.

G No, they still voice their concerns. An added issue these days is that experts say that less than five per cent of all plastic in the ocean ends up in the garbage patches where the structures will be used. On top of that, most of the plastic that does end up there isn't floating on the surface of the water, so it can't be pulled up. However, even though Slat has critics, many admire his creativity and imagination.

H The organisation has a website with technical information about the designs. There's also a section about what they're doing now and their plans for the future. They have the page updated regularly.

crowdfunding = *raising money from many people, usually online*
voice a concern = *to explain why you are worried about something*

reading **3** **Read again. Match questions 1–8 to paragraphs A–H.**

1 Have they been effective in cleaning up plastic?
2 Have the critics gone away now?
3 How did critics react to the report?
4 Where can we find out more about the Ocean Cleanup?
5 Did the project collapse after this?
6 What exactly is this project?
7 How did Slat respond to the criticism?
8 It sounds great. Why was it controversial?

have something done Page 235

We use *have something done* to say that an action was done for us by someone else. Use *have* + object + past participle:
*I **cleaned** my garden pond. = I cleaned it myself.*
*I **had** my garden pond **cleaned**. = Someone else cleaned it for me.*

reading **4** **Read again and find examples of *have something done*.**

speaking **5** **Work in pairs. Think of a TED talk or other presentation you have watched. Discuss.**

1 Describe what the talk was about.
2 Say what you thought was good about it.
3 Say what you thought could have been better.

listening **6** **Listen to five speakers talking about Boyan Slat's TED talk from 2012. After listening, do you want to watch the TED talk? Why / Why not?**

listening **7** **Listen again. Write the number of the speaker (1–5).**

Which speaker…

A thinks Slat's TED talk should have been shorter?
B remembers a quote from Slat's TED talk?
C was impressed by Slat's design for a clean-up platform?
D discovered Boyan Slat because of a homework assignment?
E had to take part in a drama activity after watching Slat's TED talk?
F talks about the way some designers look to nature for inspiration?
G couldn't make their mind up about whether Slat's ideas were good or bad?
H thought about changing how they give presentations after watching the TED talk?

Culture point

TED organises conferences with interesting speakers talking about a range of topics (Technology, Entertainment, Design). You can watch the videos online.

writing **8** **Choose A or B. Plan and create a campaign poster.**

A The Ocean Cleanup must stop!
B Support the Ocean Cleanup!

Follow these steps:

- Look at examples of campaign posters online to get some ideas.
- Make a list of the points you want to make.
- Think of a persuasive slogan.
- Think about a heading and sub-headings.
- Give brief information about the event (time, place, etc.).
- Use symbolic photos or icons to get your message across.

6 THE CIRCULAR ECONOMY

THE ENVIRONMENT; PART-TIME AND VOLUNTARY WORK

LEARNING OBJECTIVES

- Talk about the circular economy
- Use modal verbs in the past
- Give a presentation

speaking 1 **Work in pairs. Discuss the questions. Then share your ideas with the class.**

1 What do we mean by 'the economy'?
2 Which businesses help your local economy?
3 What impact do these businesses have on the local environment?

- *The economy means…*
- *Yes. I think it also refers to…*
- *Can you think of local businesses that…?*

reading 2 **Work in pairs. What is a circular economy? Share your ideas. Then read the web page to check your answers.**

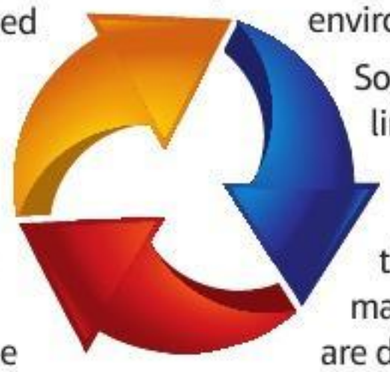
absorb *= take something in, soak something in*
linear *= moving from one stage to another, in a line*
finite *= limited in size or number*

The Circular Economy

In the natural world, there is a cycle of life. Plants grow using energy from the sun, water and nutrients from the soil. Animals eat the plants, and then other animals eat the animals that ate the plants. When the animals that die, they are absorbed into the soil, producing new nutrients that are then used to feed new plants. It is a circular system that has worked perfectly for millions of years.

Unfortunately, humans don't follow this model. We have invented a linear model. We take resources from the earth, manufacture goods, consume them and then throw them away. When our smartphones become outdated, we buy a new one and throw the old one away. We buy water in single-use plastic bottles, then throw them away.

The problem with the linear model is that it doesn't work. Resources are finite, and one day, they will run out. Not only that, the waste produced by the linear model causes environmental problems: plastic in the oceans, toxic chemicals in the environment and greenhouse gases in the atmosphere.



So, how can we deal with the problems caused by the linear model? We can do this by imitating nature and promoting a circular economy, where there is no waste. We need to design products so that they last a long time and are easily repairable, then manufacture them using renewable energy. If products are designed properly, we will be able to use them for longer. Then, if a product breaks, we should try to repair it instead of throwing it away. Finally, when a product reaches the end of its useful life, we should recycle it and use the materials to make new products.

reading 3 **Read again. Complete the diagrams with the words in the boxes.**

consume dispose environment manufacture resources

long recycle repair well-designed

The Linear Economy

Take [1]_____ from the Earth
→ [2]_____ products
→ [3]_____ the products
→ [4]_____ of the products
→ Pollute the [5]_____

The Circular Economy

Manufacture [6]_____ products
→ Use products for as [7]_____ as possible
→ [8]_____ and reuse products
→ [9]_____ products and use materials to make new products
→ Manufacture [6]_____ products

speaking **4**

Work in pairs. Follow these steps:

- Discuss. What can each of these groups or institutions do to help develop a circular economy? Use ideas from the text and your own ideas.
- Join another pair and compare your ideas.
- Prepare a three-minute presentation on your ideas with your group.

governments manufacturers
schools and colleges
supermarket chains
suppliers of raw materials
the general public

listening **5**

Listen to a radio interview. Choose the correct option, A, B or C.

1 Remi is interested in…
- **A** reading about environmental problems.
- **B** practical solutions to environmental problems.
- **C** raising awareness of environmental problems.

2 In a repair café, they…
- **A** help people repair broken items.
- **B** provide coffee and tea.
- **C** help people repair items and provide drinks.

3 People go to a repair café…
- **A** to repair broken items themselves.
- **B** to have broken items repaired by volunteers.
- **C** to buy tools and materials to repair things.

4 Remi became a volunteer because…
- **A** it is an alternative to wasting time after work.
- **B** he wanted to help the environment.
- **C** he wanted to learn how to repair items.

5 Most of the users of the repair café go there…
- **A** to help the environment.
- **B** to save money.
- **C** to buy new products.

6 Manufacturers want consumers…
- **A** to repair things when they break.
- **B** to throw products away when they break.
- **C** to use products for as long as possible.

Modal verbs: *should have done / needn't have done / must have done* Page 236

To say that something was or wasn't a good idea, use *should / shouldn't have* + past participle:
*I **should have repaired** my computer rather than buy a new one.*

To say that something wasn't necessary, use *needn't have* + past participle:
*You **needn't have bought** a new computer.*

Use *must have* + past participle when you are sure that something happened:
*His computer broke last month. He **must have bought** a new one by now.*

listening **6**

Listen again. What things does Remi mention that people should have or needn't have done?

PRONUNCIATION

The 'd' in *shouldn't* and *needn't* isn't always pronounced as a clear /d/ sound. Instead, we make this sound by closing the back of the throat. This is a very common sound in spoken English.
Listen.
shouldn't, needn't

writing **7**

Read the advert. Then write a blog post using the ideas from your presentation in Exercise 4. Write 120–150 words.

Would you like to be our next guest blogger?

We are looking for blog posts offering solutions to problems related to linear-economy models. We are especially interested in hearing ideas that would be easy to implement and have a positive impact on the environment.

Send your blog posts to: info@circularisbetter...

EXAM PRACTICE: WRITING

Task 2: Semi-formal writing

EXAM SKILLS

Follow these tips for Writing Task 2:

- Read the instructions carefully. You will need to answer one question out of a choice of three. Each question fits with an optional topic, so take care to select the question on the topic you have studied.
- Make sure you cover all the bullet points in the question. If you don't, you'll lose marks!
- Note the word count (**180 words**) – it is approximate, but try to keep close to it.
- When you are planning and writing, think about the intended readers. Remember the text will be read by a wider audience than just a few friends.
- Remember to use a range of grammatical structures in your response.

EXAM SKILLS

Remember to plan before you answer Task 2:

- Before you write, highlight the key words in the question.
- Write your ideas around these key words. This will help you plan what to include in your answer.

1 You are writing a letter to a local newspaper about cleaning up your local town or city to make it a more pleasant environment. In your letter you must:

- describe **two** local environmental concerns
- suggest **two** ways local people could help to deal with them both
- explain why these are important issues to you.

(Total for Question 1 = 20 marks)

EXAM SKILLS

The third part of the question will always ask you to give your own view on the topic. You can use the Answer booster to help with useful language for this part of the task.

2 You have been asked to write an article for the school magazine about how we can reduce our carbon footprint when we travel. In your article you must:

- write about **two** forms of transport that contribute greatly to global warming
- write about **two** green forms of transport
- explain how important the issue of global warming is to you.

EXAM SKILLS

Write a plan for your answer. Divide the plan into three parts, one for each of the points in the instructions. Write one paragraph for each point, with a short introduction and a short conclusion.

(Total for Question 2 = 20 marks)

3 You are going to post an article on the school website about how your school or its students can make the school greener. In your article you must:

- write about **two** environmental problems connected with your school
- suggest **two** practical things that the school or students can do to make the school greener
- explain how these could affect both you, as a student, and the school positively.

(Total for Question 3 = 20 marks)

4 **You have been asked to write an essay responding to this question: *How might jobs become more environmentally friendly in the future?* In your essay you must:**

- give **two** examples of jobs that might disappear
- give **two** examples of new jobs that might be created
- explain how important having an environmentally friendly job is for you.

(Total for Question 4 = 20 marks)

Answer booster: Task 2: Semi-formal writing	**Aiming for a solid answer**	**Aiming higher**	**Aiming for the top**
Vocabulary	**Use vocabulary you have learned in this module.** Show that you can use this accurately. *environment, ocean, electricity, nature, transport, temperature*	**Use a range of specific vocabulary** that fits the topic. Show that you can use this accurately. *greenhouse gas, sea levels, climate change, fossil fuel, solar power, atmosphere*	**Demonstrate your confidence in use of the vocabulary in different ways**, e.g. by using different forms within the same word family. *emit, emission(s)* *pollute, pollution, pollutant* *ecology, ecological, ecosystem* *consume, consumption*
Verbs	**Use different tenses**: present, past, future.	**Use a greater variety of tenses**, e.g. present simple for future, present perfect continuous, past perfect, future continuous. **Use passive forms**.	**Use a wide range of appropriate tenses** with confidence: e.g. past perfect continuous, future continuous, future perfect, future perfect continuous. **Use a range of passive forms** with confidence.
Phrases / Expressions for giving opinions	*I think / believe that…* *… is good / bad / important because…* *… because…*	*In my opinion, …* *For me, …* *I feel that…* *as, since*	*As far as I'm concerned, …* *In my view, …* *It seems to me that…* *For this reason, …* *That is why…*
Style	**Use semi-formal language**. **Some contractions** are OK but not too many: *It's important to use less energy.* *We shouldn't rely on cars.* **Avoid using the first person too much**. **Use different ways of saying *I think*:** *It seems to me; It appears that…; In my opinion…*	**Use passive structures** where appropriate: *The river is being polluted.* *The road outside the school is always blocked by cars.*	**Try to include a range of structures:** *The worst problem is the traffic.* *The town is not as pleasant as it was 10 years ago.* *Things are not the same these days.* *A few changes would make a big difference.* *Things must change.* *We should all do what we can.*
Connectives	**Join clauses with connectives**: *and, as well, also, but, however, although*	**Begin clauses with connectives**: *In addition, … Moreover, … However, …*	**Use connectives to link** a series of **points that agree or contrast**: *Not only… but also…* *While…, …* *Despite…, …* *On the one hand, … on the other hand, …*
Other features	**Use cause and effect language:** *due to / because of*	**Express preferences:** *I'd rather / I'd prefer to* **Use conditionals**, *Unless we do something now, it will be too late.*	**Use mixed conditionals:** *If we hadn't wasted natural resources in the past, we wouldn't have these problems now.*

EXAM PRACTICE: SPEAKING

Task 2: Topic talk

EXAM SKILLS

For Task 2, you need to prepare a short talk before the exam on an aspect of the optional topic you have studied.
Practise your talk and time it! It must not be longer than two minutes. The examiner will stop you speaking if it is.
Take two copies of your notes into the exam. Give one to the examiner and refer to the other while you speak.
After your talk, the examiner will ask some questions. They will be very similar to the questions in Exercise 5. Be ready with some opinions!

1 You will listen to a topic talk called 'How to live a greener life'. What do you think the speaker will talk about?

2 Read the notes below. They are the notes that the speaker uses for their talk. Listen and check your ideas in Exercise 1.

INTRO: ideas for how to live a greener life – three ideas for a change in each of below		
AT HOME	AT SCHOOL	IN THE COMMUNITY
Greatest control here! Lots of things. • reduce energy consumption	Can encourage schools to do more • implement recycling schemes and reuse items	Aim to make positive impact here • can easily spread awareness using social media • but to be active: volunteer for environmental organisations (e.g. clean-up events)
CONCLUSION: start with small but important actions – just a few examples. Important teenagers inspire others + work for greener, more sustainable future. Need to take responsibility and work together to protect and preserve planet.		

EXAM SKILLS

There is no set way to structure your presentation. The student has chosen **an issue or challenge** and **gives ideas for how to act on it or improve the situation** in three different areas. There are other examples of talks in Modules 7 and 8.

3 Look at the notes from Exercise 2 again. Which topic-specific language does the student use? Work in pairs and think of three more topic-specific words or phrases.

EXAM SKILLS

A good way to show you are confident in using the language is to use a range of grammatical structures and topic-specific vocabulary. You could show further understanding of this vocabulary by using different word forms from the same family, e.g. *environment, environmental, environmentally.*

4 Listen again. Notice how the student introduces each part. Which of these words or phrases do you hear?

In this presentation, I…
This presentation…
Firstly, …
First of all, …
Next, …
In addition, …
However, …
Going back to, …
Finally, …
Lastly, …
In conclusion, …
To sum up, …

EXAM SKILLS

Use discourse markers to clearly organise what you say. Make a list for different purposes, e.g. for sequencing ideas, contrasting ideas, adding information, emphasising a point or giving examples.

5 Work in pairs, A and B. Imagine the talk you listened to was your topic talk. Take turns to ask and answer your partner's questions.

Student A

Ask Student B these questions:

1. Tell me more about volunteering for local environmental organisations.
2. How could you encourage other people to lead a greener life?
3. What advice would you give someone about reducing their energy consumption?
4. Ask a question of your own.

Student B

Ask Student A these questions:

1. What is the most important thing that people should understand about your topic?
2. Some people argue that it is too difficult to recycle all their waste. Do you agree?
3. Explain why you are optimistic or pessimistic about the future of this issue.
4. Ask a question of your own.

6 You will now create your own topic talk. Choose a topic from Module 6 and make notes to help you give your talk. Practise your talk.

EXAM SKILLS

Plan your talk. Ask yourself these questions:

- How many sections do I need?
- Which discourse markers will be useful?
- How will I end my talk?

7 Work in pairs, A and B. Take turns to give your topic talks to each other.

EXAM SKILLS

You should refer to your notes to help structure what you say and remind you of key points. Your notes should provide you with prompts only. They are not a script and reading directly from them will reduce your marks for fluency.

8 Think of five questions to ask your partner about their talk. You can use the questions in Exercise 5 to give you some ideas. Take turns to ask and answer your questions.

EXAM SKILLS

When answering, you might also like to give yourself some thinking time by responding with fillers such as:

That's a good question.

I hadn't thought of that before, but I think…

That's a very good point!

7 THE MEDIA

LEARNING OBJECTIVES

- Talk about types of media
- Use cause and effect language
- Talk about preferences

SPRINGBOARD 1

THE MEDIA

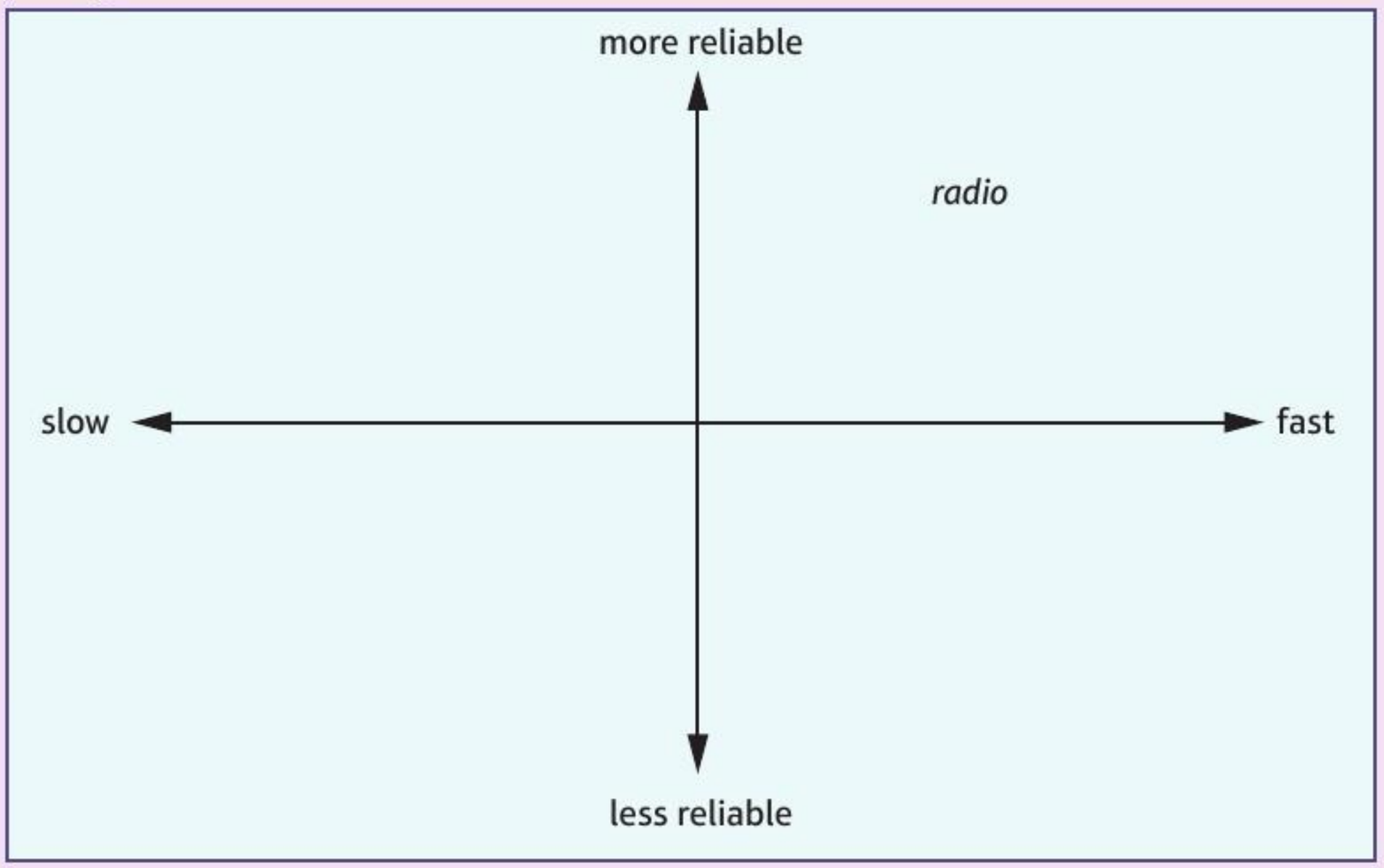
vocabulary **1** **Check the meaning of the headings in the table. Then complete the table with the words in the box.**

billboards blogs documentaries magazines newspapers news websites podcasts social media the radio TV vlogs

Print media	Broadcast media	Digital media

vocabulary **2** **Work in pairs. Add the words from Exercise 1 to the diagram. Can you add any more words? Compare your ideas with another pair. Do you agree?**

- *I think you can trust the information on a radio programme, so it's more reliable.*
- *I agree. It's also fast. You can turn it on quickly, and they make the programmes quickly.*
- *OK, let's put it here. What about a blog?*
- *I don't think blogs are always reliable…*



vocabulary **3** **Match the words 1–4 with their definitions A–D.**

1	the mass media	**A**	a general term for all the organisations (e.g. radio, TV, newspapers, websites) that provide news, information and entertainment, considered as a group
2	the media	**B**	information about recent events
3	the news	**C**	all the people and organisations that provide information and news to large numbers of people at the same time
4	news	**D**	a TV or radio programme that gives information about recent events

vocabulary **4** **Complete the sentences with the words from Exercise 3. Then listen and check.**

1 I usually listen to _____ on the radio. That's how I find out what's happening in the world.
2 I had some good _____ recently. I've passed all my exams!
3 The story was reported locally in _____, but the national papers didn't pick it up.
4 There are lots of stories about climate issues in _____ at the moment. It's good to see it reported everywhere so everyone can learn about it.

grammar **5** **Write sentences using the prompts and by adding any extra words you need. Then work in pairs and guess if the sentences are true for your partner or not.**

1 I / would rather / watch / a documentary / read / a magazine
2 I / prefer / look at / social media / watch / the news on TV
3 I / prefer / newspapers / magazines
4 I / would prefer / make / a vlog / write / a blog
5 I / prefer / the radio / TV
6 I / would rather / work / in the media / work / in education

● *You'd rather watch a documentary than read a magazine… I don't think that's true!*
■ *Well, I don't really like magazines. I'd rather watch a film than a documentary, I suppose.*

vocabulary **6** **Choose the correct verbs. Then work in pairs and talk about how often you do these things.**

1 **look at** / **send** social media
2 **read** / **use** the newspaper headlines
3 **listen to** / **write** the radio
4 **watch** / **upload** a photo
5 **chat** / **follow** someone on social media
6 **post** / **send** a comment
7 **use** / **call** a news app
8 **download** / **chat** a news article

● *I look at social media three or four times a day.*
■ *Me too. I hardly ever read the newspaper headlines. How about you?*

grammar **7** **Choose the correct answers.**

1 The weather was bad. **Consequently,** / **Due to** the reporter couldn't go to the event.
2 **As a result** / **As a result of** sportspeople being popular, they often appear in the mass media.
3 People weren't talking about the blog. **Because of** / **For this reason,** I posted about it on social media to get more followers.
4 **For this reason,** / **Due to** the newsreader's skills, the broadcast was a success.

Cause and effect language

There are many words and phrases we can use to show **cause** and **effect**, including: *due to*, *as a result*, *because*, *for this reason*, *consequently* and *so*:

Due to *social media being popular, many people spend hours online.*

Social media is popular. ***Consequently,*** *many people spend hours online.*

I was inspired to help ***because of*** *the news story I watched.*

grammar **8** **Work in pairs. Use the language from Exercise 7 to discuss the media items in the box or your own ideas.**

documentaries fake news films
podcasts posts on social media
reporters vlogs

● *I believed a fake news story once. As a result, I told lots of people the wrong information.*
■ *That's happened to me too! Once, due to…*

SPRINGBOARD 2

LEARNING OBJECTIVES

- Use *wish / if only* to express regret
- Describe media
- Use conditionals with *unless*

THE MEDIA

grammar **1** **Complete the sentences with the correct form of the verbs in brackets. Then listen and check.**

1 I don't have a blog. I wish I _____ [**have**] a blog.
2 I didn't watch the news. I wish I _____ [**watch**] it.
3 I ignored the weather forecast and I didn't take a coat. If only I _____ [**not ignore**] the forecast!
4 I watched a news report about poverty. There are so many poor people. If only there _____ [**not be**] so many people living in poverty.
5 I missed the bus and I got home late. My parents weren't happy. If only I _____ [**not miss**] the bus!
6 I didn't talk to the reporters, and they printed the story with lots of mistakes. If only I _____ [**talk**] to the reporters!

wish and *if only* for regret

Use *wish* to say that you regret something or to express a desire that things could be different. Use *if only* to express a strong wish.

Use *wish / if only* + past simple to talk about a regret in the **present**:
*I **wish I had** a laptop. = I **don't have** a laptop.*
***If only I didn't use** social media so much. = I **use** social media too much.*

Use *wish / if only* + past perfect to talk about a regret in the **past**:
*I **wish I had read** the news yesterday. = I **didn't read** the news yesterday.*
***If only** they **hadn't believed** the fake news story. = They **believed** the fake news story.*

grammar **2** **Imagine you are Yi-Joon and Jasmine. Read what they say. Write sentences with *wish* and *if only*.**

Yi-Joon

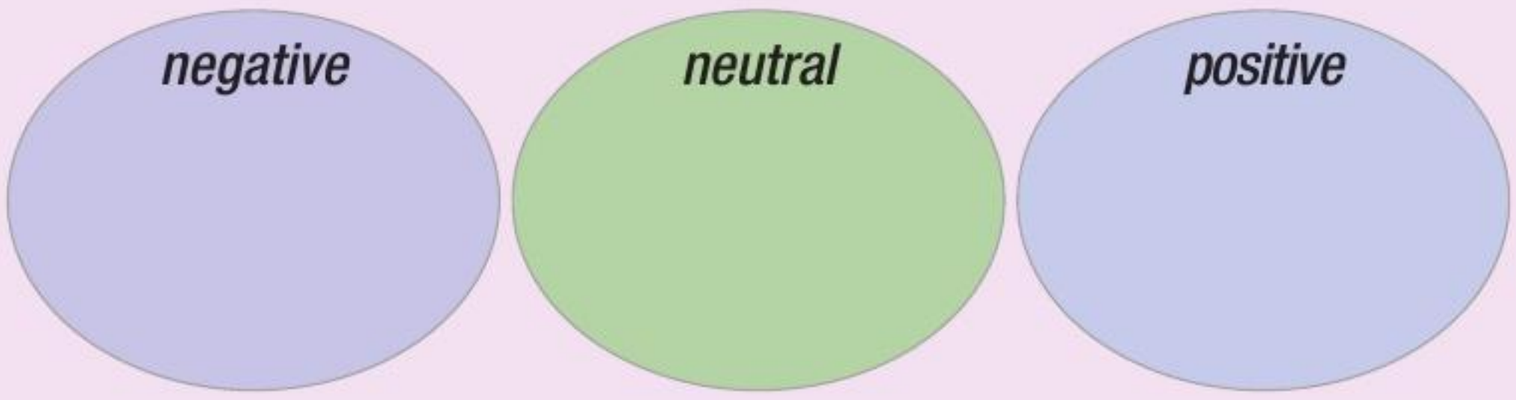
'I didn't charge my phone, so my alarm didn't go off. I was late for school. I didn't pack my bag the night before and I forgot my homework. My teacher wasn't happy, and now I have some extra homework. I'm staying behind after school to do it.'

'I didn't tidy my room and I left my clothes on the floor. I stepped on my guitar. Now my guitar is broken and I can't play it. I stayed up late last night to finish my project and now I'm really tired. I don't enjoy tidying my room, but now I have to do it.'

Jasmine

vocabulary **3** **Complete the diagram with the words in the box. Can you add any more?**

amusing awful
boring dramatic
entertaining exciting
fascinating funny
interesting normal
usual sad terrible



vocabulary **4** **Work in groups. Talk about the topics using the words from Exercise 3.**

- your favourite TV programme
- the last post you read on social media
- a news programme you watched or listened to
- a documentary you've seen
- making a vlog
- getting a job in the media
- the future of print media
- a podcast you've listened to

grammar **5** **Complete the sentences with *if* or *unless*. Then say if the sentences are true for you.**

1 I'll go out tonight _____ I'm too tired.
2 My family will go to the beach next weekend _____ the weather is good.
3 _____ it rains, I'll spend tomorrow in the garden.
4 My best friend will be a reporter _____ they get on the course.
5 I'll take an umbrella _____ the weather forecast says it will be sunny.
6 _____ I were rich, I'd travel all over the world and blog about it.
7 I'll have a career in digital media _____ I change my mind.
8 I'd be a writer _____ I could choose any career.

Conditionals with *unless*

Unless has a similar meaning to *if not*. Use *unless* in conditional sentences:

***Unless** the photographs **arrive** soon, we won't be able to print the story.*

*= **If** the photographs **don't arrive** soon, we won't be able to print the story.*

*= We won't be able to print the story **if** the photographs **don't arrive** soon.*

grammar **6** **Rewrite the sentences using *unless*.**

1 I won't make a vlog if you don't help me.
2 If I hadn't liked the photos, I wouldn't have printed them.
3 If reporters don't check the facts, the story could be wrong.
4 I don't buy the product if I don't trust the influencer who's talking about it.
5 Newspapers will disappear if we don't buy them and read them.
6 If the newsreader doesn't give useful information, I don't listen.

REFLECT: TOPIC VOCABULARY

How do you feel about describing these topics? Choose the emoji that matches your feelings.

Topics			
Types of media			
Preferences			
Describing media			

How could you improve your knowledge of vocabulary for these topics? Think of two ideas.

REFLECT: GRAMMAR

How well do you understand these grammar structures? Choose the box that is true for you.

Grammar	**I don't know this well**	**I know it but I can't use it well**	**I know it and I can use it well**
Cause and effect language			
wish / if only to express regret			
Conditionals with *unless*			

How could you improve your knowledge of these grammatical structures? Think of two ideas.

1 THE MEDIA AND YOU

LEARNING OBJECTIVES

- Talk about how different media are used
- Use the future perfect
- Listen for specific information

THE MEDIA

speaking 1

Work in pairs. Look at the photos (A–E) of different media. Answer the questions.

1 What do they show? Are they print, broadcast or digital media?

2 Do you use these types of media? Why / Why not?

reading 2

Read the article. What has caused major changes to media recently?

The Evolution of Media

Widespread print media began with the invention of the printing press in the late 1400s. But early books were luxury items, and books did not become commonly available until the nineteenth century, when the printing press was mechanised and paper became easier and cheaper to produce. Nowadays, more and more people are using e-readers, and it is expected that these will continue to increase in popularity. Since the 1600s, printed daily newspapers and monthly magazines have informed people of the news, both locally and globally. But, following the introduction of the internet in the 1990s, online versions have been made available. It's predicted by some that by 2050, readers will have stopped using print formats altogether.

Similar changes have occurred in broadcast media. In 1906, listeners heard voice and music on the radio for the first time. It wasn't long before people were listening to the news and even soap operas. In the 1930s, television was born when sound and motion first appeared together on a small screen in people's homes. TV soon became the most popular form of broadcast media, attracting viewers of every age group.

But the magic of TV began to fade with the appearance of digital media. As audiences move away from television towards online streaming, it is expected that by 2030, many viewers will have stopped watching traditional broadcast TV, except perhaps for coverage of some live events such as sports. With streaming services, viewers now have greater variety and control over what they watch and when they watch it. Like TV, many radio stations began to broadcast digitally in the 2000s, but the future of radio is less certain. Due to its unpopularity with younger generations, who like to choose exactly what they listen to, some believe it will have become outdated by 2030.

Digital media has had a major impact in all areas of entertainment and information delivery, and it is already the preferred form of media around the globe. In particular, social media is fast becoming the most popular source of entertainment and information for younger people. Influencers who post on social media are rapidly growing in numbers and it is expected that they will have dominated social media with their video content by 2035.

mechanised = *done by machines instead of people*
streaming = *delivery of digital content when required, not to a set schedule*
outdated = *no longer useful or modern*

media = the ways information and entertainment are communicated
the media = all the organisations or people that provide news, information and information for the public

Future perfect Page 231

Use the future perfect to talk about an action that will be finished or completed before a particular time. Use *will have* + past participle to form the future perfect:

Some believe radio ***will have become*** *outdated by 2030.*

reading **3** **Read the article again. Complete the table. Use predictions from the text or make up your own.**

Media	Recent developments	Predictions
Books	[1] _____	By 2050, [2] _____.
Newspapers and magazines	[3] _____	By 2040, [4] _____.
TV	[5] _____	By 2030, [6] _____.
Radio	[7] _____	By 2030, [8] _____.
Social media	[9] _____	By 2035, [10] _____.

speaking **4** **Work in small groups. Discuss the questions using the future perfect tense.**

1 Do you agree or disagree with the predictions made in the text?
2 What are your predictions for the future of printed books by 2050?

- *I agree that, by 2040, people will have stopped reading printed newspapers and magazines.*
- *I think you're right. But I don't think radio will have become outdated by 2030, as lots of people still like to listen to it.*

listening **5** **Listen to a radio programme about screen time for teens. What issue is being discussed?**

be glued to *= give something all your attention*
recreational *= done as a leisure activity*
non-essential *= not completely necessary*

listening **6** **Listen again. Complete the sentences using words from the interview. Use one, two or three words for each gap.**

1 The presenter suggests that being glued to a screen is _____ behaviour.
2 According to Dr Lee, recreational screen time doesn't include time spent on _____, doing research or homework.
3 Dr Lee mentions that relationships with _____ can be affected by spending lots of time on screens.
4 Another issue scientists are studying the effect of is _____ which comes from electronic devices.

speaking **7** **Work in pairs. Discuss the questions and make notes. Then listen again to check.**

1 What have reports revealed about the amount of recreational screen time had by some young people?
2 What health problems can this cause?
3 What suggestions does Dr Lee make to help people cut down on their screen time?

speaking **8** **Hold a class survey. Follow the instructions.**

1 Work in pairs. Think of three questions you could ask your classmates about screen time. Then discuss your answers to the questions. Make notes.
2 Work with a new partner. Ask each other your questions. Make a note of the answers. Repeat.
3 Work in groups. Compare your questions and notes. Did any of the results surprise you? Prepare a summary of the results.
4 Present the results of your survey.

writing **9** **Write a report on screen time. Use the information from Exercises 7 and 8 to help you. Write 120–150 words. Include:**

- the amount of time young people spend using screens, and what they spend it on
- concerns about screen time
- suggestions to help manage screen time.

2 MEDIA LANGUAGE

THE MEDIA

LEARNING OBJECTIVES

- Talk about the language used in different media
- Use mixed conditionals
- Write an article using a suitable register

speaking 1 **Work in pairs. Think of different situations when you write. Do you use different language for the different forms of writing? Why?**

reading 2 **Read the extracts (1–4) from different texts about a popular event. Match the text types in the box to the extracts.**

blog post
letter to the editor of a newspaper
newspaper report
social media post

1

Ball a sensational success at new venue

The social event of the season was last night's Gala Ball. Attended by many distinguished guests, including royalty, it was held at the new and luxurious Marina Hotel. The change of venue was due to the need for a bigger ballroom as the guest list was double that of last year.

2

I am writing to let you know that I think too much coverage has been given to the Gala Ball recently. There are bigger issues that deserve more attention than this unimportant event.

It might be entertaining for some, but, quite frankly, the amount of space given to photographs and articles about who wore what is just wrong.

3

Amyanklet99

Pinch me! Am I really here? Me all dressed up for the Gala Ball. Fab event! GTG!

Thebiggestfan71:
You juz couldn't miss a chance to dress up now, could you? Looking good!!!

eyes4uall:
You went? Wicked!

4

If, like me, you've been counting down the days to the biggest social and fashion event of the year, then your wait is finally over! The Gala Ball is on this weekend, y'all! Rumour has it that royalty will be there! How amazing is that? Stay tuned for:

- my summary of all the fashion highlights
- a list of who attended
- an analysis of all that went down.

Don't miss it!

distinguished = *famous and important*
Pinch me! (slang) = *I can't believe something is happening*
coverage = *reporting on an event / issue*

reading 3 **Read the extracts again and find at least one example of each feature or type of language given.**

bullet points contractions direct address long / complex sentences passive voice
personal pronouns punctuation for emphasis rhetorical questions
short / fragmented sentences slang / acronyms / abbreviations

speaking **4** **Work in pairs. Discuss the questions.**

1 Which features in Exercise 3 are used in formal writing? Which are used in more informal writing?

2 What other formal and informal text types can you think of?

Mixed conditionals Page 232

Use mixed conditionals to talk about an unreal event in the past and its probable result in the present. Combine the third conditional and the second conditional to form a mixed conditional:

PAST CONDITION → **PRESENT RESULT**

*If I **'d written** it well, it **would be** in the school newspaper.*
*= I **didn't write** it well, so it **isn't** in the school newspaper.*

listening **5** **Listen to the conversation between Maha and her dad. What was the problem with Maha's article?**

listening **6** **Listen again. Are the statements True (T) or False (F)?**

1 Maha wanted her article to sound informal, not formal.
2 School articles can't have too many informal expressions or slang.
3 The article would have been better if Maha had written it like a social media post.
4 When writing about a serious topic, the register needs to be more formal.
5 It's possible to use both formal and informal registers in an article.
6 If Maha had made her article interesting and serious at the same time, it would be suitable.

speaking **7** **Work in groups. Discuss the questions.**

1 Do you have similar problems to Maha's when you write more formal genres?
2 Has social media influenced the way you use language? How?

speaking **8** **Work in pairs. Read this extract from an article about the future of language use and discuss the questions.**

1 What are the writer's concerns about reading and writing (literacy) in the future?
2 Do you agree with them? Why / Why not?

An issue with social media is that it encourages its own form of grammar and spelling. Users have also changed the meaning of certain words, such as 'slay' and 'sick', from their traditional definitions. This raises concerns for the literacy of future generations.

writing **9** **Write an article for your school newspaper about changes in language as a result of the widespread use of social media. Write about changes to English or your own language. Write 120–150 words. Include:**

- a suitable title
- an introduction (presenting the issue)
- two main body paragraphs
- a conclusion (summarising).

Remember to think about the register!

The effect of social media on language has been…
Many people are worried that…, while others believe…
The use of social media has (also) resulted in…
In recent years, there has been increased use of…
This is / isn't an important issue / debate because…

3 GETTING THE NEWS

THE MEDIA

LEARNING OBJECTIVES

- Talk about ways of getting the news
- Use reported speech in the future tense
- Scan a text for information

speaking 1 **Read the questions and make notes. Then share your answers with the class.**

1 What kinds of news interest you?

2 How do you get your news?

reading 2 **Read the report from a school newspaper about how students and teachers get their news. How many teens get their news from social media? Does this surprise you? Why?**

informed *= having information and knowledge about something*
trending *= being discussed a lot on social media*
accessible *= easy to understand*

EXAM SKILLS

Speed reading means scanning for information and data. There is no need to read every word.
Take key words from the question and scan for them in the text to help locate the answers. While scanning for the key word(s), be prepared for possible paraphrasing, synonyms and antonyms.

Future tenses: Reported speech

> Page 234

Reported speech is used when we tell somebody what another person said. To report something that someone has said to someone, change the tense of the verb. Change *will* to *would* to report a statement in the future tense. The pronoun usually changes, too:

*'I expect **I'll still** be able to find all I need from my usual apps.'* = direct speech

*He expected **he would** still be able to find all **he** needed from **his** usual apps.* = reported speech

the school newspaper

Where do we get our news?

Recent research has revealed the surprising statistic that over half of teenagers get their news from social networks. We were interested to find out if this is true for our school community, so we sent our reporters out to get some answers. Here's what some people we interviewed said.

'I expect I'll still be able to find all I need from my usual apps after high school.'

Rashad (Year 10) uses social media to get the latest news about things that matter to him, like technology and fashion. He's just not into things like politics and financial news, which are found in traditional media. When we asked him about the future, he accepted that he would need to know about such things after high school, but expected he'd still be able to find all he'd need from his usual apps.

'I'll stick with social media and not change to other sources for the news.'

Molly (Year 12) likes to hear different opinions about items in the news, so using social media gives her different views on issues really easily and at any time. She can also easily exchange opinions and debate issues with many different people. When we spoke to her, Molly was certain she would stick with social media even though she's aware that it isn't always reliable.

'I will never be interested in the news on TV.'

Sofia (Year 9) likes to stay informed, but was sure she'd never be interested in the the traditional news programmes her parents watch on TV every evening because they are boring. The reporters and presenters also don't try to make the news easier for young people to understand. She prefers videos on social media that explain issues and present information in an entertaining way.

'I get my news online but will never use social media as my only source of information.'

Mrs Shaker (English teacher) likes to skim through the news online. She also scrolls through social media to stay up to date with what's trending. She insisted she'd never rely on it as her only source of information in the future because she thinks that news websites will always be much more trustworthy than social media news sources.

As you can see, social media as a news source is indeed very popular in our school community. In fact, the majority of students use it because it is accessible, interesting and relevant to them. However, traditional media is still a popular choice among some teachers.

reading 3 **Read again. Are the statements True (T), False (F) or Not Given (NG)?**

1 Rashad doesn't believe he will continue to use the same apps in the future.
2 Molly knows that social media can be unreliable as a source of news.
3 Sofia thinks TV presenters should try to make the news more accessible for younger people.
4 Mrs Shaker doesn't think she can trust social media as a reliable news source.
5 Over 50 per cent of students in the school use social networks to access the news.

reading **4** **Complete the summary of the report from Exercise 2 with words from the box. Then read again to check your answers.**

community interesting matter reliable traditional views

In this school [1]_____, our interviews have shown that social media is a popular way of getting the news among students. One reason teens gave for preferring to access news on social media was because it is relevant to them: it covers issues that [2]_____ to them. In addition, social media is available 24/7 and contains information that they can understand and find [3]_____. They also pointed out it presents many different [4]_____ on issues. Although some teens said they were aware that social media isn't always [5]_____, they would be unwilling to give it up as a news source. Conversely, some teachers said that they cannot trust the news on social media and made it clear they would not give up [6]_____ media.

listening **5** **Listen to a podcast about misinformation and disinformation. How serious are these issues?**

deceive = *make someone believe something that isn't true*
rumour = *something people talk about even though they don't know if it's true*
gain a market advantage = *become more successful than other similar businesses at selling something*
valid = *based on sensible or true information, or on proper research*

listening **6** **Listen again. Choose the correct answers to complete the statements.**

1 The main difference between misinformation and disinformation is…
- **A** fake news.
- **B** the reason why it's created and spread.
- **C** passing on inaccurate information.

2 Misinformation is…
- **A** meant to cause harm.
- **B** always created and spread on purpose.
- **C** not always created and spread on purpose.

3 Disinformation is different from misinformation because it is…
- **A** always spread on purpose and meant to cause harm.
- **B** sometimes spread on purpose and meant to cause harm.
- **C** always spread on purpose but not always meant to cause harm.

listening **7** **What tips does the speaker give for getting a more balanced view of the news? Make a list. Then listen again to check.**

speaking **8** **Work in groups. Compare your lists from Exercise 7 and add your own ideas. Then interview the other members of the group. Use the questions below. Make notes on the answers.**

1 How concerned are you about getting a more balanced view of the news?
2 What are you already doing to get a more balanced view?
3 Which tips will you use in the future, and why?

writing **9** **Write a summary of the interviews you held in Exercise 8. Use the summary of the report in Exercise 4 to help you. Write 100–120 words.**

4 PHOTOGRAPHS AND PHOTOJOURNALISM

THE MEDIA

LEARNING OBJECTIVES

- Talk about photojournalism and describe photos
- Use the future perfect continuous
- Understand reference words in a text

speaking **1** **Work in groups. Discuss the questions.**

A

B

C

1 What do you think is happening in these photos? Why?
2 How would you caption these photos?
3 Share your ideas and best captions with the class. Check with your teacher to see if you were correct.

reading **2** **Read the biography of a photojournalist. When did she first become interested in photography?**

Alheri Adebayo

Alheri Adebayo is an award-winning photojournalist who has been capturing news events for decades. She is known especially for her photos related to gender and environmental issues. She was born in Johannesburg, South Africa, to Nigerian parents. Her mother was a diplomat, so they moved around a lot. On her family travels, Alheri loved taking pictures of the places they visited and the different people they met as well as special occasions with family and friends. She knew she wanted a career that involved travel and photography, so she decided to study photojournalism in the USA, where [1]they had lived briefly when she was a child. She never left and will have been living [2]there for 45 years this December.

It was at college that Alheri came to realise just how powerful images can be. After graduation, a professor recommended Alheri to a friend who worked at a magazine, and she became a junior photojournalist, taking photos of news events. But it wasn't long before people started to admire her work. [3]Since then, she has taken pictures for some of the best magazines and newspapers in the world.

Alheri is so dedicated to her profession that she opened her own photography school where, as well as providing introductory courses for college students and anyone interested in photography, she trains photojournalists on how to take the best photographs. [4]They come from far and wide to learn from her years of experience on the job.

This May, Alheri turns 62, which means she will have been working at her job for 40 years and she has no intention of retiring yet! She's as busy as ever. In fact, at the moment, she's preparing a trip to India to photograph changes to traditional customs. She's been meaning to go for a while, but her other work keeps getting in the way. She wants to manage to do [5]it before the end of the year, as by November, which is when she now intends to travel, she will have been planning her visit for six months. Hopefully, her plans will work out.

diplomat = *an official representing their country abroad*

EXAM SKILLS

Read the part of the text before the reference word carefully to find out which noun or verb the reference word refers to back to. Reference words are usually the subject or object of a verb.

reading **3** **Read again. Find the underlined reference words (1–5). What do they refer to? Choose the correct answer (A, B or C).**

1	they	**A** Alheri	**B** her parents	**C** her family
2	there	**A** Nigeria	**B** South Africa	**C** the USA
3	Since then	**A** people starting to admire her work	**B** graduation	**C** working for a magazine
4	they	**A** college students	**B** photojournalists	**C** people interested in photography
5	it	**A** her retirement	**B** her trip	**C** her other work

4 reading

Work in pairs. Discuss the questions. Then check the answers in the text.

1 What kind of photographer is Alheri? What is she famous for?
2 What does Alheri do to help other photographers?
3 By the time she is 62, how long will she have been working at her job?
4 Where does Alheri want to go and what does she want to photograph there?
5 How long will she have been planning her trip by the time she intends to travel? Why is it taking a long time for her to go on her trip?

Future perfect continuous Page 233

Use the future perfect continuous to describe actions that started in the past, present or future, and which will continue up to a certain point in time in the future. Use *will have been + -ing* to form the future perfect continuous:

*She **will have been living** there for 45 years this December.*

5 listening

Listen to a part of an interview with Alheri. What, according to Alheri, is the difference between a photographer and a photojournalist?

strict code of ethics *= a set of rules about how to behave*
vulnerability *= being easy to hurt emotionally*
crop *= cut off the sides of a photograph to focus on a certain part*
composition *= the way in which parts of a photograph are arranged*

6 listening

Listen again. Are the statements True (T) or False (F)?

1 Photojournalists take staged pictures of events.
2 Photos are an important part of reporting the news.
3 Alheri believes that words are not necessary if the photo is powerful.
4 Photojournalists follow a set of rules when taking photographs.
5 Alheri doesn't feel confident enough to digitally edit her photos herself.
6 Framing and lighting are important when shooting photos.

7 listening

Choose the correct words to complete the sentences. Then listen again to check your answers.

1 An audience can be **touched** / **reached** or shocked by a powerful photo.
2 It is most important that photojournalists are **respectful** / **respected** when photographing people.
3 Alheri believes it is **dishonest** / **unpleasant** to digitally edit images.
4 **Framing** / **Staging** in photography is deciding what to include in a shot in order to focus the viewer's attention.
5 Alheri's photograph of elephants has won **accolades** / **rewards** and prizes.
6 Alheri's main **passion** / **quality** is travel and photography, rather than teaching.

8 writing

Choose an interesting or powerful photo. Describe the photo. Write 100–150 words. Include:

- what the photograph shows and any other information you may have about it (e.g. when it was taken and where)
- the effect it has on the viewer (e.g. is it touching, moving or shocking?) and why.

Culture point

The word 'photography' comes from Greek and means to draw with light.

5 ADVERTISING

THE MEDIA

LEARNING OBJECTIVES

- Talk about the features and techniques of advertising
- Use *have something done*
- Listen to identify different viewpoints

1 speaking

Write down as many advertisements as you can remember. Then work in pairs and discuss the questions.

1 What made you remember these advertisements?
2 Do you remember what the products being advertised were?
3 What do you think makes a good advertisement? Make a list and share it with the class.

2 reading

Read the article about advertising techniques. Why do advertisers like to use jingles?

Remember that jingle?

A jingle is a short song or tune that is used to advertise a product or service. They may be designed to encourage you to think of a certain fast-food chain when you want to have pizza delivered or to convince you to visit a particular beauty salon where you can have your hair cut or get your nails done.

Jingles were first used in media on the radio, but their use in advertising goes back much longer. It is believed to have started in 16th-century England when groups of musicians moved around, entertaining audiences in the streets. Local shop owners would pay them to sing a song about their shop or products. This proved to be good for business and the idea took off. Today, almost every business that advertises uses music to promote their products and services.

Jingles have two main features. First, they are short, usually less than 30 seconds long, not only because it is expensive to advertise on TV or radio, but also because all marketing needs be concise and to-the-point. A jingle also has a hook, which is the part that makes it easy to remember. This can be words or phrases, rhyming lines or just music… whatever catches the listener's ear. Phone numbers and brand slogans can be made into jingles. The best jingles are catchy: ones that you still remember long after you first heard them and maybe even after you have forgotten about the product or service they advertised.

Jingles are not the only persuasive technique used by advertisers. Here are some of the main ones:

- **Appealing to emotions.** Advertisers do this in many ways. The most obvious is by using images. You might feel thrilled, for instance, seeing a car driving through a dramatic landscape. Music can also cause a powerful emotional response. The choice of words is, of course, important, and rhetorical questions are often designed to work on our emotions.
- **A sense of inclusion.** Talking directly to the customer and seeming to understand and share their experiences, concerns and problems (*We know how you feel!*) can create a sense of trust in a product or service.
- **Rhetorical questions.** These ask a question that might concern a potential customer (*Are you worried about frizzy hair?*). A solution is then provided.
- **Alliteration.** Words that when put together contain similar sounds that sound good and catchy (*Simply sliced, our bread is super!*).
- **The rule of three.** Three things together in a list (*Wash, rinse and sparkle*) sound better and more catchy than any other number.

concise *= short, with no unnecessary words*
hook *= something that gets people's interest and attention*
brand slogan *= a short phrase connected to the name of a product that is easy to remember*
catchy *= easy to remember*

3 reading

Read again. Are the statements True (T), False (F) or Not Given (NG)?

1 A jingle will try to convince you to have something done at or by a particular place.
2 Musicians in sixteenth-century England are thought to be the first known advertisers.
3 One reason why jingles are short is because they cost a lot of money to make.
4 The hook is a feature that makes a jingle memorable.
5 Advertisers prefer to use persuasive techniques that are both memorable and customer-focused.
6 The use of images is the most powerful way to appeal to our emotions.

have something done > Page 235

We use *have something done* to say that an action was done for us by someone else. Use *have* + object + past participle:

*I **delivered** a pizza. = I delivered it myself.*
*I **had** a pizza **delivered**. = Someone else delivered it to me.*

reading **4** **Look at the extracts from advertisements (A–D). Which of the features of advertisements (1–6) mentioned in the text do they use?**

1 rhyme
2 alliteration
3 rule of three
4 appeal to emotion
5 sense of inclusion
6 a rhetorical question

A
Enjoy our delightfully delicious doughnuts!

B
Travel by coach. It's comfy. It's cheap. It's clever.

C
Tired and bad-tempered after a long day? We've all been there. Sit, relax and enjoy a cup of Weller's Herbal Tea.

D
If you made a mistake, then wait. Don't use corrector… use your Mate!
Do your homework without any stress. Don't worry about making a mess!
Mate: The pen with an eraser.

listening **5** **Listen to a conversation between friends about the use of social media for advertising. Do they have the same opinion about influencers?**

feature *= something advertised as being attractive or important*
algorithm *= a set of steps followed by a computer to perform a task*
track *= follow the movement of something*

EXAM SKILLS

Listen for specific language speakers use to help you identify their viewpoint on a topic or issue. For example:
Certainty: *I'm sure…; It's great / terrible; Surely…?; I still think…; Definitely…*
Uncertainty: *It might…; I guess so; It's sort of…; Perhaps…*
Approval: *It's great / really useful; That's a good thing; What's helpful about… is…; I'm really pleased that…*
Disapproval: *That's awful / really bad; There's something wrong about…; What upsets me is…; I'm very disappointed that…*

listening **6** **Listen again. Choose the correct words to complete the statements.**

1 André **is** / **isn't** impressed by his sister's attempts to copy an influencer.
2 André **trusts** / **doesn't trust** the opinions of influencers.
3 André **agrees** / **doesn't agree** with Gertrude that influencers only advertise things they think are good quality.
4 Gertrude **believes** / **doubts** that influencers would risk losing the trust of their followers by promoting poor quality products.
5 Gertrude is **sure** / **unsure** that it is dishonest for influencers to not say they are taking money to recommend something.
6 Gertrude strongly **approves** / **disapproves** of advertisements that look like genuine comments.

speaking **7** **Think of a product or service you recently thought of buying or using because you were influenced by an advertisement or social media post. Answer the questions. Then work in pairs and share your answers.**

1 What was the product or service, and what in the advertisement or post attracted you to it?
2 Were any persuasive techniques used to try to attract you? Which ones?
3 If you did buy or use it, were you happy with it based on what the advertisement or social media post said about it? Why / Why not?
4 If, in the end, you decided not to buy or use it, what influenced your decision?

writing **8** **Write a paragraph about the product or service from Exercise 7, how it was advertised and the decision you made whether to buy it or not. Include your answers to the questions. Write 120–150 words.**

6 WORKING IN DIGITAL MEDIA

THE MEDIA

LEARNING OBJECTIVES

- Talk about jobs in a digital media agency
- Use modal verbs in the past
- Present dos and don'ts for successful team work

speaking 1 **Read the questions and discuss your answers with the class.**

1 Think of people you know who are popular on social media. Who are they and what do they do?
2 What other jobs connected to social media do you think there are?

listening 2 **Listen to the first part of a podcast about jobs in a digital media agency. Why is there a need for digital media agencies?**

content = *material uploaded to digital media*
shifts = *the periods of time in which someone is working, usually to cover a 24h period*
monitor = *watch something carefully*
animation = *pictures that move*

listening 3 **Listen again and complete the descriptions of the digital media jobs (1–6). There is only one word in each gap.**

1 Social Media Manager: Works with clients to help them develop a strong social media _____ with their customers and finds ways to increase followers.
2 Social Media Moderator: Works shifts every day to keep clients' social media accounts free of _____ content and any other problems.
3 Digital Project Manager: Plans and manages the _____ of content.
4 Digital Content Developer: Comes up with _____ and material and works with others to create content.
5 Graphic Designer : Creates logos and designs _____ for social media.
6 Art Director: Manages a team of _____ in creating visual content.

reading 4 **Naguib and Margret have done work experience in a digital media agency. Read their reports to the careers adviser about their experience. Did they enjoy it?**

Naguib

Position: Social Media Marketer

My expectations: I really thought I was going to just help make cool content for different platforms and get to be on social media all day.

What I learned about the job: It requires lots of research, planning and communication with clients to help them get the most out of social media for their businesses. There's also a lot of stress. I was dressed informally on my first day, but I was told to keep a jacket in the office for client meetings because image is important in the digital media business. I should have found out if they had a dress code before I started.

What I enjoyed: It was interesting to follow trends on social media. But the best part was seeing what content people from other departments were creating. This is something I would like to do. I should have found out if I could work with them.

What should I have done differently? I don't like being in the office all day, so I should have asked if it was OK to work from home sometimes. They mustn't have been very impressed with my work because they asked me to get coffee and file documents most of the time.

Would I consider this position for my future career?
I still need to consider whether or not it's the right job for me. But I think I want to do something more creative.

Margret

Position: Search Engine Optimisation (SEO) Specialist

My expectations: I expected to use computers and look up things all day.

What I learned about the job: They research the keywords used on search engines to increase visits to a company's website. I didn't know how important or detailed this job was. They asked me to write a report and I spent a long time on it. But I realised I shouldn't have made it so long because everyone was too busy to read it all! But I must have done something right because the team bought me doughnuts on my last day and thanked me for my hard work.

What I enjoyed: I was really nervous about working for such a big company. But I needn't have worried because everyone was so friendly. It was great being part of a team.

What should I have done differently? I attended lots of meetings about things I didn't understand. I should have prepared better and asked for more information.

Would I consider this position for my future career?
It's a definite possibility because I enjoyed it so much.

speaking **5** **Work in pairs. Read again and discuss the questions about Naguib and Margret's experiences. Try to use modal structures in your answers.**

1 What did Naguib and Margret expect they would be doing?
2 What did they learn from their work experience?
3 Do they have any regrets?
4 Do they think they did well at these jobs? Why / Why not?
5 What are their ideas about the future?

Modal verbs: *should have done / needn't have done / must have done* Page 236

To say that something was or wasn't a good idea, use *should / shouldn't have* + past participle:
*I **should have found out** if I could work with them.*

To say that something wasn't necessary, use *needn't have* + past participle:
*Margret **needn't have worried** because everyone was so friendly.*

Use *must have* + past participle when you are sure that something happened:
*He **must have done** something right.*

PRONUNCIATION

The 'd' in *shouldn't* and *needn't* isn't always pronounced as a clear /d/ sound. Instead, we make this sound by closing the back of the throat. This is a very common sound in spoken English. Listen.

shouldn't, needn't

listening **6** **Work in pairs. Listen to the second part of Magda's podcast on how her agency produces content for social media. How important is teamwork in the production of a video?**

***brainstorm** = come up with ideas or solve a problem in a group*

listening **7** **Work in pairs. Look at the stages for producing a video at Magda's agency. Put the stages (A–J) in the correct order (1–10). Then listen again and check.**

A The client talks to the Social Media Manager about what they want.
B Social Media Moderators monitor the account for any issues.
C The creative and production teams start work on the video.
D The client approves the proposal and budget.
E The Videographer films the video.
F The team brainstorms ideas to draft a proposal.
G The client approves the video.
H The post-production team finalises the video.
I The Video Editor creates versions for different platforms.
J The client receives reports on how the video is being viewed.

speaking **8** **Work in pairs. Discuss the questions.**

1 Have you ever been part of a team?
2 Did you enjoy it? Why / Why not?
3 What went well and what didn't go well?
4 What should or shouldn't you or other team members have done to make the team more successful?

Now join another pair and compare your answers to Exercise 8. Were your experiences of teams similar or different? Create a list of five dos and don'ts for successful teams. Present your list to the class and explain why you have chosen each point.

writing **9** **Write a summary of your presentation. Include the reasons why each point was chosen. Write about 100 words.**

EXAM PRACTICE: WRITING

Task 2: Semi-formal writing

EXAM SKILLS

Follow these tips for Writing Task 2:

- Read the instructions carefully. You will need to answer one question out of a choice of three. Each question fits with an optional topic, so take care to select the question on the topic you have studied.
- Make sure you cover all the bullet points in the question. If you don't, you'll lose marks!
- Note the word count **(180 words)** – it is approximate, but try to keep close to it.
- When you are planning and writing, think about the intended readers. Remember the text will be read by a wider audience than just a few friends.
- Remember to use a range of grammatical structures in your response.

EXAM SKILLS

Remember to plan before you answer Task 2:

- Before you write, highlight the key words in the question.
- Write your ideas around these key words. This will help you plan what to include in your answer.

1 You recently saw this ad in a magazine:

> ***Are you aged 13-18? Do you have a smartphone? Yes? Do you use it for fun things? Then we'd like to hear from you!***
> As part of our research for a new TV documentary *Teens and their Screens*, we're inviting teenagers to write to us and tell us how they use their phones for leisure. We want to know all about your free-time phone habits!
> The writers of our favourite answers will be invited to appear on the show!

In your answer you must:

- write **two** leisure-time activities you use your phone for
- describe **two** favourite apps and say why you like them
- explain how important your phone is for enjoying your leisure time.

(Total for Question 1 = 20 marks)

EXAM SKILLS

The third part of the question will always ask you to give your own view on the topic. You can use the Answer booster to help with useful language for this part of the task.

2 **You are part of a committee planning a local music festival. Write an email to the other members of the committee suggesting ways to promote the festival using social media and to attract visitors from outside the area. In your email you must:**

- describe **two** local attractions or facilities that might attract visitors from outside the area
- suggest **two** ways social media can be used to promote the festival and say why
- explain whether social media is important to you as a way to find out about places and events.

(Total for Question 2 = 20 marks)

EXAM SKILLS

Although emails are often informal, this is not always the case. Always consider the context.

3 **You have been asked to write an article about careers in the media (journalist, presenter, photographer, etc.) for your school magazine. In your article you must:**

- describe **two** jobs in the media
- give **two** personal qualities that are important for working in the media
- explain if you would like to do the jobs yourself and why.

(Total for Question 3 = 20 marks)

EXAM SKILLS

Divide your answer into clear paragraphs. Each paragraph should have a separate topic, with a topic sentence, and cover one of the bullet points. That way you will remember to cover ALL the bullet points.

Answer booster: Task 2: Semi-formal writing	Aiming for a solid level	Aiming higher	Aiming for the top
Vocabulary	**Use vocabulary you have learned in this module.** Show / Demonstrate that you can use this accurately. *media, the media, journalist, report, article, the press, newspaper, magazine*	**Use a range of specific vocabulary** that fits the topic. Show that you can use this accurately. *fake news, source, screen time, headline, bias, documentary, algorithm, jingle*	**Demonstrate your confidence in use of the vocabulary in different ways**, e.g. by using different forms within the same word family. *journal, journalism, journalist; ethics, ethical; create, creator, creation; censor, censorship, censored*
Verbs	**Use different tenses:** present, past, future.	**Use a greater variety of tenses:** present simple for future, present perfect continuous, past perfect, future continuous **Use passive forms**.	**Use a wide range of appropriate tenses** with confidence: past perfect continuous, future continuous, future perfect, future perfect continuous **Use a range of passive forms** with confidence.
Phrases / Expressions for giving opinions	*I think / believe that…* *… is good / bad / important because…* *… because…*	*In my opinion, …* *For me, …* *I feel that…* *as, since*	*As far as I'm concerned, …* *In my view, …* *It seems to me that…* *For this reason, that is why …*
Style	**Use semi-formal language. Some contractions are OK** but not too many: *It's important to limit screen time.* *We shouldn't rely on just one source.* **Avoid using the first person too much.** **Use different ways of saying *I think*:** *It seems to me; It appears that…; In my opinion…*	**Use passive structures** where appropriate. *Stories are shared online.* *The photos were altered.*	**Try to include a range of structures:** *Some news sources are more reliable than others.* *It's vitally important to check stories.* *We shouldn't always believe what we read.* *There didn't use to be a 24-hour news cycle.*
Connectives	**Join clauses with connectives:** *and, as well, also, but, however, although*	**Begin clauses with connectives:** *In addition, … Moreover, … However, …*	**Use connectives to link** a series of **points that agree or contrast:** *Not only… but also…* *While…, …* *Despite…, …* *On the one hand… On the other hand…*
Other features	**Use cause and effect language:** *due to / because of*	**Express preferences:** *I'd rather / I'd prefer to* **Use conditionals:** *Unless something is done to limit the use of devices now, the situation will get more serious.*	**Use mixed conditionals:** *If he had checked the information, he would know it wasn't true.*

EXAM PRACTICE: SPEAKING

Task 2: Topic talk

EXAM SKILLS

For Task 2, you need to prepare a short talk before the exam on an aspect of the optional topic you have studied.
Practise your talk and time it! It must **not** be longer than two minutes. The examiner will stop you speaking if it is.
Take **two** copies of your notes into the exam. Give one to the examiner and refer to the other while you speak.
After your talk, the examiner will ask some questions. They will be very similar to the questions in Exercise 6. Be ready with some opinions!

1 Work in pairs. Ask and answer the questions. Have you checked today's news yet?

Yes How did you access the news?
Do you do this regularly?
What do you remember about today's news?

No How often do you check the news?
What kind of news story interests you most?
What kind of news story are you least interested in?

2 You are preparing to give a topic talk. Look at the title and prompts, and make notes with your own ideas. Then work in pairs and share ideas.

3 Listen to a student giving the talk. Did they mention the same ideas as you?

Celebrities and the press: *do the paparazzi go too far?*

- examples of celebrities whose photos are often in the news
- examples of media outlets that often publish 'celebrity gossip'
- reasons for publishing celebrity stories
- reasons why celebrities might enjoy the publicity
- reasons why they might NOT enjoy it
- your own opinion
- real life example(s) to back up your opinion (if possible)

4 Look at the notes the student made for their talk. Find the topic-specific language they use. Then work with a partner and think of three more topic-specific words or phrases.

1 (Introduction) Topic - celebrities and the press - do the paparazzi go too far?
2 (Describe background / situation) Why are celebrities in the press?
   - E.g.s of celebrities always in the news – British Royal Family, + others – film stars, singers, presenters, influencers, etc.
   - Why are they always being photographed?
     - to sell newspapers – people like reading about them (their private lives, clothes, relationships)
     - Why? – makes life more interesting?!
     - Do celebrities enjoy it? Think so – up to a point – need publicity to stay famous.
3 (The problem) Celebrities need privacy too – photographers can go too far (climbing trees, chasing cars, etc.)
   - British Royal Family an example of when they go too far – can be really frightening and dangerous
4 (Summary) My opinion – celebrities have right to a private life, like anyone else

EXAM SKILLS

There is no set way to structure your presentation. The student has chosen to **ask a question**, **present information about the situation**, and then **give their own opinion as a conclusion**. You may wish to follow this example. There are other examples of ways to approach and structure talks in Modules 6 and 8.

EXAM SKILLS

A good way to show you are confident in using the language is to use a range of grammar structures and topic-specific vocabulary. You could show further understanding of this vocabulary by using different word forms from the same family, e.g. *journalism, journalist, journalistic*.

5 Listen again. Notice how the student introduces or links their ideas. Which of these words and phrases do you hear?

I'm going to…	*A good example is…*	*Although, …*
This presentation focuses on…	*That's just one example.*	*Going back to…*
To begin with,	*In addition, …*	*In conclusion, …*
First, …	*However, …*	*To sum up, …*

EXAM SKILLS

Signposting, or using discourse markers, is useful for organising your presentation. Make a list for different purposes, e.g. for sequencing ideas, contrasting ideas, adding information, emphasising a point or giving examples.

6 Imagine you are the student who gave the talk. Work in pairs and take turns to ask and answer these questions about it:

- Tell me more about [*the real life examples in your notes*].
- What do you think about 'celebrity gossip'?
- What could be done about protecting celebrities' privacy?
- What is the most important thing that people should understand about your topic?
- Some people argue that celebrities are public figures and therefore the public have a right to know about their private lives. Do you agree?
- What advice would you give someone about reading celebrity gossip?
- Do you think it's OK for photographers to 'spy on' celebrities?
- Explain why you are optimistic or pessimistic about the future of this issue.

7 You will now create your own topic talk. Choose a topic from Module 7 and make notes to plan your talk and help you present it. Practise your talk.

EXAM SKILLS

Think about how you will structure your presentation. Ask yourself these questions:

- How will I introduce my talk?
- How many sections do I need?
- Which discourse markers will be useful?
- How will I end my talk?

8 Work in pairs. Take turns to give your presentations to each other.

EXAM SKILLS

You should refer to your notes to help structure what you say. They should provide you with prompts only. They are not a script and reading directly from them will reduce your marks for fluency.

9 Think of three to five questions to ask your partner about their presentation. You can use the questions in Exercise 6 to give you some ideas. Take turns to ask and answer your questions.

EXAM SKILLS

You might like to give yourself some thinking time by responding with fillers, such as:
That's an interesting question.
I hadn't thought of that before, but I think…
I'm not sure, but…

8 EQUALITY

LEARNING OBJECTIVES

- Talk about household chores and industry sectors
- Use cause and effect language
- Do a survey about household chores

SPRINGBOARD 1

EQUALITY

vocabulary **1** **Work in pairs. Think of as many words or phrases as you can to describe the photos.**

vocabulary **2** **Work in pairs. Discuss the questions.**

1 How many more household chores can you think of? Make a list.
2 Look at your list. Who does each chore in your household?
3 Do certain family members take more responsibility for the household chores? If so, why?
4 How can you encourage people to take on an equal share of chores around the house?

vocabulary **3** **Work in pairs. Make a survey about household chores. Include at least six questions.**

- *How about… 'Who does the washing up in your house?'*
- *Yes, that's a good one! We could also have, 'How often do you take out the rubbish?'*
- *Let's ask, 'Which member of your household does most of the chores?'*

vocabulary **4** **Do your survey. Record your classmates' answers. Report any interesting findings to another pair, and then to the class.**

- *We asked ten classmates questions about household duties. We found that all ten made their bed before coming to school.*
- *However, only about half said that they help with the washing up at home…*

Cause and effect language

There are many words and phrases we can use to show **cause** and **effect** including: *due to*, *as a result*, *because*, *for this reason*, *consequently* and *so*:

***Because** the dishwasher is broken, my sister and I are doing the washing up.*

*My dad works long hours in the office, **so** he doesn't have much time for housework.*

*I don't have time to help around the house **due to** my school commitments.*

grammar **5** **Identify the cause and effect in each of the sentences. There may be more than one cause or effect.**

1 She decided to quit her job because she had no chance of promotion.
2 She got the job because she had lots of experience in the industry.
3 They couldn't get work visas due to their nationality.
4 The pressure at work caused Juan to have problems with his mental health.
5 The comments the manager made led to some people making complaints.

grammar **6** **Write sentences to show cause and effect. Use the words given to connect the ideas.**

1 he didn't have enough experience / he didn't get promoted [**because**]
2 they didn't save enough money / they couldn't go on holiday [**so**]
3 an avalanche / widespread destruction [**cause**]
4 it's difficult for people to pay their bills / energy prices have risen by 200 per cent [**as a result**]
5 his injury / he was unable to work [**because of**]
6 a lack of access ramps / they couldn't enter the building in their wheelchair [**due to**]

vocabulary **7** **Complete the words to describe each employment sector. Use the images to help you.**

1 _ea_____a_e

2 e_u_a_io_

3 _o_____u___io_

4 __ie__e

5 e___i_ee_i___

6 information _e____o_o___

7 _o_i_i___

8 _o__i_a_i___

9 a__i_u__u_e

vocabulary **8** **Work in pairs. Which statement do you think would relate to each industry?**

1 There are more men than women working in this industry.
2 There are more women than men working in this industry.
3 There are about the same number of men and women working in this industry.

Culture point

Think about the answers you and your partner gave in Exercise 8. Did you say anything that assumed men and women have certain characteristics, e.g. men like doing practical work, women are caring? Think about the **stereotypes** we apply to men and women. How much do you think these are based in truth?

SPRINGBOARD 2

EQUALITY

LEARNING OBJECTIVES

- Talk about equality issues
- Use conditionals with *unless*; use *wish / if only* to express regret
- Discuss identities

grammar **1** **Rewrite the sentences using *unless*.**

1 If you don't revise for the test, you'll fail.
2 We'll arrive on time if we don't get stuck in traffic.
3 If you don't get the vaccine, you won't be able to enter the country.
4 If we don't make changes, society will become even more unequal.

Conditionals with *unless*

Unless has a similar meaning to *if not*. Use *unless* in conditional sentences:

*We won't achieve global equality **unless** we **work** together.*

= ***If** we **don't work** together, we won't achieve global equality.*

= *We won't achieve global equality **if** we **don't work** together.*

grammar **2** **Work in pairs. Complete the sentences with your own ideas.**

1 We won't end poverty unless…
2 The world's rainforests will gradually disappear unless…
3 Unless people have access to quality healthcare…

grammar **3** **Read people's wishes for a better world. Whose wish do you share the most?**

Fran

1 'If only we could find a cure for cancer. That would save so much suffering.'

2 'I wish there was more equality in society, especially between men and women.'

Maria

Ahmed

3 'I wish we could stop climate change from happening. It scares me.'

4 'If only we all spoke the same language. I think there would be less war then.'

Kenji

Anya

5 'I wish people would just accept things as they are.'

6 'If only governments would use their power to end poverty.'

Kevin

wish and *if only* for regret

Use *wish* to say that you regret something or to express a desire that things could be different. Use *if only* to express a strong wish.

Use *wish / if only* + past simple to talk about a regret in the **present**:

*I **wish** I **knew** how to end poverty. = I **don't know** how to end poverty.*
***If only** we **could** end global hunger. = We **can't** end global hunger.*

Use *wish / if only* + past perfect to talk about a regret in the **past**:

***If only** we**'d known** how quickly the pandemic would spread, we could have prepared more for it.*

*We **didn't know** how quickly the pandemic would spread, so we didn't prepare enough for it.*

grammar **4** **Write five wishes of your own for a better world using *wish* or *if only*.**

grammar **5** **Is there anything you regret? List your ideas using *wish / if only* and the past simple, or *wish / if only* and the past perfect.**

REFLECT: TOPIC VOCABULARY

How do you feel about describing these topics? Choose the emoji that matches your feelings.

Household chores			
Industry sectors			
Equality issues			
Identities			

How could you improve your knowledge of vocabulary for these topics? Think of two ideas.

REFLECT: GRAMMAR

How well do you understand these grammar structures? Choose the box that is true for you.

Grammar	**I don't know this well**	**I know it, but I can't use it well**	**I know it and I can use it well**
Cause and effect language			
Conditionals with *unless*			
wish / if only to express regret			

How could you improve your knowledge of these structures? Think of two ideas.

1 GENDER GAPS AND STEREOTYPES

EQUALITY

LEARNING OBJECTIVES

- Talk about the gender gap and stereotypes
- Use the future perfect
- Research women in STEM to prepare for a discussion

speaking **1** **Work in pairs. Discuss the questions.**

1 What do you know about the gender gap?

2 To what extent do you feel that people are treated equally in modern society? Prepare to speak about equality on these topics.

access to education **employment opportunities** **healthcare** **rights** **roles and expectations**

reading **2** **Read the text. Did you find any information interesting or surprising? Why? Work in pairs. Compare your views.**

The Global Gender Gap

A gender gap is a disparity between people of certain genders in society. For example, men and women are not always treated equally. They may not have the same rights, employment and economic opportunities or access to education. In some cases, people may be expected to perform certain roles in society, such as men providing for the family financially and women being caregivers. This can limit their outcomes in life. There is currently no country in the world where gender parity has been achieved.

The Global Gender Gap Report 2022 from the World Economic Forum tracks the progress of global communities towards closing the gender gap. The report ranks countries and regions based on four criteria for gender parity: economic participation, educational attainment, health and survival, and political empowerment. Findings show that it will take 132 years before global gender parity is reached. However, some parts of the world are nearer to closing the gender gap than others.

The report estimates that by the end of this century, the gender gaps in North America and Europe will have closed. The gender gap in sub-Saharan Africa will have closed by 2120, and gender parity will have been achieved in the Middle East by 2137. Regarding individual countries, Iceland ranks highest for gender parity globally, having closed 90 per cent of its gender gap. Other countries in the top ten, which are close to achieving gender parity, include New Zealand, Sweden, Rwanda and Nicaragua.

In focus:

Gender gaps in the workforce

The 2022 report shows that some sectors of the global workforce are in crisis due to the gender gap.

- There is a lack of female leaders. Only 37 per cent of leaders in industry are women.
- There's a gender gap in care work. Most caregiving responsibilities (such as childcare or caring for the elderly) are undertaken by women.
- There is unequal gender representation in politics. Only 22 per cent of important political roles worldwide are occupied by women.
- Women are underrepresented in STEM fields. In particular, very few women globally are graduating in subjects such as manufacturing, IT and engineering.

disparity = *(an unfair) difference*
gender parity = *equal representation for genders*
empowerment = *becoming stronger and more confident; claiming one's rights*
STEM = *Science, Technology, Engineering and Mathematics*

3 reading

Read again. Create a mind map for the main information in the text. Decide on the key facts and the layout. Write about 100 words.

Future perfect Page 231

Use the future perfect to talk about an action that will be finished or completed before a particular time.
Use *will have* + past participle to form the future perfect:

By the end of this century, the gender gaps in North America and Europe ***will have closed****.*

4 speaking

Work in pairs. Choose three important issues from the text in Exercise 2. Discuss the possible causes and solutions. Make notes.

5 speaking

Work in groups. Compare your ideas from Exercise 4 with another pair. Decide on the best solutions to address each issue.

6 listening

Listen. Answer the questions.

1. How does Shalini define gender stereotyping?
2. Which two examples of gender stereotyping are given?
3. According to Shalini, what is happening in the Middle East? What evidence does she provide to support her claims?
4. What does Kirsten suggest might get more girls and women interested in STEM?

PRONUNCIATION

The word stress for related words may change depending on their part of speech.

engine	engi***neer***	engi***neer***ing
mechanism	me***chan***ic	me***chan***ical

Listen and mark the stress. How does it change?

stereotype	*stereotypical*
expect	*expectation*
robot	*robotic*

7 reading

Work in small groups. Research one of these women in STEM. Make notes.

Dr Haleema Alamri

Professor Rose Leke

Dr Cynthia Breazeal

Dr Meemann Chang

Think about:

- where they work(ed)
- their contribution(s) to STEM
- awards they have received
- one question you would like to ask them about their work or career
- challenges or discrimination they've faced
- anything else you found interesting about this person.

8 speaking

Share your research from Exercise 7 with the class. Ask and answer questions.

In my opinion, … has made more important contributions than…
For example, … contributions have been the most important, because…
I'd say that each scientist's contributions have been important in different ways. For example,…
Both… and… have made important contributions to STEM.

9 speaking

Look back at the questions in Exercise 1. What have you learned about the gender gap from this unit?

2 ABLEISM

EQUALITY; SCHOOL LIFE

LEARNING OBJECTIVES

- Talk about ableism
- Use the future perfect continuous
- Interpret details from a reading text

speaking **1** **Work in pairs. Discuss the questions.**

1 How would you define these phrases? Use a dictionary if needed.

a condition **an impairment** **a learning difference**

impairment *= when the function of something is damaged or weakened*

2 List some conditions or impairments (use your first language if needed, then translate).

3 To what extent do non-disabled people misunderstand the difficulties faced by people with conditions or impairments?

speaking **2** **Work in pairs. Look at the list of conditions or impairments you wrote in Exercise 1. Which conditions could be described as visible, invisible or both?**

PRONUNCIATION

The suffix *-ism* is pronounced as two syllables: /ˈɪ.zəm/. Listen and repeat.
ableism, sexism, racism, elitism, favouritism, nepotism

reading **3** **Read the definition. What are some examples of ableism in everyday life?**

Ableism is unfair treatment of people with impairments. Ableism may take many forms, such as:

stereotyping, generalising and making assumptions about people with disabilities.	**having negative attitudes towards people with disabilities.**	**failing to meet the needs of people with disabilities.**

reading **4** **Work in pairs. Read the comments. How might you feel in each person's position? Explain your thinking.**

1 I have a visual impairment and so I use braille to read signs. You know, important stuff like classroom doors. Anyway, there's no braille on a lot of important stuff I use. There was braille added to signs in one of our new buildings on the campus, but only for a few rooms. I can guess things, like lift buttons, but having no braille signs makes it harder for me to get around independently. **Connor**

2 Sometimes, my ADHD means I find it hard to pay attention. My teachers give these long instructions and halfway through, I get distracted by something. I can't help it! Then when the activity starts, I feel lost. Some teachers get frustrated, you know… I'm expected to listen just like everyone else. I'm not the only one who experiences this though… **Amara**

3 So, I have this condition called narcolepsy. It makes me feel really sleepy, to the point where I almost always fall asleep in assembly and even in lessons sometimes. It's involuntary, of course. I don't talk about it, except to close friends, because people don't see it as a 'real' health issue. **Ash**

4 I have dyslexia. It's marked on the school register, so the teachers know. Some of the teachers change the way they teach me because they think it helps. Like, they give me different worksheets, or extra time to read and write. I know it helps some dyslexic people, but it doesn't help me that much. **Bopha**

5 I've got this genetic condition called SMA. Basically, I have weak muscles and it's hard to move sometimes. I love PE classes and playing football, and I can still participate. The PE teachers let me referee the matches, but they don't think it's safe for me to play in a team. I still play football at lunchtime though, and I'm never on my own. **Jayne**

braille *= a form of written language for visually impaired people*
involuntary *= done without conscious control*
genetic *= describing traits passed from parents to offspring*

5 listening **Listen. What barriers did the teacher, Ms McClean, face around school as a wheelchair user?**

6 listening **Listen again. Are the statements True (T) or False (F)?**

1. Ms McClean has been using a wheelchair for almost three months.
2. Ms McClean has a permanent impairment.
3. Before using a wheelchair, Ms McClean used to enter school through the North Gate.
4. Ms McClean's students helped her to make the classroom more wheelchair friendly.
5. When touring the school, Ms McClean noticed a serious fire safety concern.

Future perfect continuous Page 233

Use the future perfect continuous to describe actions which started in the past, present or future, and will continue up to a certain point in time in the future. Use *will have been + -ing* to form the future perfect continuous:

*I'**ll have been using** my wheelchair around school for three months this Friday.*

7 writing **Work in groups. Walk around your school. Make notes based on your observations.**

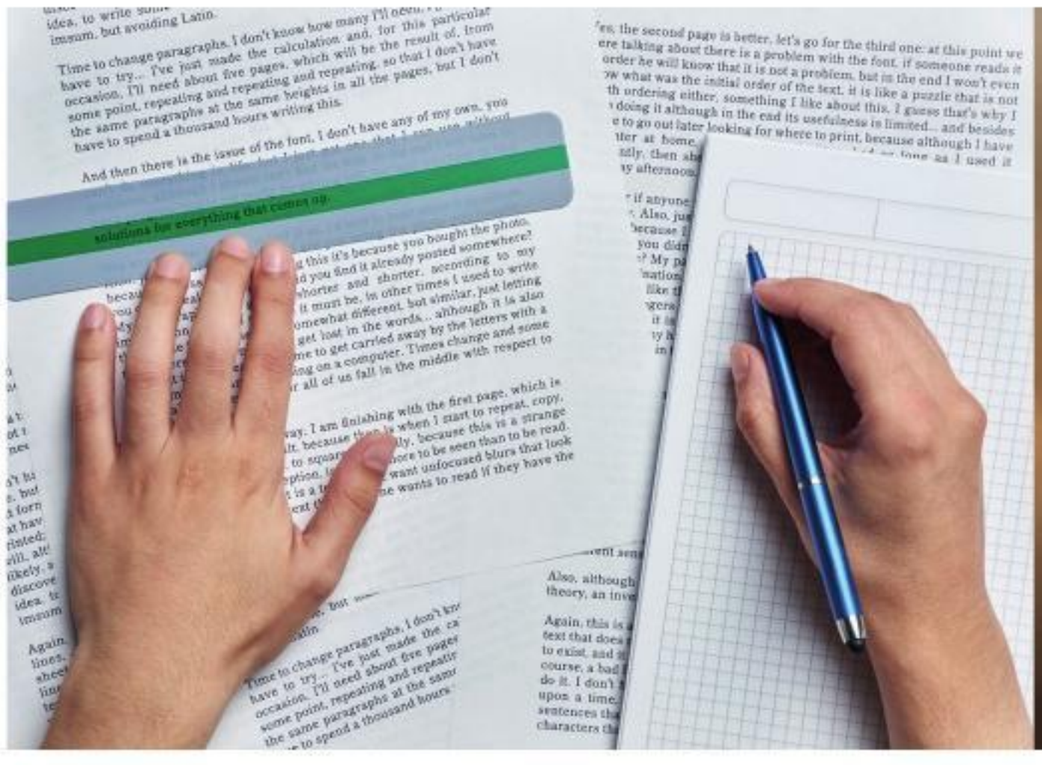
How the building has been made accessible for people with impairments	How the building could be made more accessible

8 writing **Using your notes from Exercise 7, write a formal letter to your school principal sharing your recommendations for changes around the school. Write 150–200 words. Include:**

- a summary of ways the school has already been made more accessible
- a summary of ways the school could be made more accessible
- at least one clear recommendation for making the school more accessible for those with impairments, and your reason for making this recommendation.

Culture point

According to the World Health Organisation (WHO), around 1.3 billion people worldwide have a physical or mental impairment. That's over 15 per cent of the global population.



3 BIAS IN LANGUAGE

EQUALITY

LEARNING OBJECTIVES

- Identify language bias and practise inclusive language
- Use *have something done*
- Produce a text about inclusive language

speaking 1 **Work in pairs. Do you belong to humanity or mankind? Is there any difference? Discuss.**

reading 2 **Read sentences 1–4. Identify similarities between the words or phrases in bold. Then work in pairs. Share your ideas.**

1 Being a **freshman** at university is an exciting time!
2 This course is for students whose **mother tongue** is not English.
3 Frida Kahlo's self-portrait from 1940 is considered a **masterpiece**.
4 The **air stewardess** came round with snacks soon after take-off.

speaking 3 **Work in pairs. Replace the words or phrases from Exercise 2 with a similar word or phrase from the box. Why might these be more appropriate to use?**

first language | first-year student | flight attendant | work of genius

reading 4 **Read the text. To what extent do you think bias features in your first language? Work in pairs. Compare your experiences. Can you think of other examples?**

Biased language is a form of discriminatory communication. Sometimes, our language choices show that we favour one life experience over another. For example, gender-biased language favours one gender over others.

Examples include:

- the use of a specific gender when referring to occupations or roles (chairman, policeman, air stewardess)
- the use of gendered pronouns when referring to a group of people ('Each citizen should carry his ID card at all times.')
- using gender-stereotyped language (ladylike, mankind)
- using gender-biased idioms or turns of phrase ('the best man for the job').

Gender-biased language may be used explicitly or implicitly. When used implicitly, we call this 'unconscious bias'.

Gender-sensitive language, on the other hand, helps us express gender equality in our communication. It involves using inclusive language, and avoiding reference to only one gender when we are addressing everyone.

Here are some examples:

- using gender-neutral terms for occupations (chairperson, police officer, flight attendant)
- using neutral pronouns such as *they*, or avoiding pronouns where possible
- using inclusive alternatives for gender-stereotyped language (mankind = humankind or humanity).

explicitly = *expressed directly; we can see or hear it*
implicitly = *suggested or not intentional; we don't see or hear it*
inclusive = *not leaving out any group of people*

reading 5

Work in pairs. Read the sentences. Then follow the steps.

Step 1: Decide whether the sentence uses gender-biased or gender-sensitive language. Use Exercise 4 to help you.

Step 2: If the language is gender biased, explain why.

Step 3: If the language is gender biased, suggest how to make it more inclusive.

1 All players and their wives are invited to the awards ceremony.

2 The explosion at Chernobyl remains one of the worst man-made disasters in history.

3 Students who don't attend lectures only have themselves to blame for their poor grades.

4 Over 50 firefighters battled throughout the night to tackle the blaze.

5 'One small step for [a] man, one giant leap for mankind.'

6 The *Titanic* sank on its first voyage.

7 Everyone should complete his or her homework by tomorrow.

listening 6

Listen to the podcast. Complete the summary. Use one or two words for each gap.

The committee at Swifts School started a campaign to promote the use of [1]_____ at school. They aimed to [2]_____ of biased language, and offer advice on how to encourage others to use language which does not have a [3]_____ on others. As part of the campaign, Lana and her team produced [4]_____ and a [5]_____, and gave a talk during [6]_____. Lana feels that, while the campaign is still in its early stages, it has prompted some [7]_____ among students.

have something done Page 235

We use *have something done* to say that an action was done for us by someone else. Use *have* + object + past participle:

*We **pinned up** these posters in every classroom. = We pinned them up ourselves.*

*We **had** these posters **pinned up** in every classroom. = Someone else pinned them up for us.*

speaking 7

Work in pairs. Discuss the questions.

1 Would you run a campaign like Lana's at your school? Why / Why not?

2 What do you think are some of the challenges when running a campaign like this?

3 Which other activities would you include as part of a campaign like this?

4 What are some examples of inclusive language for disability and race? If you are not sure, you can research examples online.

writing 8

Work in pairs. Produce an information pamphlet explaining how you can encourage others to use more inclusive language. Write 100–150 words.

4 DISCRIMINATION IN THE WORKPLACE

EQUALITY; JOB APPLICATIONS

LEARNING OBJECTIVES

- Talk about different forms of discrimination in the workplace
- Use modal verbs in the past
- Identify examples of discriminatory hiring practices in a job ad

reading **1** **Match the types of workplace discrimination (1–5) to the examples (A–E).**

1 racial discrimination

2 religious discrimination

3 gender discrimination

4 ageism

5 ableism

A women are paid less than men, but have similar responsibilities

B not accommodating the needs of wheelchair users in a work space

C viewing older people as 'stuck in their ways' and unwilling to learn new skills

D not providing a space where employees can go for prayer or quiet reflection

E not hiring a person with a particular ethnicity because 'they wouldn't fit in' or customers might not be happy

speaking **2** **Work in pairs. Think of at least one more example for each form of workplace discrimination.**

PRONUNCIATION

Words containing long vowel sounds, diphthongs and triphthongs can be hard to pronounce.

3:	i	aɪə	u	ɪə	əʊ
earn	*employees*	*requirement*	*issues*	*career*	*role*

Listen carefully to the underlined sound in these words. *teach, person, hire, hold, here, exclude*
Can you think of one more word that includes each sound?

speaking **3** **Work in pairs. Imagine you are going to interview candidates for a vacancy at a company. Which questions are appropriate to ask? Which are not appropriate? Discuss your ideas.**

1 Can you tell me about your current job?

2 How much did you earn in your previous role?

3 Where are you from?

4 Do you consider yourself to have a disability?

5 Where do you see yourself in five years' time?

6 What are your strengths and weaknesses?

7 Are you married?

8 What interests you about this role?

9 What year did you graduate high school?

10 Who do you vote for?

reading **4** **Read the job ad. Which details are, or might be, considered unfair to certain groups? Think about reasons they are unfair and which type of discrimination they represent.**

restrictions = *limits or controls*
native speaker = *a person who has spoken this language since they were a baby, who didn't learn it as an additional language*

speaking **5** **Work in pairs. Look at your notes from Exercise 4. What could the writer of the job application change to make the ad fairer to all potential applicants?**

writing **6** **Write an email to the recruitment team at Smith's International School, raising awareness of discrimination in their job ad. Use your ideas from Exercises 4 and 5. Write 100–150 words. Include:**

- why you are writing
- clear examples of discriminatory information in the job ad
- suggestions for solutions (such as deleting, re-wording, etc.).

I am writing to…

I have noticed some discriminatory hiring practices in details from the job application. For example, …

In order to avoid discrimination, I would suggest…

Smith's International School

Vacancy: **English as a Second Language Teacher**

We are seeking an experienced teacher of International GCSE English as a Second Language to join our team.

Key requirements:

- A first degree in English Language and a relevant teaching qualification.
- A minimum of two years' experience teaching English as a Second Language.
- Aged between 25 and 55. Due to visa restrictions, we are unable to hire teachers aged over 60.
- Must be a native speaker of English.
- Must hold a passport from one of the following countries: UK, USA, Australia, New Zealand, Canada or Republic of Ireland.
- Fit and healthy. No health problems or disabilities.

All applicants must include a recent photo in their application. Any applications that do not include a recent photo will not be processed.

Please send your completed application along with an up-to-date CV to recruitment@smithsint.ac.co

Modal verbs: *should have done / needn't have done / must have done* Page 236

To say that something was or wasn't a good idea, use *should / shouldn't have* + past participle:
*We **should have checked** more thoughtfully before uploading the ad.*

To say that something wasn't necessary, use *needn't have* + past participle:
*You **needn't have included** those details in the ad.*

Use *must have* + past participle when you are sure that something happened:
*You **must have copied** quite a lot of details from the previous job description.*

PRONUNCIATION

The 'd' in *shouldn't* and *needn't* isn't always pronounced as a clear /d/ sound. Instead, we make this sound by closing the back of the throat. This is a very common sound in spoken English. Listen.

shouldn't, needn't

writing **7** **Sometimes, it is considered legal for an employer to discriminate based on characteristics such as race or gender. Research 'positive discrimination'. Write a short presentation explaining the idea behind it. Give clear examples related to the workplace. Write 70–100 words.**

5 SOCIAL INEQUALITY

EQUALITY

LEARNING OBJECTIVES

- Build vocabulary for describing social inequality
- Use reported speech in the future tense
- Produce an 'explainer' presentation

1 speaking

Work in pairs. In what ways can society be unequal? Think of examples related to the words in the box.

education ethnicity gender healthcare income wealth

2 reading

Read the article on inequality. Then answer the questions.

Social inequality happens when people do not have equal access to opportunities in society. A form of inequality that is linked to social inequality is economic inequality. This is caused by and causes many inequalities, for example, how much money you have can affect your standard of living and your access to education and healthcare. Marginalised people include women and people from racialised groups, disabled people and older people.

According to the *World Inequality Report*, global income and wealth inequality remains high. The poorest half of the global population earn just nine per cent of global income. They possess just two per cent of global wealth. In contrast, the richest ten per cent of the world's population possess three-quarters of global wealth.

Racial economic inequality is a global issue, and it is prevalent in countries that are perceived as wealthy. For example, in the USA, the median wealth of a Black family is just 13% of the median wealth of a White family. Black families in the USA are less likely to own homes, and more likely to be unemployed, in debt or in poverty. On average, White workers earn over 25 per cent more than Black and Latinx/Hispanic workers in the USA.

Gender economic inequality persists around the world. The gender pay gap has decreased in the past few decades, but the gap still exists in most countries. The OECD reports that in some countries, women earn over 20 per cent less on average than men. Our World In Data reports that women are underrepresented in leadership roles and are less likely to own land or property.

The COVID-19 pandemic highlighted the global inequality in access to healthcare. In December, 2022, lower-income countries could only afford the COVID-19 vaccine for 36 out of every 100 people. Upper-middle-income countries could afford two COVID-19 vaccines per person. Life expectancy rates among lower-income countries decreased due to the pandemic.

Education is a key indicator for economic growth, social equality, poverty reduction and public health. However, economic inequality affects access to education. Secondary school completion rates in lower-income and middle-income countries can be low, especially in rural areas. Lack of funding or resources, fewer qualified teachers, as well as pressure on learners to leave school and provide for the family all lead to lower learning outcomes.

What makes social equality so important? Inequality can affect the long-term economic and social development of a country. The benefits of equality are clear. When there is greater equality, people have higher life satisfaction, populations are healthier and more educated, and societies are more sustainable.

1 What is a major cause of social inequality?
2 Which group in society own around 75 per cent of global wealth?
3 List three ways in which Black families in the USA are disadvantaged.
4 List three ways in which women in society are disadvantaged.
5 What impact did COVID-19 have on life expectancy? Why might this have happened?
6 What are some reasons for low secondary school completion rates in certain countries?
7 List three reasons why achieving social equality is important.

marginalised = *pushed to the side*
prevalent = *widespread, very common*
equality = *everyone gets the same*

speaking **3** **Read the definition. Then work in pairs. What are some ways to bridge the digital divide? Think of at least four ideas.**

> ***“The digital divide is the gap between those who have access to information technology, and those who don’t.”***

listening **4** **Listen to Huan explain the digital divide. Answer the questions.**

1 What are some ways to bridge the divide that she talks about? Were any of your ideas from Exercise 3 mentioned?
2 Do you think the digital divide is an issue in your society? Why / Why not?

listening **5** **Listen again. Put the stages of Huan’s explainer in order.**

A Huan thanks her audience and asks them to subscribe to the channel.
B Huan explains why it is important to bridge the digital divide.
C Huan defines the digital divide.
D Huan gives examples of how to bridge the divide.

listening **6** **Listen again. Make notes about ways to bridge the digital divide.**

Think about:

- infrastructure
- affordability
- usability
- empowerment.

speaking **7** **Work in pairs. Which of the ways to bridge the digital divide do you feel would be the most challenging? Why?**

Future tenses: Reported speech Page 234

Reported speech is used when we tell somebody what another person said. To report something that someone has said to someone, change the tense of the verb. Change *will* to *would* to report a statement in the future tense. The pronoun usually changes, too:
*‘**We will** donate ten thousand dollars to charity to help reduce global inequality.’* = direct speech
*The directors stated that **they would** donate ten thousand dollars to charity to help reduce global inequality.* = reported speech

writing **8** **Choose an aspect of inequality. Prepare a three-minute explainer for your chosen topic. Include visuals to help your audience understand. Write 100–150 words. Then present your explainer to the class.**

gender economic inequality

inequality in education

inequality in healthcare

racial economic inequality

6 WORKING FOR CHANGE

EQUALITY

LEARNING OBJECTIVES

- Talk about human differences
- Use mixed conditionals
- Identify opportunities for community partnerships

speaking 1 **Work in pairs. Discuss the statement.**

No two brains are the same.

Are there times when you feel different from your friends and classmates? Do you…

- do things with your left hand or right hand?
- prefer to do tasks in a different order, or faster / slower?
- prefer different noise levels?

speaking 2 **Work in pairs. Which of the conditions have you heard of? What do you know about them? How might they affect people in their school, university or work lives?**

Attention deficit hyperactivity disorder (ADHD) **Autistic Spectrum Condition (ASC)**

Dyscalculia **Dyslexia** **Tourette's syndrome**

listening 3 **Harry is neurodivergent. Listen to him talking about a training course. Answer the questions.**

1 Who was the training course designed for?
2 What were some activities that Harry undertook during the training course?
3 What happened to Harry after the course?

neurodivergent *= a person whose brain functions differently in one or more ways than is considered standard or typical*

Mixed conditionals Page 232

Use mixed conditionals to talk about an unreal event in the past with its probable result in the present. Combine the third conditional and the second conditional to form a mixed conditional:

PAST CONDITION **PRESENT RESULT**

*If I **hadn't signed up** for the course, I **wouldn't be** in this job now. = I **did sign up** for the course so I **am** now in this job.*

listening 4 **Listen again. Answer the questions.**

1 Who delivered the training sessions on the course?
2 Which talk changed Harry's thinking about which jobs to apply for?
3 Which two life skills does Harry find challenging?
4 Which task did Harry find difficult when working in the shop?
5 How did Harry apply what he learned in his favourite workshop?
6 How has Harry's mindset changed since completing the course and gaining employment?

speaking 5 **Work in pairs. Harry had the potential to work in a skilled and respected role. Discuss the questions.**

1 In what ways do you think the training course helped Harry fulfil his potential?
2 What can we learn about the nature of education and schooling from this example?

reading 6 **Read the article. Think of three adjectives to describe the work Steps Community does.**

Welcoming Differences

Despite their strengths and abilities, some neurodivergent individuals may not get the support they need to succeed in the world of work. One inspirational organisation in Bangkok works hard to make sure that people with learning differences are not overlooked.

Steps Community is a social enterprise founded in 2016. Its vision is to create a more inclusive society, in which neurodivergent people are valued, respected and empowered.

The Steps mission is to ensure that everyone, regardless of differences, can access fulfilling employment. They provide vocational training opportunities for neurodivergent young people aged 12 and over. They run two vocational training centres and various coffee shops in Thailand, and are looking to expand internationally. Most staff at the coffee shops are Steps trainees, many of whom have learning differences such as autism.

Trainees acquire practical, transferable skills for the workplace. They also develop their confidence, social skills, independence and ability to contribute to the community. Each trainee is offered tailored support, and Steps collaborates closely with parents, carers and education providers to ensure the needs of their trainees are met.

Steps currently works with around 30 trainees. According to their website, 100 per cent of Steps graduates are in paid employment. As well as supporting their trainees, Steps offers training to schools and Steps therapists provide outreach services in the wider community.

Some training courses offered by Steps Community

Life skills programme: Supporting trainees to develop literacy and numeracy skills, social and emotional wellbeing, teamwork and communication skills.

Preparation for the future: Learning transferable skills for the workplace, such as organisation and time management, motivation and resolving issues; starting industry specific qualifications, such as a BTEC in Hospitality and Catering.

Transition to employment: Learning employment-related skills, such as preparing CVs, applying for jobs and attending interviews; mentoring trainees on other courses; completing vocational training.

Partnering with the community

In 2021, Steps Community partnered with St Andrews International School, Bangkok, to open a coffee shop on the campus. Some trainees at the coffee shop are also students at the school.

social enterprise *= a business focused on addressing needs or challenges in society*
vocational training *= learning skills related to a specific job or profession*
tailored *= made to meet the needs of a particular person*
outreach services *= offering your skills to the community, usually for a social goal*
transition *= a period of change, such as going from school to the world of work*

reading 7 **Read again. Answer the questions.**

1 What type of business is Steps Community?
2 What is its vision?
3 What is its mission?
4 Which services does it provide, and to whom?
5 How have people benefitted from the Steps Community?

writing 8 **Write a letter to your school principal proposing a partnership between Steps Community and your school. Write 200–250 words. The partnership could be opening a coffee shop on campus, or something else. Include:**

- some background about Steps Community
- the type of partnership you propose
- the reasons why you think this would be beneficial to students, the school, Steps Community and the local community.

EXAM PRACTICE: WRITING

Task 2: Semi-formal writing

EXAM SKILLS

Follow these tips for Writing Task 2:

- Read the instructions carefully. You will need to answer one question out of a choice of three. Each question fits with an optional topic, so take care to select the question on the topic you have studied.
- Make sure you cover all the bullet points in the question. If you don't, you'll lose marks!
- Note the word count **(180 words)** – it is approximate, but try to keep close to it.
- When you are planning and writing, think about the intended readers. Remember the text will be read by a wider audience than just a few friends.
- Remember to use a range of grammatical structures in your response.

1 You have been set an essay question for homework. The title of the essay is 'Household chores should always be divided equally between family members'. Do you agree? In your essay you must:

- make **two** points in support of the statement
- make **two** points against the statement
- write a conclusion explaining your own opinion on the statement.

EXAM SKILLS

Remember to plan before you answer Task 2:

- Before you write, highlight the key words in the question.
- Write your ideas around these key words. This will help you plan what to include in your answer.

(Total for Question 1 = 20 marks)

2 You are writing a letter to your local newspaper about making public transport more accessible for wheelchair users. In your letter you must:

- give **two** examples of the difficulties wheelchair users face with public transport
- suggest **two** solutions
- explain whether you think accessibility is an important issue in other areas of life as well.

EXAM SKILLS

Plan your answer to include a brief introduction, where you define the topic, and three paragraphs – one for each of the bullet points. You can also include a short conclusion. Use topic sentences to link and introduce your ideas.

(Total for Question 2 = 20 marks)

3 You have been asked to write an article for the school magazine about inequality and education. In your article you must:

- give **two** examples of inequality in education
- suggest **two** ways of tacking the problem
- explain how important equality in education is to you.

EXAM SKILLS

The third part of the question will always ask you to give your own view on the topic. You can use the Answer booster to help with useful language for this part of the task.

(Total for Question 3 = 20 marks)

4 You have been asked to write an article for the school magazine about discrimination in the workplace. In your article you must:

- describe **two** forms of discrimination in the workplace
- suggest **two** ways these can be avoided
- explain whether working for company with a clear non-discrimination policy is important to you.

(Total for Question 4 = 20 marks)

Answer booster: Task 2: Semi-formal writing	Aiming for a solid answer	Aiming higher	Aiming for the top
Vocabulary	**Use vocabulary you have learned in this module.** Show that you can use this accurately: *law, attitude, right(s), culture, abuse, respect, gender, freedom*	**Use a range of specific vocabulary that fits the topic.** Show that you can use this accurately: *discrimination, bias, stereotype, dignity, harassment, treatment*	**Demonstrate your confidence in use of the vocabulary in different ways**, e.g. by using different forms within the same word family: *empower, empowerment; equal, equality; discriminate, discrimination, discriminatory; just, justice; injustice; able, ableism, disabled, disability*
Verbs	**Use different tenses:** present, past, future.	**Use a greater variety of tenses**, e.g. present simple for future, present perfect continuous, past perfect, future continuous **Use passive forms**.	**Use a wide range of appropriate tenses** with confidence, e.g. past perfect continuous, future continuous, future perfect, future perfect continuous **Use a range of passive forms** with confidence.
Phrases / Expressions for giving opinions	*I think / believe that…* *… is good / bad / important because…* *… because…*	*In my opinion, …* *For me, …* *I feel that…* *as, since*	*As far as I'm concerned, …* *In my view, …* *It seems to me that…* *For this reason, …* *That is why…*
Style	**Use semi-formal language**. **Some contractions are OK** but not too many: *It's important to respect differences.* *We shouldn't forget that…* **Avoid using the first person too much.** **Use different ways of saying *I think*:** *It seems to me; It appears that…; In my opinion…*	**Use passive structures where appropriate:** *Women are sometimes paid less than men; Discrimination has been made illegal; Buses should be made accessible.*	**Try to include a range of structures**: *Some forms of discrimination are more obvious than others.* *Women, who often have career breaks, find it harder to progress in their careers.* *If candidates didn't have to reveal their background, their chances might be better.*
Connectives	**Join clauses with connectives:** *and, as well, also, but, however, although*	**Begin clauses with connectives:** *In addition, … Moreover, … However, …*	**Use connectives to link a series of points that agree or contrast:** *Not only… but also…* *While…, …* *Despite…, …* *On the one hand… on the other (hand)…*
Other features	**Use cause and effect language:** *due to / because of*	**Express preferences:** *I'd rather / I'd prefer to* **Use conditionals**: *Companies won't obey the laws unless the government makes them.*	**Use mixed conditionals:** *If she had complained sooner, someone would have noticed her problem.*

EXAM PRACTICE: SPEAKING

Task 2: Topic talk

EXAM SKILLS

For Task 2, you need to prepare a short talk before the exam on an aspect of the optional topic you have studied.

Practise your talk and time it! It must **not** be longer than two minutes. The examiner will stop you speaking if it is.

Take **two** copies of your notes into the exam. Give one to the examiner and refer to the other while you speak.

After your talk, the examiner will ask some questions. They will be very similar to the questions in Exercise 5. Be ready with some opinions!

1 Zain has prepared a topic talk about equality at home. Listen to Zain introduce his topic talk. Copy the table and complete the table headings, then listen again and add notes to the table

Domestic responsibilities during _____	Changes made to the way we do _____	Impact on _____ members

EXAM SKILLS

There is no set way to structure your presentation. Zain has chosen to explain a **problem or situation**, a **change made to address this problem**, and the **impact of this change** on various people. There are other examples of talks in Modules 6 and 7.

2 Read the transcript of Zain's talk. Identify examples of the following in the text.

- The past simple
- The past perfect
- The past continuous
- The present perfect
- The future simple
- Topic-specific vocabulary

3 You will now create your own topic talk. Choose a topic from Module 8 and write notes for the main parts of your talk. Think about the range of grammar structures and topic vocabulary you can demonstrate in your talk.

You can use Zain's talk to help you. Specifically notice how he:

- introduces his topic;
- moves on to a different part of the talk;
- ends his talk.

EXAM SKILLS

In his presentation, Zain uses a range of grammatical structures and some useful topic-specific vocabulary. He could show further understanding of this vocabulary by using different word forms from the same family, e.g. *equality = inequality, equal, unequal.*

EXAM SKILLS

Use discourse markers to clearly organise what you say. Zain uses rhetorical questions to signpost different parts of his talk. Some other examples of discourse markers are: *My presentation is about…, First of all,… Secondly,… Next,… Finally,… However,… In addition,… In conclusion,…*

Make a list for different purposes, e.g. for sequencing ideas, contrasting ideas, adding information, emphasising a point or giving examples.

4 Practise your topic talk using your notes to help you.

EXAM SKILLS

Refer to your notes to help structure what you say. They should provide you with prompts only. They are not a script and reading directly from them will reduce your marks for fluency.

5 Work in pairs. Follow the steps for each practice stage.

Stage 1

- Student A puts their notes on the table so they are visible to both students.
- Student A delivers their talk. Student B listens and ticks the prompts from Student A's notes which appear in the talk.
- When the talk finishes, Student B provides <u>feedback on overall content and structure</u>: *Did Student A include all the content from their notes? Did the talk follow the three-part structure in the notes?*
- Change roles.

Stage 2

- Student A delivers their talk.
- Student B listens specifically for the grammar structures and vocabulary that Student A uses. They note down examples as they listen.
- When the talk finishes, Student B provides <u>feedback on grammatical range and vocabulary</u>: *Did Student A include a range of appropriate grammar structures? Did they include appropriate topic-specific vocabulary?*
- Change roles.

6 At the end of your topic talk, the examiner will ask you questions about your talk. Some of these are listed in the box. Complete each stem to make a question the examiner might ask about your topic talk. If you feel a question is not relevant to your talk, leave it blank.

Where did you find the information about _____ ?

What could be done about _____ ?

Some people argue that _____ . Do you agree?

What question would you ask an expert on this topic?

You talked about _____ . What changes do you think there will be in the future?

What advice would you give someone about _____ ?

7 Work with a new partner.

Student A: Deliver your talk.

Student B: Chose three of Student A's follow-up questions to ask them after their talk.

When you finish, change roles and repeat.

EXAM SKILLS

When answering, you might like to give yourself some thinking time by responding with fillers such as:

That's a good question.

I hadn't thought of that before, but I think…

That's a very good point!

speaking **1** ***Remember!*** **Work in pairs. Play a game. Take turns to choose a room. Your partner names two things you would find in that room.**

- *Kitchen.*
- *Sink, table. Bedroom.*
- *Bed, wardrobe…*

writing **2** ***Remember!*** **Work in pairs. Complete the table with as many words as you can from Module 1. Write positive (+), neutral (=) and negative (–) adjectives or phrases using your own ideas.**

	+	=	–
city life			
life in the countryside			

listening **3** ***Remember!*** **Listen to Rosie telling Rob about Colwyn Bay in Wales where she goes on holiday. Then answer the questions.**

1 Where is the cottage?
2 What's the kitchen like?
3 How many bedrooms, bathrooms and toilets are there?
4 How many people usually go to the cottage? Who are they?
5 Where is Rosie planning to sleep? Why?
6 What does she compare the experience with?
7 How does Rosie always feel when she's there?

MY FAMILY

speaking **4** **Work in pairs. Look at the photo and answer the questions. Discuss your ideas.**

1 What's happening in the photo?
2 What's the relationship between the people? Why do you think so?
3 What do you think they're saying to each other?
4 How do you keep in touch with family members when you aren't together?
5 What are the advantages and disadvantages of this type of communication?

OUR HOUSE

writing **5** **Describe your home. Say what rooms there are, what they're like and what you like best about them. What would you like to change and why? Write 100–140 words.**

MY NEIGHBOURHOOD

speaking **6** **Work in pairs. Take turns to describe a place you like near where you live. Ask and answer.**

- Where is it?
- What can you see, hear and smell?
- Why do you like it?
- How often do you go there?
- What do you do there?
- How does it make you feel?

WHAT IS FRIENDSHIP?

writing 7

Write a short article for your school newspaper with the title *My first friend*. Write 100–140 words. Use the questions to help you:

- Who was your first friend?
- When did you meet?
- Why did you like them?
- What did you enjoy doing together?
- What do you remember about them when you met? (What did they look like? What were they wearing? What were they doing? Where were you?)

CITY AND COUNTRYSIDE

listening 8

Listen to Sami and Hoda talking about where they live. Complete the notes about what they like and don't like about where they live.

	Where?	🙂	☹
Sami			
Hoda			

CHANGING GENERATIONS

reading 9

Read the article. Are the statements true (T) or false (F)?

A house full of memories

Nancy Gifford was just two years old when her parents bought a small house in an English village in the county of Somerset. Nancy grew up in the house and then lived there with her husband, Bert, after their marriage in 1939. Their two children, John and Mary, were brought up in the house. John remembers a very happy childhood there, with freedom to explore the surrounding countryside, and run in and out of friends' houses all day. All the neighbours knew each other and it was a friendly, helpful community, with most people feeling so safe that they didn't lock their doors. He recalls that they didn't have much money, but they were a happy family.

Fast forward to the village in the present day: it's unusual to see young children, like Nancy's great-grandchildren, playing outside without someone taking care of them, and not many people leave their doors unlocked. There have been other developments, too. Nancy's parents would be surprised to see their quiet street full of cars, and probably sad that some fields have given way to houses. However, they would still recognise some things that haven't changed – the neighbours' friendliness, the feeling of community and their home, which has seen so much happen.

Back in 1921, Nancy's parents paid £200 for the house, but today it's worth about £170,000. When two-year-old Nancy moved in, the toilet was outside and there was no bathroom. These days, there's an extension with a bathroom and toilet, and there's a new kitchen. As for the rest of the house, Nancy left it almost unchanged.

At the age of 104, Nancy agreed to sell her much-loved home and move into a nursing home. We can only imagine how she felt as she closed the door for the last time. It's a rare glimpse of life a hundred years ago!

1 John grew up in the house.
2 John often visited neighbours' houses as a child.
3 John believes money was not important for his generation to have a happy childhood.
4 These days, children often play outside just like John did.
5 People feel safer today than when John was a child.
6 There is still a sense of community.
7 Nancy lived in the house for 104 years.
8 The house is exactly the same as it was 100 years ago.

REVISION

2.1 HOBBIES AND LEISURE TIME
2.2 POPULAR MUSIC
2.3 TV AND FILM
2.4 ESPORTS AND VIDEO GAMES
2.5 HEALTHY LIVING
2.6 SHOPPING AND FASHION

speaking **1**

Remember! **Work in pairs. Play word tennis. Take turns to choose a topic.**

healthy living hobbies music shopping and fashion TV and film video games

- Student A: Say a word connected to the topic.
- Student B: Say a word beginning with the final letter of Student A's word.
- If you take more than 10 seconds to respond, your partner gets a point. Change topic after each point.

writing **2**

Remember! **Work in pairs. Write as many words as you can from Module 2 in the table.**

Hobbies	Music genres	TV and film genres	Types of video game	Healthy foods	Actions on online shopping apps

speaking **3**

Remember! **Work in pairs. Play the grammar review game.**

- Student A: Choose a category from Exercise 2.
- Student B: Use a spinner to select your grammar point (1–6). Make a sentence using a word from the category. Make sure your sentence includes the grammar point! Change roles.

1 Verb + gerund / infinitive
2 Past perfect
3 Question tags
4 Prepositional phrases
5 *Be able to* do something
6 *Be used to / get used to*

reading **4**

MY HOBBIES

Read and complete. Then listen and check.

I have lots of hobbies, but my main interest is football. I love [1]_____ football, but I don't often play it. My [2]_____ team is Al-Nassr FC. I go to every home game and I collect players' [3]_____. I have around 100 signatures from players past and present, including a signed shirt from Majed Abdullah. He's probably our most famous player ever.

Although I don't play football much, I do take part in lots of other sports. I really enjoy [4]_____ basketball. I regularly compete in basketball [5]_____ and we've won a few regional ones.

speaking **5**

POPULAR MUSIC

Do a survey. Add two more questions about music, then ask at least three classmates. Did anyone give similar answers?

1 What's your favourite music genre? Why?
2 Who's your favourite musician / group? Why?
3 What was the best live music performance you've ever seen?
4 Would you like to perform at a music festival? Why / Why not?

TV AND FILM

writing 6

Look back at the TV guide on page 34. Write your own guide for one hour of TV across five different channels. Include:

- a description of each programme: make sure you mention the genre and use adjectives
- at least two films: give information about genre, cast, language and warnings.

ESPORTS AND VIDEO GAMES

reading 7

Read the text about an esports competition. How would you define the words in bold?

Fun 'n' Gamers win again at E-Games #12

An **estimated** audience of 1.1 million **streamed** the latest edition of E-Games over the weekend. **Spectators** were treated to an excellent performance from AnnMarie Smyth, Fun 'n' Gamers team captain and one of the **highest earners** in esports. Smyth and her team won every round of the **multiplayer** game Dota 2 in under 30 minutes to take the title. The gamers, who are **sponsored** by the video games firm DigiChamps, have now won their last 10 **professional** tournaments, including the last two E-Games events. They can stretch their unbeaten run to 11 tournaments with a victory at the **upcoming** Esports Arena event held in Bognor Regis.

HEALTHY LIVING

speaking 8

Look at the meals served at a school canteen. Work in pairs and answer the questions.

1 Which foods can you see?
2 How healthy are these school meals? Explain your views.
3 How similar are these meals to the meals at your own school canteen?
4 What would your ideal school meal be?
5 Do you think young people learn enough at school about healthy eating and leading healthy lifestyles? Explain your views.

SHOPPING AND FASHION

writing 9

Read the email from your pen pal and write a reply. Make sure you answer all their questions. Write 120–150 words.

To:

Subject: It's been a while!

Hey,

Long time no write! Sorry! I've been a bit busy with schoolwork, mock exams, things like that… What have you been up to? Any exams coming up for you?

Anyway, I just stumbled across a video online, 'Top 10 fashion trends from around the world'. So I thought I'd ask: what are the big fashion trends in your country at the moment? What do you think of them? Are you into fashion? It's not really my thing, but the video was still interesting.

Anyway, I must get back to my homework 😞. Catch you soon!

From B 🙂

Send

MODULE 3 REVISION

3.1 SCHOOL LIFE
3.2 EDUCATION AROUND THE WORLD
3.3 EXTRACURRICULAR ACTIVITIES
3.4 TECHNOLOGY IN EDUCATION
3.5 THE FUTURE OF EDUCATION
3.6 AN IDEAL CURRICULUM

speaking **1**

Remember! **Work in pairs. Think of a word connected to education for each letter of the alphabet. Compare your list with the lists of other pairs.**

- *I'll start. A?*
- *Academic! What about B?*
- *Blazer. And C?*

writing **2**

Remember! **Work in pairs. Write as many words as you can from Module 3 in the table.**

School rules and uniforms	Technology in education	School subjects	Other

speaking **3**

Remember! **Work in pairs and answer the questions.**

1 Do you have to wear a uniform at your school? If so, describe it.
2 How much homework do you have to do?
3 What extracurricular activities does your school offer?
4 What kind of technology does your school have?
5 What are your favourite and least favourite subjects? Why?

SCHOOL LIFE

reading **4**

Complete the essay about school rules with the words in the box. There is one extra word you don't need. How similar or different is the information about rules in your school?

hand have to late learning mustn't necessary need needn't

School rules

School rules are an essential part of the day-to-day running of our school. Rules are there to create a safe [1]_____ environment so that students can focus on their studies. One of the most important rules is punctuality. Being [2]_____ for class disrupts lessons.

Another important rule is about the way students dress. In our school, we don't [3]_____ wear a uniform, but we mustn't wear jeans or trainers. We have to dress smartly.

There are other important rules that help students achieve academic success. Students need to do all the homework they're given and [4]_____ it in on time. They [5]_____ copy when they're doing exams or tests, and they [6]_____ to pay attention when the teacher is speaking.

In conclusion, school rules are [7]_____ to create a positive learning environment. Students have to follow rules in order to do well academically and to prepare for their lives after school.

EDUCATION AROUND THE WORLD

5 listening

Listen to the interview with Haruki, a Japanese high school student. Complete these sentences with no more than three words.

1 We have to stay behind for half an hour to clean the classroom, the _____ and the bathroom.
2 We have to take off our shoes and put on special _____ .
3 I also study haiku and calligraphy, which is the art of writing _____ .
4 It depends on what you mean by '_____'!
5 Classes in my school have between _____ and 40 students.
6 I plan to study _____ at university…
7 I might take a gap year first so that I can travel around _____ .

EXTRACURRICULAR ACTIVITIES

6 speaking

Look at the extracurricular activities in the box. Work in pairs and discuss the questions.

athletics | arts and crafts | chess | dancing | debating society | drama | English club

1 Which of these activities do you think is the most / least enjoyable? Why?
2 Which of these activities do you think is the most / least relaxing? Why?
3 Which of these activities do you think is the most / least useful for your future? Why?

TECHNOLOGY IN EDUCATION

7 writing

Write three short paragraphs about using technology in the classroom. Write 100–120 words.

- Paragraph 1: Technology that classrooms had in the past
- Paragraph 2: Technology that teachers use today
- Paragraph 3: Technology that teachers will use in the future

THE FUTURE OF EDUCATION

8 reading

Read the opinions of different students about education in 20 years' time.

1 Decide how strongly you agree (😀) or disagree (☹️) with each comment.
2 Compare your responses with a partner, discussing any differences.

In 20 years' time, there will be no classes because everyone will learn from home at their own pace. 😀 🙂 😐 😕 ☹️

In 20 years' time, everything will be taught through project work with an emphasis on real-world tasks. 😀 🙂 😐 😕 ☹️

Students won't have to memorise information for exams because exams as we know them won't exist. 😀 🙂 😐 😕 ☹️

AI will be setting the education agenda in 20 years' time. We cannot know what this will mean for students, but teachers are likely to be a thing of the past. 😀 🙂 😐 😕 ☹️

AN IDEAL CURRICULUM

9 writing

Write a short report on how you would change your school curriculum and timetable. Write 130–150 words. Include the following information:

- Describe your present curriculum and timetable.
- Say what you like and dislike about them.
- Say what changes you would make to them, giving reasons.

REVISION

4.1 THE WORLD OF WORK
4.2 FUTURE EMPLOYMENT PLANS
4.3 SKILLS FOR THE FUTURE WORKFORCE
4.4 BUILDING A CV
4.5 JOB APPLICATIONS
4.6 JOB INTERVIEWS: THE STAR METHOD

speaking **1** ***Remember!*** **Work in pairs. Play word ping-pong. Take turns to say words and phrases related to Module 4.**

- *How about 'career'?*
- *That's a good one! What about 'volunteer'?*

writing **2** ***Remember!*** **Work in pairs. Write as many words as you can from Module 4 in the table.**

Job	Verbs	Job applications	CV

speaking **3** ***Remember!*** **Look back through Module 4. Complete the sentences with your own ideas. Then compare in pairs.**

1 After reading about volunteering and part-time jobs, I might…
2 A careers fair could help me…
3 I think the two most important skills to have are…
4 For me, working online is…
5 To make myself stand out as a job candidate, I'd…
6 To prepare for a job interview, I would…

THE WORLD OF WORK

reading **4** **Complete the text with the correct form of the verbs given. Use the past perfect continuous where possible, or the past simple and past perfect.**

The perfect job

I [1]_____ [think] about getting a job for a while when one day, I [2]_____ [see] an advert for the perfect job for me. The advert [3]_____ [be] for an assistant in a sports shop, and the job involved helping people choose the right bike and doing repairs. I thought I was a good candidate because I [4]_____ [ride] a bike since I was three and by the time I turned 16, I [5]_____ [repair] my own bike for years. The year before, I [6]_____ [do] some voluntary work repairing old bikes for a charity, so I [7]_____ [have] some experience, too. I started filling in the application at 8 a.m. yesterday. I [8]_____ [work] on it for hours, but I [9]_____ [only / complete] three questions by lunchtime! Luckily, my mum came home and [10]_____ [help] me, so I finished it and sent it off. I hope I get the job!

FUTURE EMPLOYMENT PLANS

listening **5** **Listen to three short conversations. Are the sentences true (T) or false (F)?**

1 Amy wants Roman to help sort out a problem with her computer.
2 Amy asks Roman to tell her about something he's done.
3 Layla wants Mr Brown to give her some advice.
4 Mr Brown agrees to answer Layla's questions immediately.
5 Nadia isn't sure what course to do at college.
6 Amir asks Nadia how to contact the careers adviser.

SKILLS FOR THE FUTURE WORKFORCE

speaking 6

Work in pairs. Ask and answer the questions.

1 In your opinion, will there be more diversity in top jobs in the future?
2 How do you think job interviews will be different in the future? What will be the same?
3 What are the advantages and disadvantages of working in different places, e.g. an office, at home, in a shop, on a building site? Consider the needs of different people (e.g. disabled, neurodiverse, carers) and the different types of work they might do.

BUILDING A CV

reading 7

Read the texts and write the correct name next to each statement. Write A (Amy), H (Hassan), K (Karla) or Z (Zimo).

'I've always wanted to be a hairdresser, and I worked at a hairdressers on Saturdays and in the holidays, so I had a bit of experience. Then I found out that all apprenticeships require qualifications in English and maths. When I was at school, I didn't put much effort into maths and I failed the exam. I had to take it again to get on the apprenticeship. After I finished, I got a job and it's fantastic!' Amy

'I learned lots on my university course in Bournemouth, but the course didn't provide any practical experience. When I started looking for a job, most employers expected me to already have experience. So now I'm doing some voluntary work. I enjoy helping others, but I hope to get a paid job soon.' Hassan

'I worked hard at school to pass all my exams. I had a summer job after I finished and then I became a trainee accountant. After finishing, I got my first job. It's all right, I suppose, but now I'm more interested in managing a business. I'm thinking about applying to university to do business studies. That will give me more opportunities in the future.' Karla

'I did OK at school, but I knew I didn't want to go to university. I did an apprenticeship to become an electrician and I've been working for over 10 years now, so I'm pretty experienced. One day, I hope to have my own company: that's my dream! It would be my ideal job. I'm doing a course at the moment to learn business skills… I don't know why I didn't do it years ago!' Zimo

1 Going to university improved my knowledge, but it didn't prepare me for the job I want. _____
2 If I'd done this course before, I would have started a business before now. _____
3 If my university had provided opportunities for internships, it might have been easier to get a job. _____
4 I'm doing a job I really enjoy. _____
5 I'm thinking about going back into education to get a further qualification. _____
6 If I'd done more at school, I wouldn't have had to take my exams again. _____
7 I've got lots of relevant experience in my job. _____
8 If I hadn't studied so hard, I wouldn't have passed all my exams. _____

JOB APPLICATIONS

writing 8

'Schools should prepare students better for job applications.' Write an essay of 130–150 words giving your opinion.

JOB INTERVIEWS: THE STAR METHOD

listening 9

Listen to the interview and complete the sentences with one word in each gap.

1 In the summer, Nour finishes _____.
2 Nour wants to do the _____ because she wants more hands-on experience.
3 At school, Nour studied some _____.
4 As part of her job, Nour has to help _____.
5 Nour's manager at the shop is _____ with her progress.
6 Nour would have to finish at the end of _____.

MODULE 5 REVISION

5.1 DESTINATIONS
5.2 TRAVEL
5.3 ACCOMMODATION
5.4 RESPONSIBLE TOURISM
5.5 ADVANTAGES AND DISADVANTAGES OF A GAP YEAR
5.6 PLANNING A CITY TOUR

speaking **1**

Remember! **Work in pairs. Say a word related to Module 5 for every letter of the alphabet.**

- *I'll start… How about 'accommodation' for A?*
- *Great! I'm saying 'baggage' for B!*

listening **2**

Remember! **Listen to three teenagers talk about their holidays. Complete the table.**

Name	Accommodation	How they travelled	What they did
Pablo			
Amelia			
Hassan			

speaking **3**

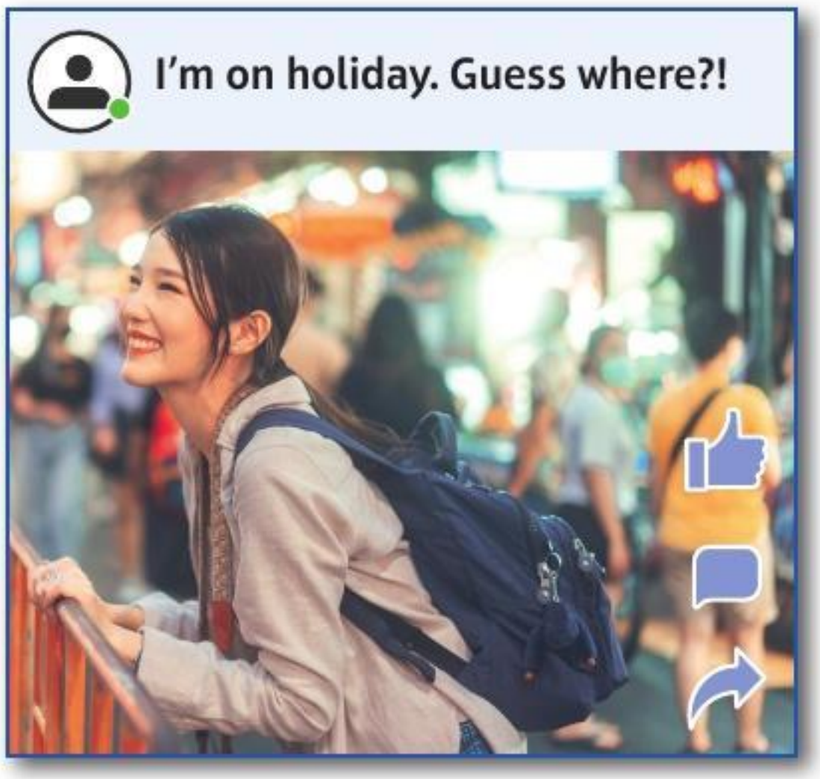
Remember! **Complete the sentences so they are true for you. Work in pairs to compare.**

1 I'd rather _____ than _____ .
2 My parents let me _____ .
3 If I hadn't studied English, I _____ .
4 When I was younger, I would _____ .
5 I used to _____ , but now I _____ .
6 I'd recommend visiting _____ because _____ .

DESTINATIONS

reading **4**

Complete with the correct modal verb for deduction or speculation.



You [1]_____ be in a warm place because I can see people wearing T-shirts!

There are lots of big buildings and lights, so you [2]_____ be in a small village. You [3]_____ be in a town or city.

There isn't any traffic, so it [4]_____ be New York. There's always traffic there!

Well, I know you bought a ticket to Thailand, so it [5]_____ be Bangkok or it [6]_____ be another Thai city.

TRAVEL

listening **5**

Look at the photo and read the questions. Work in pairs. What do you think the podcast is about? Listen and answer the questions.

1 What is Bessie well known for achieving?
2 Why did Bessie learn to fly in France?
3 When did she qualify as a pilot?
4 What did Bessie want to do?
5 Apart from appearing in air shows, what else did Bessie do?
6 When and how did Bessie die?

ACCOMMODATION

listening 6

Maya and her husband Max are talking about their next holiday. Listen and circle.

1 Maya wants to stay in a **campsite** / **guest house**.
2 When he was younger, Max would stay **at home** / **in a tent** in the holidays.
3 In the end, they decide to go to a **holiday resort** / **hotel**.
4 The thing they both like about the accommodation is the **swimming pools** / **spa**.
5 They decide to explore the local area by **bus** / **bike**.
6 After discussing it, they choose to go in **August** / **September**.

RESPONSIBLE TOURISM

speaking 7

Look at the photo. Work in pairs. Ask and answer the questions.

1 Describe the beach and the city.
2 If they hadn't built the city, would the beach have stayed clean? What do you think?
3 How might the pollution affect the local community and wildlife / environment?
4 How can tourists be more responsible?
5 What are the positive and negative impacts of tourism?

ADVANTAGES AND DISADVANTAGES OF A GAP YEAR

reading 8

Read about three people's gap year experiences. Write M (Marta), I (Inva) or A (Aliyah) for questions 1–6. Then work in pairs. Which of these gap year experiences would you prefer? Why?

'I worked for six months in a clothes shop and saved as much as I could. I knew I wanted to do a conservation programme, and I'd looked at lots before choosing the perfect one for me: volunteering at a wildlife rescue centre in Malaysia for a month. I had to get my own flight and pay for accommodation, but it was worth it. There were people from all over the world there, and I made some amazing friends and learned a lot.' **Marta**

'I really wanted to do a cultural exchange and improve my English. I was really lucky and I got a scholarship to do one in the USA for six months, so I didn't pay anything. I had a home stay with a lovely family and the classes were good. It was the first time I'd been abroad, and I really missed my friends and family. If I did it again, I wouldn't stay for so long, although I'm glad I did it. It made me think about what I want to do after I finish studying and start working.' **Inva**

'I wanted to do something to improve my career prospects before going to university, so I got a year-long internship at a local company. The salary was really low, but I learned lots of new skills, and I was able to get experience working in different departments. I decided not to go to university, and I trained to be an accountant with the company instead when they offered me the opportunity.' **Aliyah**

1 Who would do a shorter programme next time?
2 Who did something they didn't get paid for?
3 Who changed their mind about what they wanted to do after the gap year?
4 Who stayed with people in the country they visited?
5 Who worked for the whole of their gap year?
6 Who looked at lots of different options before deciding what to do?

PLANNING A CITY TOUR

writing 9

Write a blog post with tips for planning a good itinerary or city tour for visitors. Use the words and phrases given to help you. Write 100–120 words.

accommodation cultural visits food fun activities places of interest transport

MODULE 6 REVISION

6.1 SUSTAINABLE DEVELOPMENT GOALS 6.2 ENVIRONMENTAL CHANGE
6.3 GROWGREEN 6.4 GREENWASHING
6.5 THE OCEAN CLEANUP 6.6 THE CIRCULAR ECONOMY

speaking **1** *Remember!* **Work in pairs. Write down as many words connected to the environment as you can in two minutes.**

writing **2** *Remember!* **Work in pairs. Complete the table with as many words as you can from Module 6.**

SDGs	Global warming	Greenwashing	The circular economy

writing **3** *Remember!* **Complete these sentences using your own words and ideas.**

1 We need to promote the use of renewable energies because…
2 'Nature-based' solutions means…
3 Companies use greenwashing in their adverts because…
4 The idea of Boyan Slat's campaign is to…
5 The 'circular economy' is greener than the 'linear economy' because…

SUSTAINABLE DEVELOPMENT GOALS

listening **4** **Listen and answer the questions.**

1 When does the UN hope to achieve its objectives?
2 What is the first SDG called?
3 What is the aim of SDG 14?
4 What is the aim of SDG 15?
5 What is the aim of SDG 13?
6 How many countries are in the UN?
7 What is SDG 17 about?
8 Where can you find descriptions of each SDG?

ENVIRONMENTAL CHANGE

writing **5** **Write a paragraph about global warming. Use the words and phrases given to help you. Write 100–120 words.**

carbon footprint decarbonise the economy fossil fuels greenhouse gases renewable energy

GROWGREEN

reading **6** **Read the blog post. Then complete it with the words in the box.**

excess flooding inhabitants mitigated parks projects rainfall solutions

greensolutions/blog.in

Where I live, it rains a lot, and recently there has been even more [1]_____ than usual. Sometimes, it rains for days without stopping. When that happens, rainwater accumulates in the streets and squares and causes [2]_____ . The problem is that the water has nowhere to go. This year, the flooding was even worse than usual, so the [3]_____ of our town decided to do something about it. We had a meeting in the town hall, and people proposed different [4]_____ to the problem. Some suggested looking at what people have done in other places with similar problems. We did some research and found that flooding could be [5]_____ by creating green spaces in the right places that can drink [6]_____ water caused by heavy rainfall. [7]_____ in Manchester in the UK and Wrocław in Poland have successfully dealt with flooding by creating [8]_____ and gardens that can soak up water. So, we decided to make a plan to create a small park and lots of public gardens based on the ideas used in Manchester and Wrocław.

GREENWASHING

speaking 7

Work in pairs. Talk about the different ways that some companies use greenwashing in their advertising campaigns. Use the ideas below or your own ideas. Can you think of examples of these aspects of greenwashing?

- Using words that sound 'green', but are really meaningless.
- Claims that are irrelevant.
- Misuse of statistics.
- Making the image of a campaign look 'green', but otherwise have the same product.

THE OCEAN CLEANUP

listening 8

Listen to three people talking about an ocean cleanup project and answer the questions. Write A, B or C. Which speaker is…

1 in favour of Boyan Slat's project? _____
2 not in favour of Boyan Slat's project? _____
3 has mixed opinions about Boyan Slat's project? _____
4 mentions the amount being spent? _____
5 mentions the amount of kilos of plastic removed from the sea? _____
6 gives two reasons why it is a bad idea? _____

THE CIRCULAR ECONOMY

reading 9

Read the poster and write questions A–F in the correct place.

A Why do people use repair cafés?
B Who repairs the broken items?
C What kind of things can be repaired here?
D What is a repair café?
E Does it cost anything to repair things?
F Can I volunteer to work in a repair café?

1 _____ It is a place where you can bring things that are broken to be repaired. You can also get a coffee or tea.

2 _____ You repair them yourself, with help from our volunteers. They will show you what to do and provide you with the tools you need.

3 _____ You can bring almost anything to be repaired. People mainly bring electronic appliances, but we have helped fix bicycles, toys, clothes, furniture and lots of other things.

4 _____ Yes, you can. We need people who are skilled in electronics, carpentry, sewing, and so on. If you are handy with tools and understand how to fix things, you are an ideal volunteer. If you don't have these skills, we still need people who can make coffee and tea.

5 _____ There is no charge for fixing things. We do charge for coffee and tea, and we accept donations so that we can buy tools, repair manuals, and so on.

6 _____ Obviously, people come to our cafés to fix broken things. But the main reason people use them is because they know that reducing waste is good for the environment. They want to promote the circular economy.

writing **1** *Remember!* **Work in pairs. Write down as many jobs related to media as you can in two minutes.**

speaking **2** *Remember!* **Work in pairs. Look at the types of media. Decide which media categories they belong to (1–5). Then think of more types of media to add to each category.**

book film magazine podcast TV news programme vlog

1 print
2 traditional broadcast
3 digital
4 both print and digital
5 both broadcast and digital

speaking **3** *Remember!* **Work in pairs. Take turns to complete the sentences with your own ideas.**

1 By 2030, I'll have…
2 By the end of this term, I'll have been…
3 If I hadn't…, I would be…
4 I should have… because…
5 I needn't have… because…

MEDIA AND YOU

listening **4** **Listen and choose the correct option to complete the sentences.**

1 Luca watched the film on **TV** / **a tablet**.
2 **Zoe** / **Zoe's sister** never looks at screens in bed.
3 Luca **uses** / **would like** two screens for his homework.
4 Zoe **rarely** / **never** reads printed books.
5 Luca thinks printed books will **survive** / **die out**.
6 Luca **regularly** / **sometimes** listens to podcasts.
7 Zoe **listens to music** / **doesn't do anything** when she's travelling.

MEDIA LANGUAGE

writing **5** **A celebrity has just visited your town to open a local festival. You're a big fan, and you attended the occasion. Write <u>two</u> texts to describe it.**

1 a social media message
2 a short article for your school magazine

Think carefully about your choice of style and register for each one.

GETTING THE NEWS

listening **6** **Listen to a talk about using social media to get the news. Work in pairs and discuss the questions. Then listen again to check.**

1 Why are teenagers less likely to read newspapers at home, according to the speaker?
2 What does she say are the advantages of using social media as a news source?
3 Why is this not usually boring?
4 What does the speaker mean by 'a bubble' or 'an echo chamber'?
5 In what ways is it good to be in an echo chamber?
6 What are the dangers?
7 What do journalists always do that we often don't do?
8 How does the speaker suggest we can escape from our echo chambers?

PHOTOGRAPHY AND PHOTOJOURNALISM

speaking 7

Work in pairs. Look at the photo and discuss the questions.

1 What's happening?
2 How do you think the person inside the car feels?
3 Why do you think the photographers are so keen to get photos?
4 Where will the photos appear?
5 Do you have photographers like this in your country?
6 Do you think these photographers follow the photojournalist code of ethics? Why / Why not?

ADVERTISING

reading 8

Read the article. Then choose the best sentence A–F for gaps 1–5. There is one extra sentence you don't need.

worldofads.pl

Ads: you can't escape them

How many advertisements are you exposed to every day? [1]_____ . In city streets, they are everywhere – from posters and billboards to slogans on the sides of buses and flashing neon signs. But you don't have to leave the house to meet them; they're in our homes, too. First, there are 'official' ads broadcast on TV and radio, complete with clever little jingles and hooks. They are easier to avoid than those annoying 'pop-ups' and little videos that suddenly appear on your screen while you're online. We may not even be aware we are seeing an ad. [2]_____ Even online reviews of products might be ads disguised as comments.

Celebrities often feature in ads; their faces, or even just their voices, are so familiar that we feel we can trust them. If they like that shampoo, then it must be good! Then there are 'influencers' with thousands of followers, who are often paid to promote different products. [3]_____ The companies have the work done free – by us!

Some big companies don't even need words to advertise. [4]_____ The items are all designed to appeal to young people and children (catch your customer young!). After all, when you see a big yellow M in a familiar style, or a 'tick' on a pair of trainers, you don't need to see the brand name – you already know it.

It's hard to imagine an ad-free world. Would we all be happier? Many people say 'yes', we would. [5]_____ On the other hand, how would we learn about new products and services? Would we miss the creativity and humour of today's ads? Perhaps life would be duller. One thing's certain, we'll never find out because advertising is here to stay!

A Every time we press 'like' or 'share' on their videos, the ads spread more widely.
B It's a multi-billion-dollar business that has to keep up with a fast-changing world.
C Instead, their logos are printed on clothing or made into mascots and even toys.
D There are probably far too many of them to count.
E They blame ads for social anxiety and depression, especially among teens.
F Many blogs, vlogs, websites, podcasts, radio, TV shows and more are financed by advertising.

WORKING IN DIGITAL MEDIA

writing 9

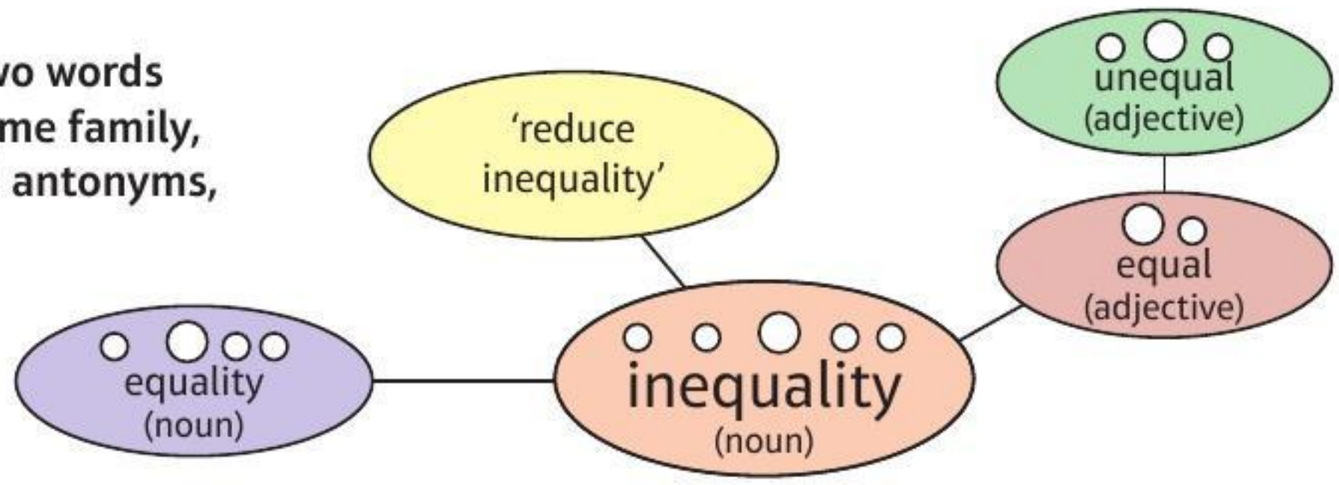
Which jobs mentioned in Unit 7.6 do you think are most threatened by AI (Artificial Intelligence)? Which ones will always be done better by humans? Why? Write a short essay giving your opinion. Write 100–140 words.

speaking **1** ***Remember!*** **Work in pairs. Define the words and phrases in the box. Review Module 8 or check in a dictionary.**

accessibility disability discrimination disparity ethnicity gender bias gender gap impairment inequality neurodiversity STEM stereotype

writing **2** ***Remember!*** **Create word maps. Choose two words from the box. Include words from the same family, collocations and phrases, synonyms and antonyms, and information on word stress.**

accessibility disability discrimination impairment



writing **3** ***Remember!*** **Change the word form in bold to complete the sentences.**

1 A nonbinary view of the world discourages **discrimination**. Referring to people as either disabled or non-disabled, Black or white, neurotypical or neurodivergent, is _____ .
2 As an _____ person, I find stereotypical representations of **autism** really harmful. We aren't all geniuses or computer programmers!
3 **Accessibility** is a basic human right. Buildings, services and facilities must be _____ to all.

GENDER GAPS AND STEREOTYPES

reading **4** **Read the facts. Complete them with the words in the box. Then check your answers in Unit 8.1.**

childcare engineering leadership politics STEM the elderly

- Only 37% of [1] _____ roles in industry are held by women.
- Most caregiving responsibilities, such as [2] _____ or caring for [3] _____ , are undertaken by women.
- Only 22% of important roles in [4] _____ worldwide are occupied by women.
- Women are underrepresented in [5] _____ fields, especially in manufacturing, ICT and [6] _____ .

ACCESSIBILITY

speaking **5** **Work in pairs. What do you remember about the topic of accessibility? Check your answers in Unit 8.2.**

BIAS IN LANGUAGE

listening **6** **Add your own ideas to the table. Then listen to the talk to check your answers.**

Instead of …	try using…
his / hers	1 _____
husband / wife	2 _____
policeman / policewoman	3 _____
mankind	4 _____

DISCRIMINATION IN THE WORKPLACE

speaking 7

Work in pairs. Define the terms in the box. Then provide a clear example of each related to the workplace.

ableism ageism gender discrimination racial discrimination religious discrimination

- *What's ageism?*
- *Ageism is treating someone unfairly due to their age.*
- *What's an example of ageism in the workplace?*
- *Sometimes, older employees are encouraged to retire.*

SOCIAL INEQUALITY

writing 8

Match the sentence halves to complete the facts about social inequality. Then match the sentences to a type of social inequality from the box.

1 The OECD report that in some countries, women earn at least 20% less

2 On average, white workers earn over 25% more than

3 The poorest half of the global population earn

4 Upper-middle income groups could afford two

A just 9% of global income.

B COVID-19 vaccines per person.

C than men on average.

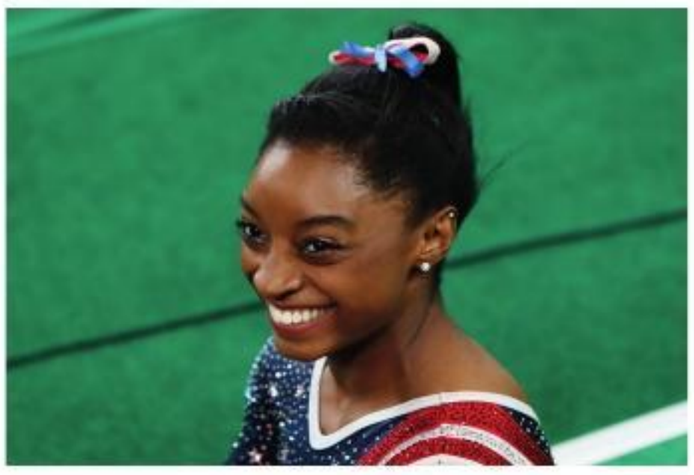
D Black and Hispanic workers in the USA.

gender economic inequality racial economic inequality unequal access to healthcare wealth inequality

writing 9

WORKING FOR CHANGE

Write a biography for one of these successful individuals. Each person has spoken openly about neurodiversity. Write 100 words.



Simone Biles

Greta Thunberg

Lewis Hamilton

Bill Gates

Sue Ann Pien

Morénike Giwa Onaiwu

GENERAL CONVERSATION

The Pearson Edexcel International GCSE English as a Second Language course is made up of several sub-topics (e.g. houses and home, hobbies and free time), which are grouped under five **topics**:

- Topic 1 Myself and others
- Topic 2 Travel and tourism
- Topic 3 Education
- Topic 4 Employment
- Topic 5 Global issues

For the speaking examination, you have to do **three** tasks (A, B and C). For task A, you have to choose a photo / picture from any of the **sub-topics**. The picture must contain people, objects and interactions. You will have to describe the picture and possible past or future events related to the people in it. You will also have to answer questions on the related topic.

For tasks B and C, you will be required to answer questions on another **two** topics, both different to your picture-related topic. You can answer the questions below in order to help you prepare.

Topic 1 Myself and others

Sub-topics: houses and homes; hobbies and free time

1. Describe your house or flat. What do you like best about it? What would you like to change?
2. What's your favourite room at home? Describe the room and what's in it, and say why you like it.
3. Imagine you are looking for a new home. What are the three most important things you are looking for? What things do you definitely not want?
4. What do you find is the best way to relax and 'de-stress'?
5. Do you think playing video games is a waste of time? Why / Why not?
6. What free-time activities do you do regularly? Do you think you will continue with them when you are older? Why / Why not?
7. What clubs or other organisations are there for young people in your area? Do you belong to any of them? If so, say what they are, what kinds of things they do and why you joined them. If not, give your reasons why not.

Topic 2 Travel and tourism

Sub-topics: travel and accommodation; tourist activities; tourist destinations and reasons for travelling

1. Imagine your dream trip. Where would you go, what would you do and who would you go with?
2. Do you think people should avoid flying and holiday closer to home? Why / Why not?
3. What was the worst trip you've ever been on? Where did you go? What was the purpose of the trip? Why was it so bad?
4. What do you think are the advantages and disadvantages of camping? Have you ever tried it or if not, would you like to?
5. What three luxury items would you take to a desert island? Why?
6. Which method of transport do you prefer: train, bus or car? What are the pros and cons of each one?
7. If you had the chance to be a 'space tourist', would you take it? Why / Why not?

Topic 3 Education

Sub-topics: school life; future education plans; ICT

1. At what age do you think compulsory schooling should end? Which subjects (if any) do you think should be compulsory?
2. Some people say that the school day should start later, at around 10 a.m., and end later, too. Why do you think they say this? What are the advantages and disadvantages?
3. Do you think a university course should always be linked to a career or is a subject worth studying just because you enjoy it?
4. What options are there for people in your country after they leave school? How will you decide what to do? Where can you find advice?
5. Would you prefer to take an online course or to attend classes physically? What are the pros and cons of each?
6. How is further education funded in your country? Do students have to pay? Do they have government loans? Do you think further education should be free? Why / Why not?
7. How has the use of technology in the classroom changed since you started school? How does technology at school today compare with technology when your parents were at school?

Topic 4 Employment

Sub-topics: part-time and voluntary work; future employment plans; job applications

1. What kind of volunteering opportunities do you know about? Do you do any volunteer work yourself? Why do you think young people volunteer to work for no pay? Why do you think older people volunteer?
2. Is it common for school students to have part-time jobs in your country? What kinds of jobs can under-18s do? What are some advantages and disadvantages of working while you are at school?
3. When you think about possible jobs, what are the most important things to consider? Money? Job satisfaction? Status? Security? Holidays? Helping people?
4. Think about an adult you know well. What job do they do? What does the job involve? Do they enjoy it? Why / Why not? Would you like the same job? Why / Why not?
5. What kind of job would you like to do in the future? What qualifications would you need? What attracts you to this kind of work?
6. Are you interested in doing the same jobs as your parents or other family members? Why / Why not? Have you ever been to their workplaces? If so, what were they like? If not, would it be possible? Would you like to?
7. You're being interviewed for a Saturday job at a local supermarket. Tell them why you are the best person for the job. What questions will you ask at the end of the interview?

Topic 5 Global issues

Sub-topic: The environment

1. How do you feel about young climate activists? Do you think protests and demonstrations are the best way to effect change? Have you ever participated in a climate demonstration yourself, or do you know anyone who has?
2. Think about the area where you live. What is being done to reduce waste and cut greenhouse gas emissions? What more could be done?
3. How does buying second-hand clothes help the environment? Do you ever buy them? Why / Why not?
4. Whose responsibility is it to control global warming? How do you feel about the fact that your generation is inheriting a damaged planet?
5. In 20 years' time, how do you think everyday life will be 'greener' than now? Think about food, travel, education, work and free time. Do you think our lives will be better or worse?
6. What 'green' things do you do in your everyday life that you are proud of?
7. Your friend is anxious about the future of the planet. Give them reasons to be optimistic. Point out successful green projects and suggest ways to get involved.

Topic 5 Global issues

Sub-topic: The media

1. What does the term 'the media' mean?
2. What forms of media do you notice the most? Which ones do you regularly use?
3. Do you believe in freedom of speech, or should the media be controlled and censored?
4. Do you usually keep up with current affairs in your own country? Which aspects of the news interest you the most and the least?
5. Do you trust some news outlets more than others? Why / Why not?
6. What's the earliest advertisement you can remember? What was it for and why was it memorable? Do you think it influenced you?
7. Are you interested in 'celebrity news'? Do you think it's OK for newspapers and other media to publish gossip about celebrities?

Topic 5 Global issues

Sub-topic: Equality

1. What do you understand by the term 'gender equality'? What's the best way to encourage it?
2. How have attitudes toward the roles of men and women changed since your grandparents' time?
3. How can public spaces and facilities be made more accessible for visually impaired and blind people?
4. How easy is it for wheelchair users to use public transport in your country?
5. Can you give some examples of bias in everyday English? How aware are you of bias in your own language?
6. What can be done to avoid racial discrimination in the workplace?
7. Do you think the media in your country encourages equality?

GRAMMAR REFERENCE AND PRACTICE

1.1 *like, alike, slightly, the same as, the same* 201
1.2 *wh- questions* 202
1.3 *going to* + infinitive for future plans 203
1.4 Adjectives ending in *-ing* and *-ed* 204
1.5 Comparative and superlative of irregular adjectives and *as… as* 205
1.6 Passive voice with present tenses 206
2.1 Verb + gerund and *to* infinitive 207
2.2 Past perfect 208
2.3 Question tags 209
2.4 Prepositional phrases 210
2.5 *be able to* do something 211
2.6 *be used to / get used to* [+ *-ing*] 212
3.1 Modal verbs of obligation 213
3.2 Modal verbs of possibility 214
3.3 Passive voice in past tenses 215
3.4 Passive voice in future tenses 216
3.5 Future continuous 217
3.6 Conditionals: Second conditional 218
4.1 Past perfect continuous 219
4.2 Modal verbs for polite requests 220
4.3 *will* and *going to* for prediction 221
4.4 Modal verbs: *have got to* for obligation 222
4.5 Reported speech 223
4.6 Reported questions 224
5.1 Modal verbs for deduction and speculation 225
5.2 Relative clauses 226
5.3 Past tenses: *used to, would* 227
5.4 Conditionals: Third conditional 228
5.5 Verb + bare infinitive 229
5.6 Verb + gerund after reporting verbs 230
6.1, 7.1 and 8.1 Future perfect 231
6.2, 7.2 and 8.6 Conditionals: Mixed conditionals 232
6.3, 7.4 and 8.2 Future perfect continuous 233
6.4, 7.3 and 8.5 Future tenses: Reported speech 234
6.5, 7.5 and 8.3 *have / had something done* 235
6.6, 7.6 and 8.4 Modal verbs: *should have done / needn't have done / must have done* 236

1.1 *like, alike, slightly, the same as, the same*

We use these words and phrases to compare people, places or things that are similar or the same. They follow different patterns, so be careful.

How do they work?

- We use *be like* + noun / pronoun / *-ing* to say two people, places or things are similar.
  *Juan **is like** his brother / him.*
  *Cycling downhill **is like flying**.*
- We often use 'sense verbs' [*look / sound / feel / smell / taste*] + *like*.
  *He **looks like** a film star!*
  *That **sounds like** a fire alarm.*
  *The cloth **feels like** silk.*
  *The perfume **smells like** roses.*
  *This drink **doesn't taste like** coffee.*
- We can add *just* or *exactly* + *like* for emphasis.
  *The plastic flowers **look just / exactly like** real flowers, but they **don't smell like** them!*
- We can also use *alike* to describe similarities.
  *Tom and his brother are **alike**. They look **alike** and think **alike**.*
- We use *slightly* + comparative adjectives or adverbs to mean *only a little*.
  *Piotr is **slightly** taller than his brother.*
  *She can run **slightly** faster than me.*
- We use *[exactly]* ***the same as*** + noun or pronoun to compare two identical people, places or things.
  *My bike is [exactly] **the same as** yours.*
  We can also say it like this: *Our bikes are [exactly] **the same**.*

Things to look out for

- *to be* + *like* vs *to like*
  like can be a preposition: *You are **like** your brother.* = You are similar to your brother.
  like can be a verb: *You **like** your brother.* = You get along with your brother.
- *like* vs *alike*
  The preposition *like* comes before a noun, pronoun or *-ing*: *I looked **like a princess**. It's **like being** on holiday.*
  alike can be an adjective: *Sam and Ted are very **alike**.*
  alike can be an adverb: *They look **alike**.*
- *as* vs *like*
  We say *the same **as**…* We cannot say ~~*the same **like**…*~~

1 Complete the sentences with the words in the box.

as like [x2] same [x2] similar slightly the

1 Look at this old photo! Mariam looks just _____ her grandmother!
2 I'm older than my sister, but we have _____ same birthday.
3 Olga and Katarina are sisters, but their interests are different. They aren't very _____ .
4 Jen was born a week before me, so she's _____ older, but our birth month is the _____ .
5 You're the same _____ me. We've both got noisy little brothers.
6 People say that I'm _____ my mum because we have the _____ blue eyes.

2 Choose the correct option.

1 Lottie is the same **as / like / than** her sister. They both love dancing.
2 Giorgos and Thanos are brothers. They look **like / same / alike**.
3 Haruto is just **as / like / alike** his father: crazy about football!
4 I'm older than my cousin, but he's **as / exactly / slightly** taller than me.
5 Ahmed looks and sounds exactly the same **as / like / than** his twin brother Mehmet.
6 Amy is really talkative, and her brother is **the same / same / alike**.

1.2 *wh*- questions

Wh- questions begin with a question word or phrase, e.g. *what*, *when*, *where*, *who*, *why*, *how* [*many* / *much* / *often*]. We use them when we are asking for specific information, not just a *yes* or *no* answer.

How do they work?

- Most *wh*- questions are formed like this:
  question word + auxiliary / modal + subject + verb [+ object]
  Where *did you go last night?*
  What *will they do tomorrow evening?*
  Why *is he laughing at me?*
  When *does the lesson start?*
  How *can we fix the problem?*
  How *long were you waiting for the train?*
- Subject questions are formed like this:
  question word / subject + verb [+ object]
  Who *made that delicious cake?*
  What *causes headaches?*
  What*'s happening?*

Things to look out for

There are two types of questions with *what* / *who*: subject questions and object questions.

- We form subject questions like affirmative sentences because the question word is the subject of the sentence.

Who *lives there?* — ***An old man*** *lives there.*

What*'s making that noise?* — ***My phone*** *is making that noise!*

- We form object questions like normal questions, so the auxiliary or modal [*do*, *will*, *is*, *can*, etc.] comes before the verb.

Who *did you speak to?* — *I spoke to* ***my friend****.*

What *is he building?* — *He's building* ***a house****.*

1 Put the words in order to make questions.

1 have / How / you / lived / long / here ?
2 parents / Where / did / meet / your ?
3 favourite / is / your / Who / singer ?
4 get up / time / you / this / What / morning / did ?
5 are / texting / Who / you ?
6 looking / everyone / What / is / at ?
7 closed / the / shop / Why / is ?
8 we / home / When / go / can ?

2 Look at the answers, then complete the questions. Write one word in each gap.

1 **A:** _____ colour _____ your new shoes? **B:** They're black.
2 **A:** Hi, Anita! _____ _____ you going? **B:** Hi! I'm going to the supermarket.
3 **A:** _____ _____ Bea invite to her party? **B:** She invited the whole class!
4 **A:** _____ _____ we get our exam results? **B:** I think we'll get them next week.
5 **A:** _____ _____ your dad teach? **B:** He teaches history.

3 Write the questions for the answers given.

1 **A:** _____ ? **B:** The chocolate cake is $5.00
2 **A:** _____ ? **B:** I live in that house, over there.
3 **A:** _____ ? **B:** I was late because I missed the bus.
4 **A:** _____ ? **B:** I said, 'Where's your homework?'
5 **A:** _____ ? **B:** Madame Mercier is my French teacher.
6 **A:** _____ ? **B:** I meet my friends over the weekend.

1.3 *going to* + infinitive for future plans

We use *going to* when we want to describe future plans or intentions. We use it when we have already decided to do something.

How does it work?

We use *going to* with the correct form of the verb *be* + *going to* + verb.

*I**'m going to the visit** the festival.*

*We **aren't going to visit** the festival.*

*She **isn't going to visit** the festival.*

***Am** I **going to visit** the festival? Yes, I am. / No, I'm not.*

***Are** they **going to visit** the festival? Yes, they are. / No they aren't.*

***Is** she **going to visit** the festival? Yes, she is. / No, she isn't.*

Things to look out for

When the main verb after *going to* is *go*, we often just use the present continuous.

*I'**m going to go** shopping.*	→	*I'**m going** shopping.*
*They'**re going to go** to Dubai.*	→	*They'**re going** to Dubai.*

1 Complete the sentences with the missing words.

1 Jamal _____ going to have guitar lessons next term.
2 What are we going / do at the weekend?
3 My friends are _____ to get tickets for the concert.
4 I'm _____ going to tell you the end of the story. Read it yourself!
5 _____ you going to have a holiday this summer?
6 When _____ lunch going to be ready?

2 Put the words in order to make sentences and questions.

1 you / do / What / are / to / summer / going / next ?
2 am / my / meet / soon / friends / I / going / to .
3 going / come / to / not / Saturday / to / the / party / on / Maria / is .
4 are / tomorrow / We / shopping / going .
5 are / going / get / When / they / to / married ?
6 dinner / Where / going / tonight / to / we / have / are ?

3 Complete the dialogue with the verb in brackets and the correct form of *going to*.

A: Hey, Sanjay! You look happy!
B: Hi! Yes, well, I'm actually nervous about this afternoon.
A: Why? What [1] _____ [**happen**]?
B: I [2] _____ [*do*] something a bit scary.
A: Really? What [3] _____ [**you** / **do**]?
B: I [4] _____ [*get*] on a plane for the first time in my life.
A: That sounds great! Where [5] _____ [**you** / **go**]?
B: Morocco. We [6] _____ [**stay**] with some friends in Tangier.
A: Cool! Lucky you!
B: I know, but I [7] _____ [**not** / **enjoy**] the trip.
A: Oh, don't worry. Flying is fun. It [8] _____ [**be**] OK!

1.4 Adjectives ending in *-ing* and *-ed*

Adjectives ending with *-ing* describe what people, places or things are like, e.g. *an interest**ing** lesson, a bor**ing** film*.

Adjectives ending with *-ed* describe how people feel, e.g. *an interest**ed** student, a bor**ed** audience*.

How do they work?

Most of these adjectives are formed from verbs, e.g.:

to annoy

*That noise is very **annoying**.*

*I am **annoyed** because I missed the bus.*

to inspire

*He read a very **inspiring** book.*

*He is very **inspired** by what the teacher told him.*

to tire

*The journey was **tiring** so we are going to bed early.*

*We are **tired** today because of the long journey.*

Things to look out for

Be careful to choose the correct ending. You might say something you don't mean!

I don't like this book. I'm ~~boring~~ bored. = The book is boring, not me.

That's a funny story. I'm ~~amusing~~ amused. = The story is amusing, not me.

1 Choose the correct option to complete the sentences.

1 Haha! That was an **amused / amusing** story.
2 I don't like horror films. They're **frightened / frightening**.
3 Can you explain this question? It's quite **confused / confusing**.
4 We were really **shocked / shocking** when we heard the news.
5 I thought the lesson was really **interested / interesting**.
6 Jacques felt very **relaxed / relaxing** after his holiday.
7 Sunita was very **surprised** / **surprising** when she won the competition.
8 Abdul was **disappointed** / **disappointing** when he failed his driving test.

2 Use the verbs given to complete the sentences with the missing adjectives.

1 I haven't got enough money to pay for my shopping. I feel _____ . [**embarrass**]
2 My little sister is very _____ about her birthday tomorrow! [**excite**]
3 Tell me more about your trip. I'm _____ ! [**interest**]
4 Please stop singing that song. It's very _____ . [**annoy**]
5 That's horrible. What a _____ story! [**shock**]
6 After the scary film, I was too _____ to go to bed. [**terrify**]

3 Complete the text with the *-ing* or *-ed* form of the words given.

My sister Tanja is a very good student, and the teachers are always [1] _____ [**please**] with her work. The trouble is, she's too [2] _____ [**hard work**]! She studies for hours every evening. Last Monday, she was very [3] _____ [**worry**] about an important exam the next day. At first, she wanted to study all night, but then she decided to relax instead. She played some [4] _____ [**relax**] music and went to bed early. She felt fine the next morning, and her exam result was [5] _____ [**amaze**]. She got 95%!

1.5 Comparative and superlative of irregular adjectives and *as… as*

We use comparative adjectives (*better*, *worse*, etc.) to compare two people, places or things.

We use superlative adjectives (*the best*, *the worst*, etc.) to describe 'maximum' or 'minimum' qualities. We use *(not) as* + adjective / adverb + *as* to say two people, places or things are the same or different.

How do they work?

Most comparative and superlative adjectives follow a regular pattern (e.g. *safe*, *saf**er***, *the saf**est***), but a few common ones are irregular.

Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst
far	further / farther	the furthest / farthest
little	less	the least
much	more	the most

Things to look out for

- We always put *the* before a superlative.
  *He is **the funniest** boy in the class.*
  *This is **the most** interesting book I have ever read.*
- We often use the superlative with the present perfect and *ever*.
  *This is **the most exciting** place **I've ever visited.***
  We can also just add *ever*.
  This is ***the most delicious** food **ever**!*
- We don't use the comparative form with (*not*) *as… as*.
  *The people here are **as friendly as** the people back home.* = They are equally friendly.
  *New York is**n't as safe as** our village.*
  = Our village is safer.
- We often use *just* with *as* + adjective / adverb.
  *Aiden is annoying and his brother is **just as bad**.*
  = They are both equally annoying.
- After comparatives, we use *than*, but after *(not) as* + adjective, we use *as*.
  *Xing is **better** at maths **than** me.*
  *I am **not as good at** maths **as** Xing.*
- After *as… as*, we can use a pronoun or a clause. Both forms are correct.
  *Ingrid is better at history than **me**.*
  *Ingrid is better at history than **I am**.* (But not ~~*than I*~~.)

1 Complete the sentences with one or two words. Use the words given.

1 Are the streets in Tokyo as _____ the streets in Kyoto? [**busy**]
2 I know a place that serves _____ Vietnamese food ever! [**good**]
3 What's _____ film you've ever seen? [**bad**]
4 Things aren't _____ at home as they are in this city. [**expensive**]
5 I got 75% for my test today. That's _____ than last week! [**good**]
6 Which planet is the _____ from Earth? [**far**]

2 Make true sentences using the correct form of the words given.

Example: 100 cm is *as long as* 1 m. [**long**]
1 Flu is _____ a cold. [**bad**]
2 Saturn is _____ the Moon. [**far away**]
3 The winning song was _____ in the competition. [**good**]
4 Bikes aren't _____ cars. [**fast**]

1.6 Passive voice with present tenses

We use the passive when we don't know who or what did the action, or when it isn't important. The action itself is the most important thing, not the person or thing that is doing it.

How does it work?

We form the passive with the verb *be* + past participle.

We form passive affirmative and negative sentences in present tenses like this:

Present simple	→	*Chinese New Year **is** / **isn't celebrated** in my country.*
Present continuous	→	*Plans **are** / **aren't being made** right now.*
Present perfect	→	*The tradition **has** / **hasn't been passed** down over the years.*

We form passive questions in present tenses like this:

Present simple	→	***Is** Chinese New Year **celebrated** in your country?*
Present continuous	→	***Are** plans **being made** right now?*
Present perfect	→	***Has** the tradition **been passed** down over the years?*

Things to look out for

- Most tenses have a passive form. Here, we are focusing on present tenses: present simple, present continuous and present perfect. For other tenses, see 3.3 and 3.4
- If we want to say who or what did the action [the agent], we add *by* + agent after the passive verb.
  *Cakes **are presented by the groom's family**.*
  *The students **are given** the results **by the teacher**.*
- Be careful with pronouns!
  *Someone is calling **me**. = **I** am being called.*
  *It has frightened **them**. = **They** have been frightened.*

1 Choose the correct option to complete the sentences.

1 English is **spoken / speaking** all over the world.
2 Some exciting news **has / has been** announced.
3 Look! Why is that building **being pulled / pulled** down?
4 The bus is late, but it hasn't **been / being** cancelled.
5 Where in the world is cotton **grow / grown**?
6 Don't look now, but I think we **been / 're being** followed by a dog.

2 Make passive sentences using present tenses. Write one word in each space.

Example: My laptop *is being* fixed at the moment.

1 _____ our exams marked _____ teachers or computers?
2 We don't know our results. They _____n't _____ announced yet.
3 _____ your passport _____ checked yet?
4 What's the music that _____ _____ streamed right now?
5 My brother _____ always easily influenced _____ social media.
6 The tables _____n't made of wood. They're plastic.
7 I _____ _____ warned about a snow storm, so I'm going home.
8 Tickets for the show _____ just _____ released!

2.1 Verb + gerund and *to* infinitive

A gerund (*-ing*) is a verb that acts as a noun, e.g. *eating*, *sleeping*. An infinitive is the base form of a verb, e.g. *to eat*, *to sleep*. Gerunds and *to* + infinitives can function as the object of the main verb in a sentence.

Some verbs in English are transitive. This means that they need a direct object. Gerunds and *to* + infinitives (as well as noun phrases) complete these sentences and give us more information on the speaker's feelings or actions.

I like… (like what?) *I dislike…* (dislike what?) *I really want…* (want what?)

How do they work?

- Some verbs are followed by gerunds, e.g.: *avoid*, *enjoy*, *finish*, *keep*, (*don't*) *mind*, *recommend*.
  *People **keep saying** that Lupita Nyong'o is going to be there.*
- Some verbs are followed by *to* + infinitive, e.g.: *help*, *learn*, *promise*, *want*.
  *I really **want to get** a photo with her.*
- Some verbs can be followed by either a gerund or *to* + infinitive, without changing the meaning, e.g.: *hate*, *prefer*, *start*.
  *I **hate dressing up.*** = *I **hate to dress up.***

Things to look out for

Sometimes, a verb can be followed by either a gerund or *to* + infinitive, but the meaning of the sentence changes: *forget*, *remember*, *stop*.

*I **stopped buying** Yu-Gi-Oh! cards.* = I didn't buy any more Yu-Gi-Oh! cards.

*I **stopped to buy** Yu-Gi-Oh! cards.* = I bought the cards when I was on my way home.

1 Choose the correct option to complete each sentence.

1 I enjoy **to play / playing** sports.
2 What time did they finish **eating / to eat**?
3 I recommend **to try / trying** the smoothies. They are delicious!
4 What did you decide **to do / doing** in the end?
5 I stopped **eating / to eat** a sandwich on my way home from school.
6 I learned **walking / to walk** again after my injury, but it took time.

2 Complete each sentence with either the gerund or infinitive form of the verb given.

1 I plan _____ [**arrive**] at about 6 p.m.
2 I didn't mean _____ [**say**] that out loud!
3 I really enjoy _____ [**spend**] time with him.
4 Have you finished _____ [**brush**] your teeth yet?
5 So, what did he decide _____ [**do**] in the end?
6 Stop _____ [**whistle**]! It's really annoying.

3 Complete each sentence with your own idea. Follow each verb with a gerund or an infinitive.

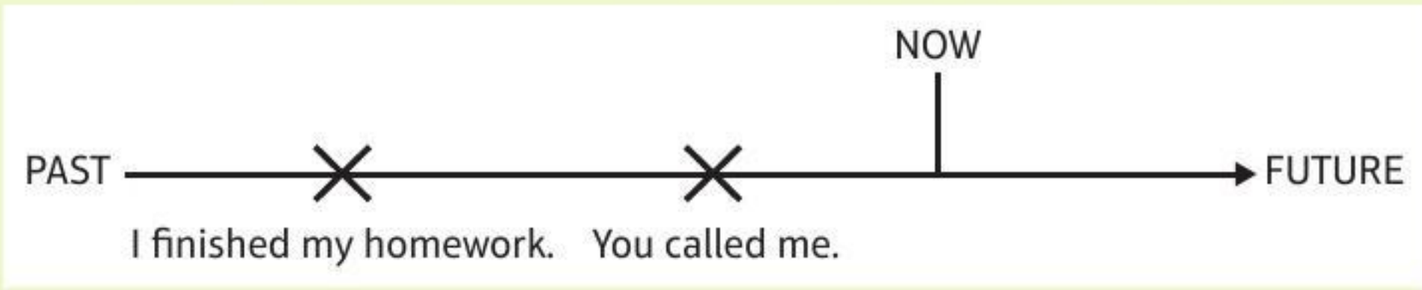
1 I promise _____ .
2 I love _____ .
3 I enjoy _____ .
4 I can't stand _____ .
5 I want _____ .
6 I don't mind _____ .
7 I keep _____ .
8 I remember _____ .

2.2 Past perfect

We use the past perfect to talk about events that happened *before* another point in the past. We also use the past perfect to talk about things that did not happen *before* another point in the past.

How does it work?

- We form the past perfect using: subject + *had / hadn't* + past participle.
  *I **had finished** my homework by the time you called me.* = I finished my homework before you called me.



- We usually use the past simple to talk about the second past event.
  *I **hadn't heard** of this band before you **told** me about them.*

Things to look out for

- *had* is an auxiliary verb in the past perfect, but it may also be the main verb:
  *By the time I arrived, they**'d** already **had** dinner.*
  *By the time I arrived, ~~they already **had** dinner.~~*
- The past perfect shows a relationship between past events. Try not to overuse it. In many cases, using the past simple to describe different events is clearer:
  *I **called** a taxi and went straight home. I~~'**d called** a taxi~~ and went straight home.*
  *I **ate** breakfast, then **brushed** my teeth. ~~I'**d eaten** breakfast~~, then **brushed** my teeth.*

1 Underline the action that happened first in each sentence.

1 By the time we arrived at the stadium, the concert had already started.
2 The moment I entered the house, I realised that someone had broken in.
3 Everyone had finished eating by the time she arrived.
4 He couldn't pay for the taxi because he'd left his wallet and phone at home.
5 She'd played over 500 league games before signing for Chelsea.
6 They hadn't studied for the test, so they got a very low mark.

2 Complete each sentence with the correct form of the past perfect.

1 I _____ [**not** / **meet**] her before, but she seemed nice.
2 As soon as he started the presentation, I realised that he _____ [**not** / **practise**] at all.
3 The juice went everywhere because they _____ [**forget**] to put the lid on the blender!
4 The doctor told her that she _____ [**break**] her leg in three places.
5 When he got to the beach, he realised he _____ [**leave**] his swimming gear at home.
6 We _____ [**not** / **read**] the book before we saw the film adaptation.

3 Finish the sentences with a phrase using the past perfect.

1 When I woke up this morning, I realised _____.
2 When I got to school, I found out that _____.
3 When I looked out the window, I saw that _____.
4 When I opened my laptop, I knew that _____.
5 When I arrived at home, I noticed that _____.

2.3 Question tags

Question tags are used at the end of statements. They are used to show that we are not sure, to check or confirm information, and to invite agreement. Question tags help to keep a conversation going and invite listeners to join in.

How do they work?

- If we say a positive statement, the question tag that follows is negative: *That **was** a shock, **wasn't** it?*
- If our statement is negative, a positive question tag follows: *That**'s not** true, **is** it?*
- When there is an auxiliary verb in the statement, we use it to form the question tag:
  *I guess it**'s** been three years, **hasn't** it?*
  *You **don't** like this film, **do** you?*
- When there is no auxiliary, we use *do / don't / did / didn't.*
  - *They make a lot of money, **don't** they?*
    *She starred in that film about a frog, **didn't** she?*
- When the main verb is the verb *be*, we use it to form the question tag:
  *She**'s** a great actor, **isn't** she?*
  *It **was** a good film, **wasn't** it?*
- When the statement includes a modal verb, we use it to form the question tag:
  *It **could** be true, **couldn't** it?*
  *He **shouldn't** be very late, **should** he?*

Things to look out for

It is important to use the correct intonation with question tags. If our intonation on the question tag rises, we are not sure. If our intonation falls, it shows we are checking information or expecting agreement.

That was a shock, wasn't it? ↘ = I expect you to agree with me.

That was a shock, wasn't it? ↗ = I am not sure and am checking this.

1 Choose the correct option to complete each sentence.

1 She works in a supermarket, **does / doesn't** she?
2 They don't want to be late, **do / don't** they?
3 You've finished work already, **have / haven't** you?
4 You're from Dublin, **are / aren't** you?
5 They won't arrive on time, **will / won't** they?
6 He can't read in Thai yet, **can / can't** he?

2 Add the correct question tag to the following statements.

1 This is the third film in the series, _____ ? I don't think I saw the second one.
2 You can skip the adverts, _____ ? We're watching on catch-up.
3 This doesn't make sense, _____ ? I mean, a superhero frog, really?
4 You could stream the game on your mobile, _____ ?
5 That guy can't act, _____ ? He's terrible. Look at his facial expressions!
6 You didn't finish the series last night, _____ ? You promised you'd wait so we could watch it together.

3 Work in pairs. Note down five facts you know about your partner and five things you think you know about them. Use each fact to write a statement and tag question. Try to use different tenses and mark the intonation you need to use. Think about:

age favourite food favourite TV show ↘ hobbies nationality ↗

Example: *You're 14, aren't you? You used to love English classes, didn't you?*

2.4 Prepositional phrases

A prepositional phrase is a group of words that includes a preposition and an object but no verb. They often tell us information about location, time, direction or movement.

How do they work?

- In prepositional phrases, the preposition comes first. It is followed by the object (and any modifying words).
  Location or space: *on the surface, in the cave, by the river, next to the house, at the shop*
  Time: *at midnight, on Monday, in 30 minutes, inside an hour, during the night*
  Direction: *towards the park, down the hill, through the scary woods*
  Movement: *out of the door, into the valley*
  Manner: *(he left the room) in tears, (they knocked down the door) by force*
- Some prepositional phrases act as adverbs. They tell us more about a verb.
  *He left the room **in tears**.* (This phrase tells us more about the verb, i.e. 'How did he **leave** the room?')
- Some prepositional phrases act as adjectives. They tell us more about a noun.
  *She's the best **in the world** right now.* (*'the best'* is a noun, *'in the world'* tells us more about the noun)

Things to look out for

- Make sure you use the correct preposition in each phrase, e.g. ***in** the morning*, ***at** night*.
- Sometimes, we can use different prepositions with an object, but the meaning changes. For example, ***on** time* means punctual, but ***in** time* means within a certain time period.
- Some words act as prepositions in a prepositional phrase, but they are different parts of speech in other sentences.
  *The boy looked **down** the street*. The word *down* is a preposition because it shows the relationship between the action (the boy looking) and the object (the street).
  *The boy looked **down***. The word *down* is an adverb. It tells us more about how the action is performed.
- A prepositional phrase is not the same as a phrasal verb. A phrasal verb includes a verb + particle (usually a preposition). The meaning of a phrasal verb is not the same as the meaning of its individual words, and the meaning is sometimes difficult to guess.
  came = arrived; *across* = from one side to another
  came across = noticed or found (by chance)
- A prepositional phrase does not include a verb, begins with a preposition and often includes additional information. The meaning is often clear.
  *I came across your note **on the fridge**.*

1 Complete each prepositional phrase by adding the correct preposition.

1 I didn't realise we were _____ danger until I saw the tidal wave coming.
2 I wrote the wrong address on the form _____ mistake.
3 Most owls are nocturnal, meaning they only come out _____ night.
4 She's not feeling well. She's spent the whole day _____ bed.
5 The burglar jumped _____ the fence to escape.
6 Someone needs to catch that animal! It's _____ of control!

2 Create a story. Write about 150 words. Include at least eight prepositional phrases. Try using the prepositions given.

above beside by during through towards under

2.5 *be able to* do something

The phrase *be able to / not be able to* is used to talk about ability. We use it instead of *can* or *could*.

be able to / not be able to is used in the past, present and future. This means we can use it when it is not possible to use *can*, such as when talking about the future.

Next year, we ~~***will can use***~~ *our smartphones in class.*

Next year, we ***will be able to use*** *our smartphones in class.*

How does it work?

- We use the subject + *be / not be* + *able* + *to* infinitive.
  I ***wasn't able to*** *finish the assignment in time.* **past**
  *I'****m not able to*** *finish the assignment in time.* **present**
  I ***won't be able to*** *finish the assignment in time.* **future**
- We use *be able to* when it's not possible to use *can:*
  People ***will be able to go*** *on holiday to the Moon in 30 years' time.*
  People ~~***can go***~~ *on holiday to the Moon in 30 years' time.*
  He ***won't be able to*** *focus.* **future**
  Note: *He can't focus* means now or in general.

Things to look out for

- *be able to* is a little more formal than *can*:
  I ***can't find*** *your details on our system.* → *I'****m not able to*** *find your details on our system.*
- We use *be able to* for past achievements in affirmative sentences:
  The team ***was able to*** *finish third.* = They finished in third place.
  The team ***could*** *finish third.* = They have a chance to finish in third place. (**future**)

1 In which of the following sentences is it possible to replace *be able to* with *can / can't / could / couldn't*?

1 I wasn't able to drive because of my sprained ankle.
2 He wasn't able to set a new world record.
3 He was able to set a new world record.
4 In the future, people will be able to buy phone chips that can be implanted into their hands.
5 We've been able to track the movement of the enemy ship!
6 I'm not able to swim because my shoulder hurts.

2 Complete the sentences with the correct form of *be able to*.

1 It was a tough climb, but we _____ reach the summit.
2 _____ you _____ attend the meeting tomorrow?
3 He's a polyglot! He _____ speak six languages fluently!
4 We haven't _____ reach an agreement yet.
5 He's recovering from the illness well. He _____ to walk without crutches now.
6 I _____ contact you until I arrive at the hotel, because I won't have Wi-Fi.

3 Write five predictions about what people will or won't be able to do in 50 years' time.

Share your predictions with a partner. Do you agree with their ideas?

Example: People won't be able to live in certain areas because sea levels will have risen.

2.6 *be used to / get used to (+ -ing)*

be used to means 'be familiar with (something)'. *get used to* describes the process of becoming familiar with something. *be used to* and *get used to* help us to describe challenges we have overcome or things we have (or will) become accustomed to.

How do they work?

- *be used to / get used to* can be used in past, present and future tenses and in affirmative and negative sentences.
- We use subject + *be* + *used to* + gerund / noun phrase, and subject + *get* + *used to* + gerund / noun phrase.

  The Tokyo metro system was hard to understand at first, but ***I'm used to it now.***
  = I am familiar with how the metro system works now.

  The Tokyo metro system was hard to understand at first, but I ***got used to it.***
  = I became accustomed to the metro system over time.

  Sorry I'm late. ***I'm not used to finding my way around the metro system yet.***
  = I am not accustomed to doing this at the moment.

  The Tokyo metro system is hard to understand at first, but ***you'll get used to it eventually!***
  = You will become familiar with the Tokyo metro system over time.

  The Tokyo metro system is hard to understand. ***I'm getting used to it though.***
  = I am becoming more familiar with the Tokyo metro system.

Things to look out for

Don't confuse *be / get used to* with the structure *used to*!

used to describes a past habit that is no longer true:

Our football team ***used to lose*** *every game.* = But now we don't lose every game.

be used to describes something you have become accustomed to:

Our football team ***are used to losing****!* = We still lose lots of games.

1 Match the situations 1–4 with the most suitable phrases A–D.

1 I did this in the past, but not now.
2 It felt strange at first, but after some time, it seemed fine.
3 I feel comfortable doing this now. I'm familiar with it.
4 The activity was a challenge at first, because it was a new experience for me.

A I wasn't used to doing it.
B I got used to doing it.
C I used to do it.
D I'm used to doing it.

2 Choose the correct option to complete each sentence.

1 I've lived in Malaysia for years, so I'm used to **eat / eating** spicy food.
2 It takes some time to **be used to / get used to** the climate over here.
3 It's so hard to run in this heat. I'm **not used to it /** I'm **used to it**.
4 The traffic was really frustrating at first. I **get / got** used to it after a while though.
5 I know it sounds weird, but don't worry, you **are used to it / will get used to it** soon.
6 He's a chef, so he's used to **working / work** under pressure.

3 Complete the sentences with ideas that are true for you.

1 I'm used to _____ .
2 I'm not used to _____ .
3 I found _____ really hard, but I got used to it.
4 I'm finding _____ a challenge, but I'll get used to it.

3.1 Modal verbs of obligation

We use modal verbs of obligation (*must*, *have to* and *need to*) to say that it is necessary or not necessary to do something and to say what is obligatory or not obligatory. They can refer to both the present and the future.

How do they work?

- To form a sentence using *must*, use an infinitive without *to*:
  *I **must do** my homework.*
- To form a sentence using *have* or *need*, use a normal infinitive.
  *You **have to wear** a uniform.*
  *We **need to get** a taxi.*
- *must* is a traditional modal verb with only one form. It has no *-s* ending in the third person singular, no *-ing* form and no *-ed* form. To make questions and negatives, no auxiliary verb is used.
  ***Must** we **go** now?*
  *You **mustn't forget** to wear a tie.*
  To form a sentence in the past with *must*, we use *had to* because there is no past form of *must* for obligation.
- *have to* and *need to** are not traditional modal verbs. They act like normal verbs with past and future forms. Questions and negatives are formed using the auxiliary verb *do*.
  *I **don't have to do** my homework today.*
  *We **don't need to catch** a bus. We can walk.*
  ***Do** you **have to study** for the exam?*
  ***Do** I **need to buy** this book?*

**need* can also act as a traditional modal verb. This is usually used in more formal situations.

*You **needn't bring** anything to eat.*

***Need you make** so much noise?*

Things to look out for

mustn't means that it is obligatory not to do something. This is not the same as *don't have / need to*, which means it is not necessary to do something.

*You **mustn't talk** in class* = It is obligatory not to talk in class.

*You **don't have to do** this homework* = It is not necessary to do this homework.

1 Rewrite the sentences to make them obligatory using the verbs given.

1 I wear a school uniform. [**have**]
2 I visit my parents. [**must**]
3 We take our own sandwiches to school. [**have**]
4 She gets up early to catch the first bus. [**need**]
5 He studies a lot to pass his exams. [**must**]
6 Sonja wears glasses to read. [**have**]

2 Complete the sentences using *mustn't* or *doesn't / don't have to*.

1 This information is secret, so you _____ tell anyone about it.
2 You _____ get up early tomorrow because it's a holiday.
3 We _____ wear smart clothes for the party, as it's going to be very informal.
4 Emily _____ cook her own food because her parents do all the cooking.
5 The children are asleep, so we _____ make any noise.
6 You _____ touch this chair because I've just painted it.

3.2 Modal verbs of possibility

We use modal verbs of possibility (*might*, *could* and *may**) when we want to say that something is possible in the future. You can use them to say that maybe something will happen. You need to understand when someone is saying that something is not definite, but possible. It's also important to be able to tell people when something is not definite, but possible.

How do they work?

- To form sentences with *might* and *could*, you use an infinitive without *to*.
  *I **might study** French at university.*
  *We **could go** to Paris next year.*
- *might* and *could* are traditional modal verbs with only one form. There is no *-s* ending in the third person singular, no *-ing* form and no *-ed* form. To form the negative of *might*, add *not*.
  *We **might not go** out tonight.*
  *She **mightn't come** to visit us tomorrow.*

*You can use *may* as a modal verb of possibility. It has a similar meaning to *might* and is usually used in more formal situations.

*I **may study** Mandarin next term.*

Things to look out for

might has a negative form, *mightn't*, but *could* does not have a negative form when we're talking about possibility. *Couldn't* means *was not able to*. See 2.5 on page 211.

*He **mightn't come** to the school play* = It is possible he will not come to the school play.

*He **couldn't come** to the school play* = He was not able to come to the school play.

1 Complete the sentences using *might*, *could* or *might not*.

1 I don't really like this park, I _____ stay here for much longer.
2 It's very cloudy today. It _____ rain later.
3 We've got a holiday next week. We _____ go to the beach.
4 I _____ go to university straight after finishing school. I'm thinking of doing a gap year.

2 Complete the sentences using *might* and one of the verbs in the box.

break come rain read

1 Don't give the book away, you _____ it again one day.
2 Don't drop your phone, you _____ it!
3 Remember to take your umbrella. It _____ this afternoon.
4 She hasn't decided what to do yet. She _____ to the cinema with us.

3 Rewrite the sentences using the verbs given.

1 Perhaps I'll take the dog for a walk. [**might**]
  I _____.
2 Maybe she'll arrive late. [**may**]
  She _____.
3 Maybe she won't buy a new laptop. [**might not**]
  She _____.
4 It's possible that we'll go to Bali for our holidays next summer. [**might**]
  We _____.

3.3 Passive voice in past tenses

We use the passive when we don't know, it is obvious or it isn't important who or what did the action. The action itself is the most important thing, not the person or thing that is doing it.

You need to know how to use past tenses in the passive voice because these tenses are often used in formal contexts such as newspaper articles.

How does it work?

- To make a past tense sentence in the passive voice, use a past tense of the verb *be* + past participle. Questions and negatives are formed in the same way as passives in the present (see 1.6 on page 206).

Past simple	→	*The telephone **was invented** by Alexander Bell.*
Past continuous	→	*When we arrived at the hotel, our room **was being cleaned**.*
Present perfect	→	*The painting **has been stolen**.*
Present perfect	→	***Has** this house **been decorated** recently?*
Past perfect	→	*The phone wasn't working because the bill **hadn't been paid**.*

- In passive sentences, we often don't mention the person or thing that performs the action because we don't know who did it, it is obvious who did it or it's not important who did it.
  *The palace **was built** in the 18th century.* = It is not important who built it.
  *The painting **was stolen** ten years ago.* = We don't know who stole it.
  *The two men **were arrested** this morning.* = It is obvious that the police arrested them.
- If you want to mention the person or thing that performs the action, use *by*.
  *The police **were called by** the manager.*

Things to look out for

Only transitive verbs (verbs that have an object) can be used in passive sentences. Intransitive verbs do not have a passive voice.

*She **got up** at six o'clock.* (*get up* is an intransitive verb with no direct object. The passive form is not possible.)

*They **translated** the book into French.* (*translate* is a transitive verb with the object *book*. The passive form is: *The book **was translated** into French.*)

1 Choose the correct option to complete the sentences.

1 Shakespeare **wrote / was written** lots of famous plays.
2 When I arrived at the garage, my car **was repairing / was being repaired**.
3 John **was taking / was being taken** a photograph when I met him.
4 **Was** / **Did** the film *E.T.* directed by Steven Spielberg?
5 This painting **has sold / has been sold** six times since 1985.
6 When the police arrived, they realised that someone **had broken / had been broken** into the house.

2 Complete the sentences with the correct form of the verb in the passive voice.

1 Four people _____ [**arrest**] yesterday for taking part in last week's bank robbery.
2 This washing machine _____ [**repair**] three times this month. It's time to buy a new one.
3 I'm not going to the party because I _____ [**not** / **invite**].
4 There was an accident yesterday. _____ it _____ [**cause**] by a dangerous driver?
5 I didn't realise that our telephone conversation _____ [**record**] while we spoke.
6 When we went back to buy the car, they told us that it _____ [**sell**] the day before.

3.4 Passive voice in future tenses

We use the passive when we don't know, or it isn't important, who or what will do the action. Using the passive voice means you can give more importance to the person or thing that will be affected by an action.

You need to know how to use future tenses in the passive voice because these tenses are often used in formal contexts.

How does it work?

- To make a future tense sentence in the passive voice, you use the future tense of the verb *be* followed by the past participle of the main verb.

  *All students **will be given** books at the beginning of the term.*

  *Employees **won't be paid** for break times.*

- Questions and negatives are formed in the same way as passives in the present (see 1.6 on page 206], but with the future tense of the verb *be*.

  ***Will we be given** our exam results before the end of the week?*

Things to look out for

Be careful not to confuse the future continuous tense, which is formed with a gerund, with the future passive, which is formed with a past participle.

Future continuous → *He **will be writing** letters all day.*

Future passive → *Letters **will be written** for each candidate.*

1 Choose the correct option to complete the sentences.

1 You studied hard, so I'm sure you **will pass / will be passed** your exams.
2 Your car **will repair / will be repaired** next week when the mechanic has time.
3 **Will / Did** the documentary be **made / make** next month?
4 My book **won't be finished / won't finish** until next year.
5 We **won't take / won't be taken** any food on the trip. We can eat in a restaurant.
6 I think you **will find / will be found** that the hotel is very comfortable.

2 Complete the sentences with the future passive form of the verb given.

1 The new film _____ [**release**] at the beginning of next year.
2 Thousands of parcels _____ [**deliver**] by the post office in the summer months.
3 I'm painting my room, but it _____ [**not** / **finish**] until next week.
4 The tickets _____ [**send**] to you by email. You will get them a week before the concert.
5 You _____ [**not** / **consider**] for the job unless you have a good level of English.
6 Customers are reminded that no refunds _____ [**give**] without a receipt.

3 Rewrite the sentences in the passive voice.

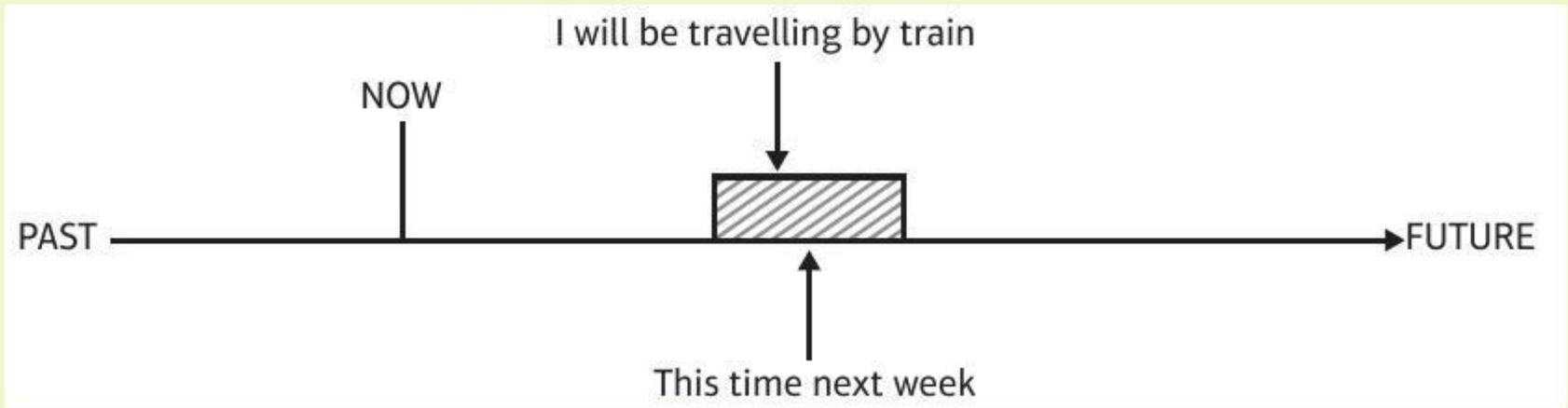
1 Thousands of people will visit the museum next month.
  The museum _____ .
2 We will sign the contract as soon as we receive the first payment.
  The contract _____ .
3 Will a taxi driver pick us up at the airport?
  Will we _____ ?
4 The president will answer any questions you have after his speech.
  Any questions _____ .
5 We won't cancel the meeting because it's too important.
  The meeting _____ .
6 The birds won't eat these seeds because they're too big.
  These seeds _____ .

3.5 Future continuous

We use the future continuous to talk about events or situations that take will place over a period of time in the future. We usually use it with a time expression like *this time next year* or *in six months' time*.

How does it work?

- We form the future continuous using: subject + *will* + *be* + *-ing*.
  *This time next week, I **will be travelling** by train to see my grandparents.*



- We usually use a time expression to identify the point in time when the action will be in progress, e.g. *this time next month*, *at 9 p.m.*, *tomorrow*, *in three hours*, *soon*, *at the weekend*, etc.
  *Don't call me **at 6 p.m**. because I **'ll be cycling** home from work.*
  *Heejin **will be working** in her garden **this weekend**.*
- The negative is formed by using *won't be* followed by the gerund:
  *Antoine **won't be working** this evening so we can visit him.*
  *Dad **won't be waiting** for us at the train station, so let's get a taxi.*
- Questions are formed by inverting *will* and the subject:
  ***Will** you **be cooking** dinner when I get home later?*
  ***Will** the president **be visiting** the school when she comes to our city next week?*

Things to look out for

In spoken English, *will be* is usually pronounced in the contracted form *'ll be*.

1 Choose the correct option to complete the sentences.

1 **Will we relax / Will we be relaxing** on the beach this time next week?
2 I forgot to phone Xi. I **'ll phone / 'll be phoning** her in a minute.
3 Don't call between 8 p.m. and 10 p.m. I **'ll be watching / 'll watch** my favourite programme then.
4 How much do you think it **will be costing / will cost** to get a taxi?
5 The best time to visit her is at the weekend. She **won't study / won't be studying** then.
6 Our school has the best team. I'm sure we **'ll win / 'll be winning** tomorrow's match.

2 Write full sentences using the prompts.

1 Josefina / do her final exams / this time next week?
2 I / watch a Netflix series / all weekend
3 We / catch a plane to Mumbai / this time next month
4 I hope that I / live in my own home / in ten years' time
5 This time tomorrow / we / celebrate my birthday
6 Mateusz / not work as a swimming pool monitor / all year / only / in the summer

3.6 Conditionals: second conditional

We use the second conditional to talk about an imaginary event or situation, and say what the result of that event or situation would be. We use it to talk about things that are unlikely to happen.

How does it work?

- We form the second conditional using: *if* + past simple, *would* + verb. We are referring to an unlikely situation in the present or the future:

  *If we **lived** on the moon, we **would need** to carry oxygen with us.*

  (We don't live on the moon, so we don't need to carry oxygen with us.)

  *If you **won** the prize money, what **would** you **buy**?*

  (It is unlikely you will win the prize money, but I am asking you to imagine.)

  *If you **went** to bed earlier, you **wouldn't** always **be** so tired.*

  (You don't go to bed early, so you are tired.)

  *If I **had** enough money, I'**d be** able to buy that phone.*

  (I don't have enough money, so I can't buy that phone.)

- Second conditional sentences have two parts: the *if* clause and the result clause. When the *if* clause comes first, we separate the two clauses with a comma. When the result clause comes first, we do not use a comma.

  *If Juan **got** a better job**,** he **would buy** a bigger house.*

  *Juan **would buy** a bigger house if he **got** a better job.*

Things to look out for

- Don't use *would* and *if* in the same part of the conditional sentence.

  *If you ~~would win~~ **won** the prize money, what would you buy?*

- When using the verb *be* in the *if* clause, we can use *were* instead of *was*, especially in more formal situations or when giving advice.

  *If I **were** you, I'**d study** harder.*

  *If Dimitra **were** taller, she **would join** the basketball team.*

  *If it **weren't** so wet today, we **would go** for a walk.*

- In spoken English, we usually use *was*.

  *If Dimitra **was** taller, she'**d join** the basketball team.*

  *If it **wasn't** so wet today, we'**d go** for a walk.*

1 Read the sentences and choose the correct option A, B or C.

1 If I _____ the prize money, I'd buy a new house.
A would win **B** win **C** won

2 If she _____ more free time, she'd learn a new language.
A had **B** has **C** would have

3 If I knew how to play the guitar, I _____ a band.
A would form **B** formed **C** form

4 If we had enough holidays, we _____ to Argentina.
A went **B** would go **C** will go

5 What would you do if you _____ a crocodile?
A saw **B** see **C** would see

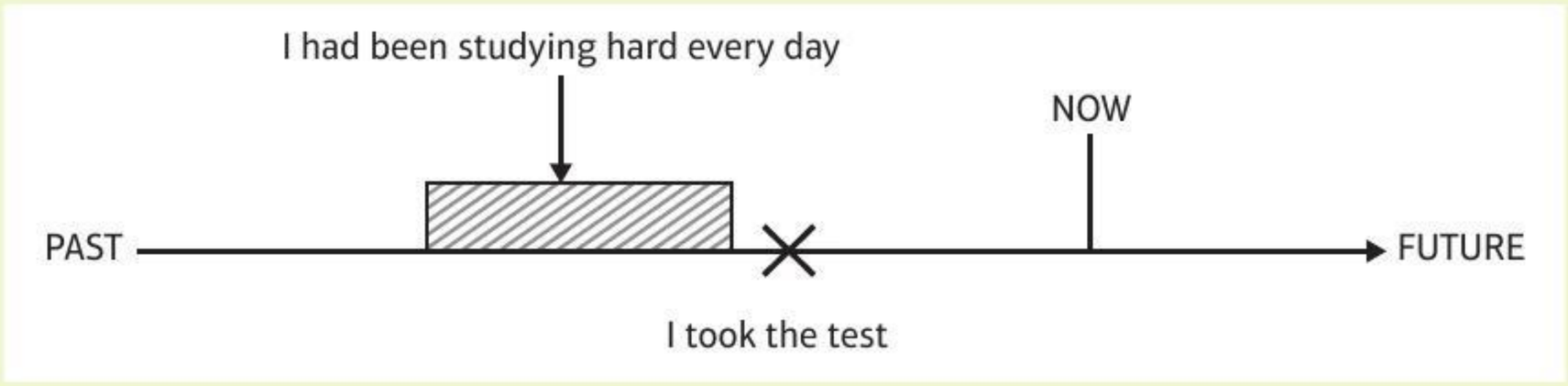
6 This rice dish would be really nice if it _____ so salty.
A wouldn't be **B** hasn't **C** weren't

4.1 Past perfect continuous

We use the past perfect continuous to talk about a repeated activity *before* another time in the past or to emphasise how long an activity continued for *before* another time in the past. It makes the order of events in the past clear.

How does it work?

- We form the past perfect continuous using: subject + *had / hadn't + been + -ing*.
  *I **had been studying** hard every day before I took the test.*



- We usually use the past simple to describe the second past event.
  *They **had been watching** the film for half an hour when the laptop battery **died**.*
  *We **hadn't been living** here for very long when I **got** a new job.*
- We form questions in the past perfect continuous by inverting the subject and *had*.
  ***Had** you **been teaching** in that school for many years before it closed?*
  ***Had** Ingrid **been using** her phone a lot before it stopped working?*

Things to look out for

- When you talk about achievements or single actions, you must use the past perfect simple, not the continuous. This often happens when you talk about the number of things you had done.
  *Max had been writing emails all afternoon and he **had sent** ten before he went home.*
- Typical time expressions with the past perfect continuous include: *before, after, by the time, when, already, for hours / ages / days / weeks / months.*

1 Complete the sentences with the past perfect continuous form of the verbs given.

1 We _____ [**wait**] for ten minutes before we realised we were in the wrong place.
2 I wanted to do well in the test, so I _____ [**study**] a lot.
3 They _____ [**work**] on the project for weeks by the time it was ready.
4 Tina _____ [**think**] about applying for the job for a few days before she downloaded the application.
5 I saw the job advert because I _____ [**look**] online every day for weeks.
6 We _____ [**walk**] for hours before we saw anyone.

2 Write sentences using the past perfect continuous and past simple of the verbs.

Example: the ground / be wet / because / it / rain / for days
The ground was wet because it had been raining for days.

1 I / watch TV / for hours / when / Alex / arrive
2 before / the competition / start / we / eat / healthy food / and / we / practise / every day
3 Sunita / be tired / because / she / study / for a long time
4 I / look for / a summer job / for weeks / when / I / find / the perfect job
5 Fatima know / lots of vocabulary / because / she / learn / ten new words every day

4.2 Modal verbs for polite requests

We use modal verbs for polite requests to ask someone to do something for us, or to ask for something we want in a polite way. We usually use them with people we do not know well or in more formal situations.

How do they work?

- When we want someone else to do something for us, we use *can* or *could*:
  can / could + you + infinitive without *to*
  ***Could** you **help** me, please?*
  ***Can** you **pass** me the milk, please?*
- We can also use *would you mind + -ing* to ask someone to do something:
  ***Would you mind sending** the email before lunchtime?*
  ***Would you mind closing** the door? It's very cold.*
- When we ask for something, we use *can*, *could* or *may*:
  can / could / may + I + infinitive without *to*
  ***Can** I **have** a brochure, please?*
  ***Could** I **get** a ticket for the film at 6 p.m., please?*
  ***May** I **see** the menu, please?*

Things to look out for

- We always use question forms to make polite requests.
- We do not use *may* to ask someone else to do something for us. We can only use *may* with *I*:
  ***May I** have your contact details, please?*
  ***~~May you~~** give me your contact details?*
- When we include *please*, we usually put it at the end after a comma. We don't use *please* with *would you mind…?*
  ***Could** you **help** me with my bag**, please**?*
  ***Would you mind helping** me with my bag**, ~~please~~**?*

1 Put the words in order to make polite requests.

1 you / Could / give / me / some information / ?
2 you / that again / explaining / mind / Would / ?
3 I / ask / Can / some questions / ?
4 mind / Would / helping / you / me / ?
5 give this / please / to José / you / Can / ?
6 I / help / you / May / ?

2 Complete the sentences with the correct form of the verbs given.

1 Would you mind _____ [**open**] the window? It's very hot.
2 Can you _____ [**show**] me where the café is?
3 May I _____ [**leave**] a few minutes early today?
4 Could you _____ [**give**] me some more coffee, please?
5 Would you mind _____ [**pass**] me that book?
6 Could I _____ [**have**] some cake, please?

3 Write at least two polite requests for each situation.

Example: It's very warm. The window is closed. *Can I open the window? Would you mind opening the window? Could you open the window, please?*

1 You need some information about apprenticeships. Ask the rep.
2 Your grandmother has put on the radio very loud.
3 You didn't understand the grammar your teacher explained.
4 You are at a new friend's house. You are thirsty.

4.3 *will* and *going to* for prediction

We can make predictions about the future using both *will* and *going to*. We need to be able to use both in order to talk about predictions.

How do they work?

- We use *will / won't* + infinitive for predictions. We tend to use *will* to give opinions, often with the verbs *think*, *hope*, *expect*, *believe* and other expressions such as *I bet*, *I doubt if / that*, *I'm sure (that)*. These opinions can be personal, or they can be the opinions of experts. We also use *will* when we make guesses about the future.
  Many people think we ***will*** *all* ***work*** *from home soon.*
  Experts believe that offices ***won't exist*** *in the future.*
  We ***will be*** *able to go to Mars on holidays in the future.*
- We use the correct form of *be* + *going to* + infinitive for predictions. We tend to use *going to* when we are focusing on present evidence. We don't always state the evidence at the same time, but this is the reason for our prediction.
  Sam ***isn't going to pass*** *the exam. He hasn't studied.* (Evidence: He hasn't studied.)
  *I****'m going to upskill*** *regularly. I do all the training I can.* (Evidence: I usually do this.)

Things to look out for

- Both *will* and *going to* can be used to make predictions about the future. Sometimes, it is possible to use either. The structure we use depends on our intention.
  I think people ***will work*** *on other planets.* = This is my opinion.
  People ***are going to work*** *on other planets.* = There is evidence of this now, e.g. scientists are already working on how to travel to other planets.
- We usually use *don't think* + *will* rather than *I think* + *won't*:
  I ***don't think*** *John* ***will*** *go to the party.*
  ~~*I think John won't go to the party.*~~

1 Complete the sentences with the correct form of the verbs given.

1 Marta _____ [**not going to** / **come**] with us to the cinema. She said she was tired.
2 I don't think people _____ [**will** / **use**] VR technology every day. What do you think?
3 Experts believe that most people _____ [**will** / **work**] from home.
4 I expect that most students _____ [**will** / **pass**] the exam.
5 In the future, there _____ [**going to** / **be**] more practical courses to learn new skills. It's already happening in many places.

2 Look at the pairs of sentences. Use the correct form of *will* or *going to* once in each pair. Explain your answers.

1 A: Apprenticeships are becoming more and more popular. It's likely that in the future more young people _____ do apprenticeships.
  B: My teacher hopes that more young people _____ do apprenticeships. He thinks it's a good idea.
2 A: Many scientists believe that robots _____ do more jobs in the future. Do you agree?
  B: Scientists have created robots that can do many different things. In the future, these robots _____ do jobs that humans are doing now.
3 A: I don't think that more students _____ learn at home in the future. I hope not, anyway!
  B: In the future, more students _____ learn at home. Online learning is improving all the time and many young people prefer it.
4 A: Jordi worked really hard on his project. He's put lots of time and effort into it. He _____ get a good mark.
  B: I bet Jordi _____ get a good mark for his project.

4.4 Modal verbs: *have got to* for obligation

We can use *have got to* as an alternative to *have to*. It is more common in spoken English, and it is generally more informal.

How does it work?

- We form affirmative and negative sentences using: subject + *have / has (not) got to* + infinitive without *to*:
  *I'**ve got to do** the homework this evening.*
  *You **haven't got to go** to school tomorrow because it's a holiday.*
  *She'**s got to pack** her bags quickly or she'll be late.*
  *They'**ve got to buy** the tickets for the concert today.*
- In question forms, we invert the subject and *have / has*:
  ***Have** they **got to go** to the dentist's this week?*
  ***Has** he **got to tidy** his room before he goes out?*
- Short answers to questions use the auxiliary verb *have / has*:
  *Yes, they **have**. / No, he **hasn't**.*

Things to look out for

- We only use *have got to* in the present. In the past, we use *had to.*
  *During the week, I'**ve got to be** home by 8 p.m.*
  (I'm talking about now.)
  *When I was younger, I **had to be** home by 7 p.m.*
  (I'm talking about the past.)
- In the affirmative, *have got to* has a very similar meaning to *have to* when we talk about obligations.
  *I'**ve got to be** home before 7 p.m.*
  *I **have to be** home before 7 p.m.*
- In the negative, we use *haven't / hasn't got to* when we talk about something that isn't necessary.
  *I'**ve got to pass** these exams to go to university.*
  (This is an obligation / necessary.)
  *We **haven't got to do** the project, it's optional.* (We can do it if we want to, but it isn't necessary.)

1 Complete the sentences with the correct form of *have got to*.

1 I _____ finish my homework tonight. It's due tomorrow.
2 We _____ to leave now or we'll miss our train.
3 Markus _____ study harder to pass the exam.
4 They _____ have adequate experience of working with animals.
5 You _____ be able to speak Arabic for this job.
6 Leila _____ apply for the job this week.

2 Write questions with the correct form of *have got to*.

Example: your friend / study tonight?
Has your friend got to study tonight?

1 you / wear a uniform at school?
2 what time / you and your friends / be home during the week?
3 your teacher / give a class in the evening?
4 why / you / write a CV / before you apply for a job?
5 your parents / work at the weekend?
6 your best friend / do any homework tonight?

3 Answer the questions from Exercise 2 so they are true for you. Write full answers.

4.5 Reported speech

We use reported speech to report what someone else has said. We often use *said* to introduce the reported information, but we can also use other verbs such as *reply*, *respond*, *answer*, etc.

How does it work?

In reported speech, we generally 'move one tense back', so present simple becomes past simple, and so on.

Direct speech	Reported speech
Present simple 'I live in Vancouver,' she answered.	**Past simple** *She answered that she **lived** in Vancouver.*
Present continuous 'I'm working hard,' Lee said.	**Past continuous** *Lee said [that] he **was working** hard.*
Past simple 'We worked there,' they responded.	**Past perfect simple** *They responded that they **had worked** there.*
Past continuous 'We were looking for you,' Kim said.	**Past perfect continuous** *Kim said [that] they **had been looking** for me.*
Present perfect simple 'We haven't seen the film,' I replied.	**Past perfect simple** *I replied that we **hadn't seen** the film.*
Present perfect continuous 'I've been working all day,' Tim said.	**Past perfect continuous** *Tim said [that] he **had been working** all day.*
Past perfect simple 'I hadn't spoken to him before,' I said.	**Past perfect simple** *I said [that] I **hadn't spoken** to him before.*
Past perfect continuous 'I had been studying hard,' Sam replied.	**Past perfect continuous** *Sam replied that he **had been studying** hard.*
can 'I can't understand it,' Ahmed said.	**could** *Ahmed said [that] he **couldn't understand** it.*
will 'We will help you,' they said.	**would** *They said [that] they **would help** me.*

Things to look out for

- You may also need to change subject, object and possessive pronouns.
  'I'm hungry,' he said. → *He said that **he** was hungry.*
  'We've never been here,' they said. → *They said that **they** had never been **there**.*
  'He gave it to me. It's mine.' Joan said. → *Joan said he had given it to **her**. It was **hers**.*
- You may also need to change other words, including time expressions:

this / these	→ *that / those*	*yesterday*	→ *the day before*	*last week*	→ *the week before*
here	→ *there*	*tomorrow*	→ *the day after*	*next week*	→ *the week after*

1 Rewrite the text in reported speech.

'Yesterday, I got up late because my alarm clock didn't go off. It's never happened before and I'm always on time. I can't understand what happened. I hurt my leg, too. I was running for the bus when I fell over. It hasn't been a good day, so I'm going to bed early. I hope tomorrow will be better!'
Marta said that…

4.6 Reported questions

We use reported questions to report what someone else has asked.

How do they work?

- The reported question becomes a statement. Use a full stop (.) not a question mark (?) at the end.
- When there is a question word, report the question using the verb *ask*. You can use an object pronoun, but it is not necessary.
  'When are you applying for the job?' she asked. → *She **asked** (**me**) when I **was applying** for the job.*
- When there is no question word, use *if / whether* to introduce the question.
  'Have you seen Matteo?' → *He asked **whether** I **had seen** Matteo.*
  'Does your sister buy comics?' → *He asked **if** my sister **bought** comics.*

Things to look out for

- Use the same tense and pronoun changes as in reported speech.
- Take care with word order and remember to use affirmative verb forms.
  'Why are you looking for a job?' → *He asked why I **was looking** for a job.*
  He asked why ~~was I looking~~ for a job.
- In present simple and past simple reported questions, there is no auxiliary verb (*do*, *does*, *did*) because the verb is in the affirmative form.
  'How often do you play sport?' → *He asked how often we **played** sport.*
  'What did you do yesterday?' → *He asked what I **had done** the day before.*

1 Rewrite the reported questions with the words given in the correct order.

1 'What have you been doing?'
He asked me _____ [**I** / **been** / **had** / **doing** / **what**].

2 'What time do you get up?'
He asked _____ [**got up** / **what time** / **I**].

3 'Who did you meet last weekend?'
She asked _____ [**had** / **I** / **who** / **met**] the weekend before.

4 'Are you doing your homework?'
She asked _____ [**was** / **I** / **if** / **doing**] my homework.

5 'Have you ever been to Cork?'
He asked _____ [**had** / **whether** / **been** / ***I*** / **ever**] to Cork.

6 'Had you seen the film before?'
She asked _____ [**I** / **if** / **seen** / **had**] the film before.

2 Report the questions.

1 'Where does your sister work?' they asked.
2 'Were you studying at 8 p.m. yesterday?' he asked.
3 'Has your friend ever been to England?' she asked.
4 'What experience have you got?' they asked him.
5 'Did you pass all your exams?' Salim asked her.
6 'What challenges do you think the job will have?' the interviewer asked.

3 Work in pairs and ask each other the questions. Then report the questions and answers.

Example: Malina asked me if I liked working at weekends. I said that I was enjoying it.

1 Do you like working at weekends?
2 Have you got a part-time job?
3 Have you ever worked in the holidays?
4 Where will you work in the future?
5 What job do you think is the most difficult?

5.1 Modal verbs for deduction and speculation

We use modal verbs to make guesses about things (speculation) in the present or future, or to make logical deductions about the present.

How do they work?

- Use *must* and *can't* when you are certain (when something is definite).
- Use *could*, *might* / *might not* when you are not sure (when something is possible).

definitely TRUE	must	*They **must be** lost, or they would be here by now.*
may or may not be true	could might might not	*It **could be** the USA or it **might be** England, I'm not sure.* *The signs are in Spanish, but it **might not be** Spain. Perhaps it's Argentina.* *They **might not come** to the party later. They said they were tired.*
definitely NOT true	can't	*That country hasn't got a coast, so it **can't be** Iceland. Iceland is an island.*

Things to look out for

- You only use *could* in the affirmative to say it's possible that something is true. We don't use *couldn't* for deductions and speculation. Use *might not* instead.
  *They **might not know** the answer, that's why they said nothing. Or they **could be** shy.*
- It is also possible to use *may* / *may not* instead of *might* / *might not*, but it is less common.

1 Choose the correct option to complete the sentences.

1 Caroline told me what happened and she never lies, so it **could / must** be true.
2 Andreas **can't / must** be away on holiday. I saw him here ten minutes ago!
3 Why isn't Mohamed answering his phone? I suppose it **might not / can't** be switched on.
4 Aylin **must / might** come to the cinema later, but she wasn't sure.
5 Look at that girl! She **could / can't** be Amir's sister. She looks quite similar.
6 I rang the doorbell, but nobody answered and there aren't any lights on. They **might / must** be out.

2 Complete the sentences with the correct modal verb. Use *must*, *might* / *could*, *might not* or *can't*.

1 That flag's red, white and blue. It _____ be the French flag, but I'm not sure. It _____ be the Netherlands.
2 Whose green coat is that? It _____ be Magda's because I'm sure hers is black.
3 Jamal hasn't eaten anything since breakfast and it's 5 p.m. now. He _____ be hungry!
4 I'll try and get tickets for the concert later, but there _____ be any left. The band is pretty popular.
5 The city hasn't got a river, so it _____ be Prague or Rome because they've both got rivers.
6 Where was that photo taken? It _____ be in Sweden, I suppose.

3 Work in pairs. Look at the photo and write as many sentences as you can using modal verbs for deduction and speculation. Think about:

- where the people are
- what they are doing
- what time of year it is
- what the weather is like.

Example: Those people might be on a beach, or they could be in a desert.

5.2 Relative clauses

We use a relative clause to give more information about a noun. Relative clauses are introduced by a relative pronoun (*who*, *whose*, *which*, *where*, *when*, *that)* and they allow us to give more information about a person, place, thing or time in one sentence.

How do they work?

Non-defining relative clauses	Defining relative clauses
Marco Polo, **who** was an explorer, was Italian. Chocolate, **which** I love, is from South America. In 2020, **when** we couldn't travel, I stayed at home. Spain, **where** I lived before, is a great country. Zara, **whose** parents are pilots, loves flying. The clause gives **extra** information: the sentence makes sense without it.	Rakesh is a person **who / that** I admire. Travel is a thing **which / that** is important. 2007 is the year **when** I was born. Egypt is the country **where** the trip started. Bill Bryson is a writer **whose** books I enjoy. The clause gives **essential** information: the sentence doesn't make sense without it.

Things to look out for

- Use *who* for people, *whose* for possession, *which* for things, *where* for places and *when* for times. In defining relative clauses you can use *that* instead of *who* or *which*.
- You must use a comma before and after a non-defining relative clause. You do not use commas in defining relative clauses.

  Robert Scott was a famous explorer. **main sentence**
  *Robert Scott, **who** was British, was a famous explorer.* **non-defining**
  *Robert Scott is the explorer **who** I admire the most.* **defining**
- When you use relative clauses to join two sentences, make sure you omit unnecessary words.

  That's the man. I saw him in the park. → *That's the man **who** I saw ~~him~~ in the park.*
  2021 was a great year. I moved to London then. → *2021, **when** I moved to London ~~then~~, was a great year.*
- In defining relative clauses, you can omit the relative pronoun when it is the object of the clause. You cannot omit the relative pronoun when it is the subject of the clause. You never omit the relative pronoun in non-defining relative clauses.

  *The boys (**who / that**) I saw in the park go to my school.* subject = *I*, object = *the boys*
  *The boys **who / that** won the competition were very happy.* subject = *the boys*
- Some nouns can be a place or thing depending on your viewpoint.

  *Granada, **where** I live, is a beautiful city.* = place: I'm thinking of the city as a location.
  *Granada is a city **which / that** many people enjoy visiting.* = thing: I'm thinking of the city as an object.

1 Match sentence beginnings 1–6 with the endings A–F to make defining relative clauses.

1 That's the girl	**A** when I started learning English.
2 London is the city	**B** which I wouldn't enjoy at all.
3 2016 was the year	**C** who won the competition. She deserved it.
4 Max was the person	**D** where I was born.
5 Leonardo DiCaprio is an actor	**E** whose work is always excellent.
6 A ticket inspector on a train does a job	**F** that became my best friend. He's great!

5.3 Past tenses: *used to*, would

We use *used to* when we talk about past habits and states that are not true now. We use *would* to talk about repeated past actions or habits that don't happen now.

How do they work?

- We form affirmative and negative sentences like this:

I / you / we / they he / she / it	used to didn't use to	work	every summer.
I / you / we / they he / she / it	would wouldn't	go	to the same campsite every year.

- We form questions and short answers like this:

Did	I / you / we / they he / she / it	use to	work here?	Yes, I / you / we / they did. No, he / she / it didn't.
Would	I / you / we / they he / she / it		go every summer?	Yes, I / you / we / they would. No, he / she / it wouldn't.

Things to look out for

- You cannot use *would* to talk about past states or with stative verbs (*like*, *be*, *want*, *contain*, etc.).
  *I **used to work** in Dubai, now I don't.*
  I ~~would work~~ in Dubai, now I don't.
  *As a child, I **would go** to the beach every summer.* = repeated past action
- Don't confuse *would* for repeated past actions or habits with *would* as part of conditional forms.
  I would like to go to the beach next year. = conditional to talk about the future
- For single completed past actions, you cannot use *used to / would*. You have to use the past simple.
  *We used to go to France every summer, but last year, we **went** to Italy.*
- You can replace *used to / would* with the past simple and the meaning is similar. When you use the past simple the state, the repeated action or habit can still be true in the present.
  *I **used to live** in a flat when I was a child. = Now, I don't live in a flat.*
  *I **lived** in a flat when I was a child. = It's possible I still live in a flat.*
- In negative and question forms with *used to*, use the auxiliary verb *did + use* to. Remember to remove the past tense ending '*-d*' from the verb!
  *I **didn't use** to like coffee, but now I do.*
  ***Did** you **use** to like it when you were a child?*
- Don't confuse *used to* with *be used to / get used to* + gerund. *See 2.6 on page 239.*

1 Complete the sentences with *used to* or *would*. Use *would* where possible.

1 I _____ read comics a lot when I was younger, but now I don't.
2 My friends _____ go to Europe every summer, but now they don't.
3 My grandma _____ tell us stories about when she was a little girl.
4 My dad _____ have a beard when he was younger, but he shaved it off.
5 We _____ live in Thailand, but now we live in China.

2 Are the sentences correct or not? Correct any mistakes.

1 We didn't use to go cycling, but we often go now.
2 When I was younger, I would live in the countryside, but now I live in a city.
3 What did you used to do in your free time when you were younger?
4 On holiday, I would swim in the sea every day, but one day, I didn't use to go to the beach.
5 I used to love travelling by plane, but I prefer the train now.

5.4 Conditionals: third conditional

We use the third conditional to talk about how things would be different in the present if something different had happened in the past. Third conditionals help us express the possible result of things that did or didn't happen in the past. They can also be used to express regret.

How does it work?

- Notice how the verbs change from affirmative to negative and negative to affirmative.

Past events: I didn't study. I failed the exam.

Conditional: *If I **had studied**, I **wouldn't have failed** the exam.*
CONDITION RESULT

- We form the third conditional using: *if* + past perfect, *would / wouldn't* + *have* + past participle.

***If** they **had thought** about it, they **wouldn't have committed** the crime.*

Would** Max **have passed** the exam **if** he **had studied**? Yes, he **would.
***If** Max **had studied**, **would** he **have passed** the exam? No, he **wouldn't**.*

Things to look out for

- You can put the *if* clause first or second. When it comes first, you must use a comma after the clause.

*If I **had gone** to bed earlier, I **wouldn't have slept in**.*
*I **wouldn't have slept in** if I **had gone** to bed earlier.*

- You cannot use *would* in the *if* clause.

*If we **had left** sooner, we **wouldn't have missed** the bus.*
If we ~~would have left~~ sooner, we wouldn't have missed the bus.

- It is possible to use other modal verbs (*could*, *might*) instead of *would*.

*If I **hadn't forgotten**, I **could have gone** to the party.* = It was possible for me to do this, but I didn't.

*If we **had gone** to Indonesia, we **might have gone** to Jakarta, too.* = This was a possibility.

1 Choose the correct option to complete the sentences.

1 If I had listened in class, I **had known / would have known** what to do.
2 Jonas wouldn't have missed the bus if he **had left / would have left** earlier.
3 If I **had had / would have had** more time, I would have tidied my room.
4 If we hadn't gone to the beach, we **hadn't seen / wouldn't have seen** Sara.

2 Write third conditional sentences. Remember to include commas where necessary.

1 if / we / not see / the poster / we / not know / about the concert
2 the coral / die / if / they / not close / the beach
3 if / we / not watch / the documentary / we / not know / about overtourism
4 if / they / live / in / China / they / learn / Chinese

3 Write third conditional sentences for the situations given.

Example: I didn't tidy my room. I couldn't find my shoes.
If I had tidied my room, I would have been able to find my shoes.

1 We cleaned up the beach. It looked good.
2 I didn't do my homework. My teacher wasn't happy.
3 I forgot my password. I wasn't able to get into my account.

5.5 Verb + bare infinitive

After certain verbs, we must use the 'bare infinitive'. This is the infinitive without *to*, e.g. *live*, *work*, *study*.

How does it work?

- Use *had better* to give advice or suggestions. This can be to yourself or others.
  *I'**d better go** now, or I'll be late.*
  *You'**d better complete** the application soon.*
- Use *would rather* to talk about preferences. When you compare two things, you need to use *than* to introduce the second thing. If the verb is the same in both clauses, you can omit it in the second clause.
  *I could go to university, but I'**d rather do** an apprenticeship.*
  *I'**d rather do** an apprenticeship **than** go to university.*
  *I'**d rather be** a teacher than **(be)** a doctor.*
- Use *rather than* to give more importance to one thing when two things are being compared. We often use this with the imperative form, but not always. It is also possible to use a gerund.
  *I walked home **rather than get** the bus.*
  *I walked home **rather than getting** the bus.*
- Use *make* + object + bare infinitive to talk about obligations. Use *let* + object + bare infinitive to talk about permission.
  *They **made** me **take** a gap year.* = I didn't have a choice, I was obliged to do it.
  *They **let** me **take** a gap year.* = I was allowed to choose, they gave permission.
- Use the bare infinitive after modal verbs (*can*, *could*, *might*, *may*, *must*, *should*, *will*, *would*, *needn't*).
  *I **could swim** when I was four years old.*
  *People **will live** on other planets in the future.*

Things to look out for

- After *make*, *let* and *help*, you need an object before the bare infinitive. The object is the person or thing that does the action.
  *He **made the students tidy** the classroom.*
  *My sister **let me borrow** her jacket.*
- After *help*, you can use either the bare infinitive or the infinitive with *to*.
  *They helped me **do / to do** my homework.*
- The short form of *had (better)* and *would (rather)* are the same although they are different words.
  *I'**d** better not eat any more ice cream.* ('*d* = had)
  *I'**d** rather have fruit than ice cream.* ('*d* = would)

1 Choose the correct option to complete the sentences. If both are possible, choose both.

1 My parents let me **go / to go** to the party.
2 You should volunteer rather than **do / doing** an internship.
3 We'd better **catch / to catch** the early train. I don't want to be late.
4 I'd rather **work / working** in a school than an office.

2 Complete the sentences with the correct word.

1 My sister _____ me help her cook dinner. I had no choice.
2 I _____ rather do a manual job than an office job.
3 You _____ better read the job advert carefully before applying.
4 You should study for your test _____ than watch TV.
5 Our teacher _____ us choose where to sit. She said it didn't matter.

5.6 Verb + gerund after reporting verbs

We use the gerund (*-ing)* after the reporting verbs *mention*, *recommend* and *suggest*. Some verbs take the gerund and others take the infinitive, so you need to know which to use. *mention, recommend* and *suggest* are all common reporting verbs.

How does it work?

*You **mentioned visiting** Colombia last year.*
*They **recommended going** to the museum.*
*Simone **suggested organising** a trip to Egypt.*

Things to look out for

- Use *mention*, *recommend* and *suggest* + gerund when the second verb comes directly afterwards. Otherwise, you must use a reporting clause.
  *You mentioned **enjoying** your trip to Dubai.*
  *You mentioned **that your family enjoyed** their trip to Dubai.*
- In negative sentences, put *not* between the reporting verb and the following verb.
  *We **recommend not going** out alone after dark.*
  *You **mentioned not having** enough time to see everything.*
  *They **suggested not trying** to visit both museums in one day.*
- When you use the reporting verbs *suggest* and *recommend*, you don't need to repeat the function words. These verbs have the same meaning and replace them.

'**How about** going to the pool?' they said.	→	*They **suggested going** to the pool.*
'**Why don't we** go to the beach?' she said.	→	*She **suggested going** to the beach.*
'**Let's** take the bus,' she said.	→	*She **suggested taking** the bus.*
'**You should** buy some milk,' he said.	→	*He **recommended buying** some milk.*
'**It's a good idea to** book the tour,' he said.	→	*He **recommended booking** the tour.*

1 Complete the sentences with the correct form of the verbs given.

1 They suggested _____ [**have**] dinner at a restaurant.
2 The guide mentioned _____ [**shop**] at the local market.
3 The guidebook recommends _____ [**not buy**] souvenirs at the airport.
4 They mentioned _____ [**stay**] at a hotel.
5 The website suggested _____ [**not go**] to the main resort in summer.
6 The waiter recommended _____ [**try**] the local dishes.

2 Rewrite the sentences using the verbs given. Make any necessary changes.

Example: 'Let's go to the amusement park,' Anita said. [**suggest**]
Anita suggested going to the amusement park.

1 'I enjoyed the holiday in Thailand,' Salim said. [**mention**]
2 'You should go to that new restaurant,' Maria said. [**recommend**]
3 'We had some delicious local food,' Marek said. [**mention**]
4 'Why don't we have lunch early?' Marta said. [**suggest**]
5 'Let's look at the itinerary,' Sarita said. [**suggest**]
6 'They should go to the water park,' Liam said. [**recommend**]

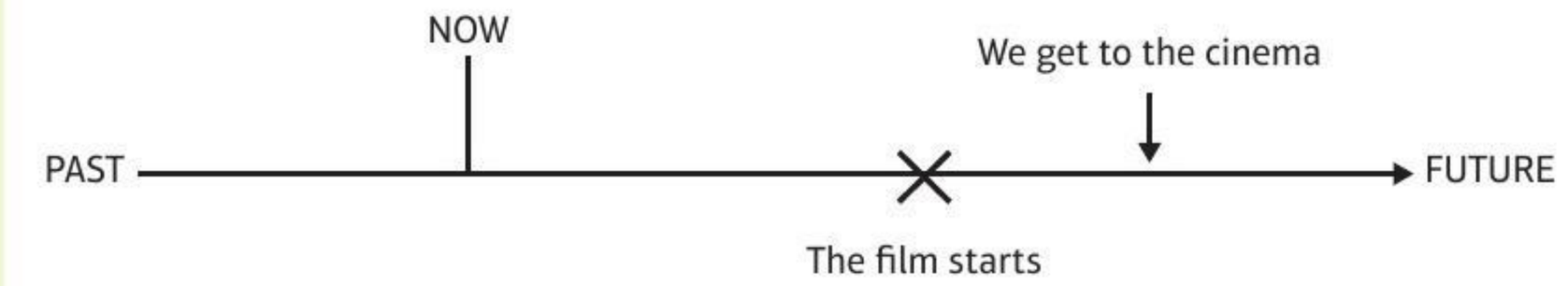
6.1, 7.1 and 8.1 Future perfect

We use the future perfect tense to look back from a point in time in the future to an earlier event or situation. We use it to talk about something that will be completed before a certain time in the future. It is often accompanied by time expressions like *by the time*.

When we use this tense, we are asking our listener to imagine a point of time in the future before which the event or situation happens.

How does it work?

- We form the future perfect sentence using *will have* followed by the past participle of the main verb.
  *I **will have finished** this book by the time I go to bed.*
  *By the time we get to the cinema, the film **will have started**.*



- To form the negative, use *won't have* followed by the past participle.
  *I **won't have finished** my homework by Monday morning.*
  ***When** you get home, **I won't have finished** tidying up.*
- To form questions, invert *will* and the subject.
  ***Will** the meeting **have started** when I get to the office?*

Things to look out for

will have doesn't change in the third person singular. It is the same form no matter what pronoun precedes it.

1 Choose the correct option to complete the sentences.

1 By the time you get back, I **will make / will have made** lunch.
2 It won't take long to do the shopping. I **will be / will have been** back in an hour.
3 I **will do / will have done** the shopping by the time you get home.
4 By the end of next week, we **will decide / will have decided** which house to buy.
5 As soon as you get home, I**'ll start / 'll have started** preparing lunch.
6 By tomorrow, we **will make / will have made** a decision about our plans for the summer.

2 Complete the sentences using the future perfect form of the verbs in the box.

build find leave not arrive travel write

1 There's no point stopping to see Mia at home. She _____ the house by now.
2 This time next year, we _____ a new greenhouse in our garden.
3 I only sent you the parcel yesterday, so it _____ yet.
4 I _____ the whole report by the end of the month.
5 She's on a cycling trip around the world. By this time next year, she _____ 5000 km.
6 By the end of the decade, scientists _____ a way to capture all carbon emissions.

6.2, 7.2 and 8.6 Conditionals: Mixed conditionals

We use mixed conditionals to talk about hypothetical and unreal events or situations in the past that have consequences in the present. They are a combination of the second and third conditionals.

How do they work?

- Mixed conditional sentences are similar to other conditionals and they have two parts: the *if* clause and the result clause.
- Sometimes the *if* clause comes first, sometimes it comes second. The *if* is followed by a verb in the past perfect tense (*had* + past participle) and the second clause uses a *would* form.
  *If we **hadn't missed** the train, we **would be** there by now.*
  *The world **would be** less polluted if we **had stopped** burning fossil fuels 20 years ago.*
  *What **would** the sea **be** like today if we **had stopped** using single-use plastics 20 years ago?*

Things to look out for

When we write a conditional sentence, we add a comma after the *if* clause when it comes first. We do not use a comma when the *would* clause comes first.
*If I **had gone** to bed earlier last night, I **wouldn't be** tired now.*
*I **wouldn't be** tired now if I **had gone** to bed earlier last night.*

1 Match sentence beginnings 1–6 with the endings A–F to make mixed conditionals.

1 If you hadn't stayed up so late last night,
2 If we hadn't missed the plane,
3 If you hadn't left your job,
4 If my parents hadn't moved to Spain when I was a child,
5 If I'd planted tomato seeds last March,
6 If you'd started studying for your exam last week,

A you would have plenty of money now.
B we would have had fresh tomatoes to eat now.
C you wouldn't be worried about failing it now.
D you wouldn't be so tired today.
E I wouldn't be able to speak Spanish now.
F we would be in New York now.

2 Complete the sentences with the correct form of the verbs given.

1 If we _____ [**win**] last week's competition, we would be on a trip to Athens now.
2 If I _____ [**study**] French at school, I would be able to speak the language now.
3 If I hadn't gone to university, I _____ [**not be**] in my present job.
4 Where would you be living now if you _____ [**not emigrate**] to Australia?
5 If you _____ [**put**] too much salt in the soup, it _____ [**not taste**] as nice as it does.
6 I _____ [**not be**] at the concert now if you hadn't lent me the money for the ticket.

3 Write mixed conditional sentences for the situations given.

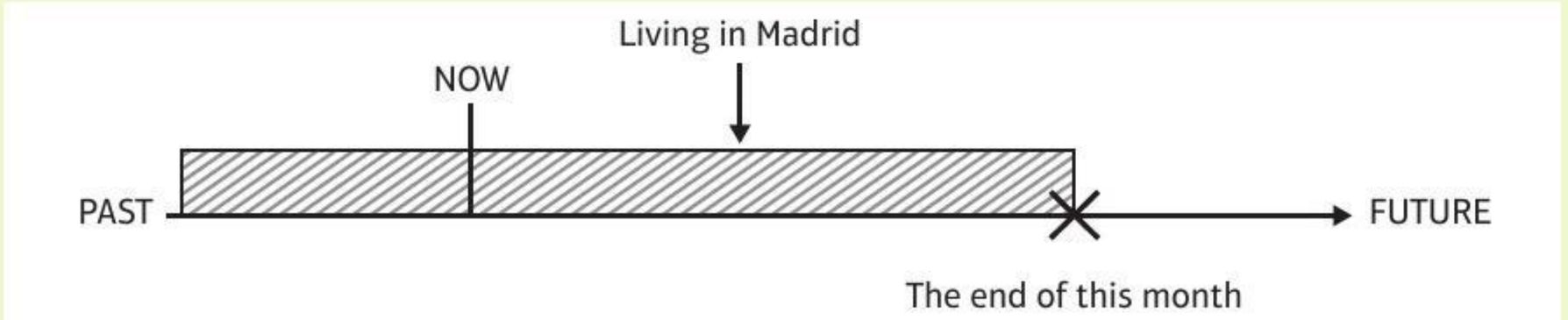
1 Past situation: I didn't work hard at school. / Present result: I don't have a good job now.
If I…
2 Past situation: I missed the bus. / Present result: I'm not in class now.
If I…
3 Past situation: I didn't save money. / Present result: I'm not on holiday with my friends now.
If I…
4 Past situation: They didn't go by train. / Present result: They're stuck in traffic now.
If they…

6.3, 7.4 and 8.2 Future perfect continuous

We use the future perfect continuous to look back from a point in time in the future to an earlier event or situation that continues up to that point. The event or situation is usually unfinished. This tense is often accompanied by a time expression like *by the time*.

How does it work?

- We form the future perfect continuous using *will have been* followed by the *-ing* form of the main verb.
  *Serkan **will have been studying** chemistry for three years next week.*
  *I'**ll have been living** in Madrid for four years by the end of this month.*



- To form the negative, use *won't have been* followed by the *-ing* form.
  *I **won't have been living** in London for long when I finish the course.*
  *They **won't have been cooking** for much time by the time we arrive to help.*
- To form questions, invert *will* and the subject.
  *How long **will** you **have been working** here by the end of the year?*
  ***Will** she **have been watching** the film for much time when we arrive?*

Things to look out for

There are certain verbs that are not usually used in the continuous form. These are called stative verbs and include verbs such as *know, believe, understand, like, love, hate, prefer,* etc.

1 Complete the sentences with the future perfect continuous form of the verbs given.

1 When I'm 25, I _____ [**collect**] coins for 10 years.
2 He _____ [**play**] the piano for eight hours by the end of the day.
3 By the time they get back from their holidays, I _____ [**look**] after their dog for two weeks.
4 At 6 p.m., we _____ [**wait**] for at least two hours.
5 How long _____ [**you** / **study**] for when you take the exam?
6 By 12 p.m., she _____ [**sleep**] for 11 hours. You'd better wake her up!

2 Choose the correct option to complete the sentences.

1 By the end of this week, we **will have made / will have been making** a decision.
2 By the end of this month, I **'ll have written / 'll have been writing** my book for a year.
3 By this evening, I **'ll have been painting / 'll have painted** this wall for the whole day and it still won't be finished.
4 Don't call Peter now. He **'ll have left / 'll have been leaving** home more than an hour ago.
5 I think I **will have been selling / will have sold** my guitar by next week.
6 You **'ll have read / 'll have been reading** that book for hours by the end of the day, and you're only up to page 25.

3 Put the words in order to form sentences.

1 been / By / course / end / for / have / I / Japanese / learning / months / of / six / the / this/ will
2 will / when / get / to / have / hours / been / We / walking / for / we / eight / destination / our
3 will / year / have / years / next / teaching / school / been / the / at / By / for / ten / he
4 have / by / How / playing / you / guitar / next / will / year / ? / been / long / the

6.4, 7.3 and 8.5 Future tenses: Reported speech

We use reported speech to tell someone what someone else has said. When you repeat what someone has said, you have to change tenses, places, times and pronouns.

How does it work?

- To report a sentence which uses *will* in direct speech, you change *will* to *would*. For a sentence with *is / are going to*, you change *is / are* to *was / were*.
  'I'll clean the house,' she said.
  *She said she **would clean** the house.*
  'I won't be in class tomorrow,' she said.
  *She said that she **wouldn't be** in class the next day.*
  'Jim is going to arrange a party,' she said.
  *She said that Jim **was going** to arrange a party.*
- Use *ask* with an object, followed by *if* or *whether* to report questions
  'Will you come to the cinema with me?' he asked.
  *He **asked me if / whether** I **would** come to the cinema with **him**.*
  To report *wh-* questions, don't use *if*, but remember to invert the verb and pronoun.
  'What time are you leaving?' she asked us.
  *She **asked us** what time **we were** leaving.*

Things to look out for

- Be careful when using the reporting verbs *say* and *tell*: *say* is never followed by a direct object; *tell* is always followed by a direct object. You can use *say* with an indirect object (*to* + object).
  'I'll be there at three o'clock,' João said.
  *João **said** that he **would be** there at three o'clock.*
  *João **told me** that he **would be** there at three o'clock.*
  *João **said to me** that he **would be** there at three o'clock.*
- As well as the tense change, other elements in the sentence change as well. Sometimes, the pronoun changes.
  *João said that **he** would be there at three o'clock.*

1 Choose the correct option to complete the sentences.

1 Manal **told / told me** that he would see me the next day.
2 Julie said that she **is / was** going to ring her mum.
3 She **said / said me** that the postman would come at 8 a.m.
4 He asked me **if / that** I was coming to the meeting.
5 Ali and Sami said that they **will / would** bring sandwiches to the picnic.
6 They told us that they **are / were** arriving that afternoon.

2 Complete the sentences with a suitable word.

1 Tom said _____ he was catching the 8 a.m. bus.
2 She _____ me about the concert and I said I would go with her.
3 Hannah said that her mum _____ drive us to the party and pick us up afterwards.
4 Rabia asked me _____ I would help her with her homework.
5 I said that I _____ going to buy some new shoes.
6 Dad's friends said that they _____ going to visit him in the summer.

3 Rewrite the direct statements as reported statements.

1 'I won't be there until eight,' said Nahla.
2 'We're going to watch a film on TV,' they said.
3 'When are they arriving?' Henri asked us.
4 'Are you going to study Arabic?' he asked me.
5 'We will probably buy a new car,' said Leo.
6 'I'm going to get a taxi,' he told us.

6.5, 7.5 and 8.3 *have something done*

We use this structure to talk about things that you have asked someone else to do for you. If you say, *I fixed my TV*, you are saying that you fixed yourself. If you say, *I had my TV fixed*, you are saying that you arranged for someone else to fix it for you.

It is important to be able to indicate the difference between doing something yourself and arranging for someone else to do it for you.

How do they work?

To form a sentence with this structure, use the verb *to have* followed by an object and then the past participle of the main verb. You can use this structure in any tense.

*I **had** my room **painted**.*

*I'**m going to have** my hair **cut**.*

*I'**ll have** the new TV **delivered** to my house.*

***Are** you **going to have** your house **redecorated**?*

Things to look out for

Sometimes, usually in spoken English, you can use *get* instead of *have* in this structure, with exactly the same meaning.

*I'm going to **get** my bike fixed this weekend.*

1 Complete these sentences with the structure *have… done* using the words given.

1 I've got a long trip tomorrow, so I'm going to _____ before I go. [**my car** / **service**]

2 I'm going to a wedding at the weekend, so I think I'll _____ on Friday. [**my hair** / **cut**]

3 I don't like the colour of the walls in this room. I'm going to _____ a different colour. [**them** / **paint**]

4 I bought a piece of land in the countryside and I _____ there. [**a house** / **build**]

5 I couldn't find a cupboard of the right size and shape, so I _____ by a carpenter. [**one** / **make**]

6 I _____ by a professional photographer for my social media profile next week. [**some photographs** / **take**]

2 Complete the sentences using the correct form of *have… done*.

Example: She didn't make the dress herself.
She had it made by a dressmaker.

1 I didn't fix the roof myself. _____ by a professional.

2 I'm not going to cut my own hair. _____ by a hairdresser.

3 He didn't install the new cooker himself. _____ by an electrician.

4 I won't print the essay myself. _____ at the print shop.

5 She didn't programme the computer herself. _____ by an expert.

6 We aren't going to clean our windows. _____ by a window cleaner.

3 Rewrite these sentences using the structure *have… done* so they have the same meaning.

1 A dentist is going to take my tooth out tomorrow.
I'm _____ .

2 A plumber fixed her washing machine.
She _____ .

3 Professional cooks prepared all the food for my party.
I _____ .

4 The supermarket delivered shopping to their house.
They _____ .

5 The insurance company will replace his stolen bike.
He _____ .

6 A gardener is going to plant some trees in my garden.
I _____ .

6.6, 7.6 and 8.4 Modal verbs: *should have done / needn't have done / must have done*

Modal verbs do not act like normal verbs. They don't have all the different forms and tenses that normal verbs have. Be careful when forming the past tense of modal verbs!

How do they work?

should have

- *should* is a modal verb of obligation. It means 'it is advisable'.
  *You **should see** a doctor = It is advisable to see a doctor.*
- To put the same idea in the past tense, use *should have* followed by the past participle.
  *You **should have seen** a doctor = It was advisable to see a doctor (but you didn't).*
  *You **shouldn't have stayed** up so late. = It wasn't advisable to stay up late (but you did).*

needn't have

- *needn't* is a modal verb of obligation. It means it isn't necessary.
  *You **needn't see** a doctor = It isn't necessary to see a doctor.*
- To put the same idea in the past tense, use *needn't have* followed by the past participle. There is no affirmative form.
  *You **needn't have seen** a doctor = It wasn't necessary to see a doctor (but you did).*

must have

- *must* is a modal verb of obligation, meaning it is obligatory. To put this in the past, use *had to*.
  *I **must see** a doctor.* **present**
  *I **had to see** a doctor.* **past**
- It can also be used as a modal verb of speculation, meaning 'I'm certain'.
  *Stavros **must be** at home. = I'm certain Stavros is at home.*
- When you use *must* as a modal verb of speculation, the past tense is formed using *must have* followed by the past participle.
  *She **must have gone** shopping earlier than usual.*
  *I can't find my phone. I **must have left** it at home.*
- *must have* doesn't have a negative form. The opposite of *must have* as a modal verb of speculation is *can't have*.
  *Stavros **can't have been** at home. = I'm sure Stavros wasn't at home.*

Things to look out for

The verb *need* can act as a normal verb as well as a modal verb. As a normal verb, it has all tenses and forms, but as a modal verb it does not.

1 Choose the correct option to complete the sentences.

1 You **needn't wash / needn't have washed** these trousers. They aren't dirty so I'm going to wear them again.
2 We **needn't have put / needn't put** on sun cream because it wasn't sunny at all.
3 You **must be / must have been** hungry because you haven't eaten anything all day.
4 He **must forget / must have forgotten** his phone. I've been ringing all day and he hasn't answered.
5 What are they doing at home? They **should be / should have been** at school.
6 I didn't pass the test because I didn't study. I really **should study / should have studied** for it.

2 Complete the sentences with *should have, shouldn't have, needn't have* or *must have*.

1 She had been working hard all day so she _____ been really tired.
2 I _____ got up so early because all my classes were cancelled.
3 Farah got a very low mark in the maths exam. It _____ been very difficult!
4 It didn't rain in the end, so we _____ brought our umbrellas.
5 I don't feel very well. I _____ eaten so much.
6 There are no tickets left for the concert! I _____ bought the tickets last month.

IRREGULAR PAST VERB FORMS

These are the most common irregular verbs, with their past simple and past participle forms.

SIMPLE FORM	PAST SIMPLE	PAST PARTICIPLE
be	was, were	been
become	became	become
begin	began	begun
breed	bred	bred
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dive	dived / dove	dived
draw	drew	drawn
dream	dreamed / dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got / gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led

SIMPLE FORM	PAST SIMPLE	PAST PARTICIPLE
learn	learned / learnt	learned / learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lie	lied	lied
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
spread	spread	spread
speak	spoke	spoken
spend	spent	spent
read	read	read
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelled / smelt	smelled / smelt
sting	stung	stung
swim	swam	swum
take	took	taken
tell	told	told
think	thought	thought
understand	understood	understood
upset	upset	upset
wake	woke	woken
win	won	won
write	wrote	written

AUDIO SCRIPTS

MODULE 1

1 SPRINGBOARD 2 Ex 2 > Page 4

Reehab:	Hello.
Natalie:	Hi, Reehab! It's me, Natalie.
Reehab:	Hi, Natalie. How are you?
Natalie:	I'm fine thanks. How about you?
Reehab:	Good, thanks. I haven't heard from you in a while!
Natalie:	I know! We were moving house.
Reehab:	Really? Where?
Natalie:	To your old neighbourhood, on Main Road.
Reehab:	Oh, you'll love it there!
Natalie:	Yes, we already like it. I'm just calling to ask about some places and for directions… Is that OK?
Reehab:	Sure. Where do you want to go?
Natalie:	Well, first of all, where's the nearest bus stop?
Reehab:	It's right in front of the restaurant.
Natalie:	Great, thanks. Where can we buy the best food?
Reehab:	Definitely at the market! It's much cheaper than the supermarket for fruit and vegetables. It's the big, long building opposite the pharmacy and the restaurant, and next to the garage.
Natalie:	I think I've seen it. Is that restaurant any good?
Reehab:	It's amazing! It's got great Chinese food.
Natalie:	That's good to know. And is there a cinema?
Reehab:	Yes, but it's not on Main Road. It's directly behind the shopping centre, right next to a pet shop.
Natalie:	A pet shop… That's good to know, too. I want to get some goldfish!
Reehab:	That's nice. If you want a good place to hang out then the coffee shop next to the cake shop is super.
Natalie:	The one opposite the shopping centre? But it looked really crowded.
Reehab:	Try the cake shop then. It's between the coffee shop and the market. There are chairs and tables inside.
Natalie:	I'll check that out then. Is there a hospital nearby?
Reehab:	There's a hospital directly behind the supermarket, next to the school.
Natalie:	Thanks so much for all your help, Reehab!
Reehab:	No problem. Let me know if you need anything else.
Natalie:	OK! Bye.
Reehab:	Bye.

1.1 MY FAMILY Exs 3 and 4 > Page 6

Mum:	What are you doing with our family photo album, Sara?
Sara:	I was looking through it to help me create my family tree for a school project.
Mum:	That sounds interesting!
Sara:	Yes, but there are some people in these pictures that I don't know.
Mum:	Like who?
Sara:	Like the bald man in this black and white picture. Who is he?
Mum:	That's Grandfather Michael. He was my father's father.
Sara:	He looks like you, Mum!
Mum:	Yes. He was a great man… very generous with his time and money, and so hard-working! He never left anything unfinished.
Sara:	You're like that, too, Mum.
Mum:	I guess I take after him.
Sara:	Who do I take after?
Mum:	Oh! Definitely your dad!
Sara:	I have his green eyes and curly black hair.
Mum:	That's true. And you have the same interests.
Sara:	But Dad loves to play sports and I don't.
Mum:	You both love music and going to the cinema.
Sara:	We have those things in common, but our tastes are slightly different. Dad likes comedy films, which I don't mind as long as they have some action or romance in them. And I like loud pop music.
Mum:	I know!
Sara:	Dad likes listening to jazz. So boring! Hey! What's that picture?
Mum:	It's a birthday party. I can't remember whose though. But do you see this slim lady who is laughing and clapping? That was my aunt Molly.
Sara:	Are all those her children?
Mum:	No. They're her nieces and nephews. She divorced before she could have any children of her own, so she adopted a little girl.
Sara:	What was Aunt Molly like?
Mum:	Oh! She was wonderful! No family gathering was ever complete without her. She also loved animals.
Sara:	The same as me!
Mum:	Yes! Her flat was too small for any pets, so she used to feed the stray cats and dogs in her neighbourhood. She was so gentle and caring. I really miss her.
Sara:	All those children look similar! They all have blue eyes and blonde hair. Look at those two boys. They're so alike, except one is slightly taller than the other. They even have the same weird haircut!
Mum:	They aren't twins, just siblings. The only twins I know of in the family are your cousins Jack and Jill.
Sara:	Don't you think it's amazing how they aren't exactly the same? Even their personalities are very different! Jack is really quiet and thoughtful, while Jill is loud but she does sulk when she doesn't get her way.
Mum:	Yes, they are quite different, aren't they? Why are you smiling, Sara?
Sara:	Because my relatives are really interesting people. It's going to be a great family tree!

1.1 MY FAMILY Exs 7 and 8 > Page 7

Host:	Greetings everyone, and welcome to the programme *Just For Us Teens*! I'm Samantha Jordan and on today's *Short but Sweet* segment, we are asking the interesting question: 'Where did you get your personality from?' To give us an answer, my guest today is Dr Morgan Shaker, who is a professor of biology. Welcome, Dr Shaker!
Dr Shaker:	Thank you, and hello everyone!
Host:	Now, where does science say we get our personality from?
Dr Shaker:	Your genes largely determine what personality you end up with.
Host:	So our characteristics are inherited from our parents and family?
Dr Shaker:	That's definitely a factor!
Host:	Then will our personality be just like our parents?
Dr Shaker:	Not exactly the same as your parents, but certainly similar in many ways. You see, many things are passed on to you from them, like your abilities, features and characteristics. Your parents got them from their parents and you, in turn, will pass those genes on to your children.
Host:	What evidence do you have for this?
Dr Shaker:	Well, scientists researching behaviour have conducted several studies. The most interesting are the ones of identical twins raised apart. It was found that they still had many things in common. This proves that a significant percentage of someone's personality and behaviour is determined by their genetics.
Host:	Fascinating! So what characteristics are we talking about here? Give us some examples.
Dr Shaker:	Well, the genetic information carried in your DNA can make you more of a hard-working or lazy person.
Host:	Can it determine if you are sociable or even charming?
Dr Shaker:	It's possible.
Host:	That's amazing! Well, there you go, guys! The next time your parents disapprove of your behaviour, tell them you can't help it: it's in your genes! Right?
Dr Shaker:	Actually, it's not *entirely* true.
Host:	What do you mean, Dr Shaker?
Dr Shaker:	Well, a lot of behaviour is *learned* rather than inherited because people can also be influenced by their environment – the world around them – to behave in a certain way. The people you meet and your experiences at school or in your community, for example, can also shape your personality.
Host:	Really? How fascinating! I guess that means it's not just our genes that determine our personality or behaviour after all.
Dr Shaker:	No. It's a mix of things that influence our character.
Host:	Thank you, Dr Shaker…

1.2 OUR HOUSE Ex 5 > Page 9

Guide:	Welcome everyone. My name is Sayed and I will be your tour guide this afternoon. This houseboat is similar to many found along the River Nile in Cairo.
Tourist:	When was it built?
Guide:	Around the 1950s, but there are much older ones still on the river.
Tourist:	Why isn't it moving?
Guide:	The houseboats were not built to travel on the river. They have been an important part of the cultural history of Egypt since the nineteenth century. Many celebrities have lived in them, such as the famous Egyptian writer Naguib Mahfouz, who won a Nobel Prize for literature. In fact, he wrote one of his most famous novels, *Adrift on the Nile*, when he was living in one. These homes on the water have also featured in several Arabic films and songs.
Tourist:	Who owns this houseboat? Someone famous?
Guide:	No. This houseboat is now a museum. It has two floors. This bottom floor is where guests were met and entertained. Let's go inside.
Tourist:	Wow! It's so cosy and well-laid out in here!
Guide:	This area is the reception and over there is the dining room. The long room next to it is the kitchen. As you can see, it is small, but has everything a family would need like an oven, a freezer and a kettle.
Tourist:	What's in that room opposite the kitchen?
Guide:	That's a small toilet. There is a full bathroom directly above it. This one is for guests. If you follow me through this door, you'll reach the room at the very back. As you can see, there are wonderful views of the Nile and its banks. This was probably a lounge for special guests.
Tourist:	What a lovely view!
Guide:	Believe it or not, there's an even better view upstairs. Behind this curtain is a secret door that will take us upstairs to one of the three bedrooms. Follow me, everyone! We are now standing in the main bedroom. This is the largest bedroom.
Tourist:	The bed is so big! And look at this chest of drawers. The design is beautiful!
Guide:	When we go through this door, we enter a big family room with lots of windows.
Tourist:	The views on either side are quite stunning! Where is the main bathroom you mentioned?
Guide:	It's next to the main bedroom. You can take a look.
Tourist:	Where are the other bedrooms?
Guide:	Over there, directly opposite the main bedroom. There are two of them right next to each other.
Tourist:	Can we go in?
Guide:	Of course. Ladies and gentlemen, this concludes our tour. Feel free to look around. Thank you.

1.3 MY NEIGHBOURHOOD Exs 2 and 3 > Page 10

Dee:	Hello?
Tanya:	Bonjour, ma chérie!
Dee:	Um… Who is this, please?
Tanya:	Dee, it's me!
Dee:	Tanya?
Tanya:	Oui! Guess where I'm calling you from!
Dee:	Where?
Tanya:	Paris!
Dee:	*Wow*! What are you doing there?
Tanya:	I'm on an exchange programme. I'm staying with a really nice family.
Dee:	That's amazing! So how's it going?
Tanya:	Wonderful, so far! I'm practising my French every day and I have my own room with a balcony. It's a really big flat, actually. Not far from the Eiffel Tower! Can you believe it?
Dee:	Wow! The view must be amazing!
Tanya:	It is! I'll send you a picture. It's so different to living in Mum and Dad's little house near the industrial park. I mean, here in Paris, the neighbourhood is in a busy district and we live opposite a service station, but it's still so pretty and there are lots of trees.
Dee:	Are there places to go for fun, like a youth club or something?
Tanya:	Yes, there's one nearby. But there are no supermarkets around here, so the locals buy everything separately.
Dee:	Really?
Tanya:	Yeah. I kind of like it, though. It gives me a chance to explore and discover where everything is. On one of my walks, I found there's a butcher's and a pharmacy just around the corner from here. And there are a couple of bakeries with lovely pastries.
Dee:	They sound delicious…
Tanya:	Yeah, and there are also a few lovely little cafés in this area, near the park, and they serve delicious hot chocolate.
Dee:	That's wonderful! You're so lucky!
Tanya:	There's a hairdresser's and a boutique nearby, too. I am going to get a new Parisian look!
Dee:	Make sure you send me a picture, OK?
Tanya:	I will!
Dee:	I am so jealous, but I'm really happy for you.
Tanya:	Thanks! I'm about to go out with some friends, so we'll talk later. Bye!

1.3 MY NEIGHBOURHOOD Exs 8 and 9 > Page 11

Host:	And now, it's time for *What's Up?*, the weekly round-up of news and views from our town. Today's topic has divided people. You may already know that there are plans for the construction of an extension to the community centre. To discuss whether this is a good idea are some representatives from the community. First up is Po. Could you tell us something about yourself and what your view is on this project?
Po:	Hello, everyone. I run the cake stall at the market. We've been told that the new section of the community centre will have a library, a pool and a youth club. As a mum of two teenagers, I think these facilities will help keep kids off the streets and out of trouble by giving them activities to do that are both educational and fun.
Host:	I see. Next, we have Kareem. Tell us about yourself and what you think of the project.
Kareem:	I work at the town hall, which is opposite the community centre. The way I see it is that the centre already has good facilities. I mean everyone, from children to the elderly, can use the gym and computers there, can't they? And we don't really need a pool because we are a coastal town. We have the beaches! Plus, the extension will tear up the lovely pedestrianised area leading down to the beach, just to put in a car park for the people coming to use the centre. Does that make sense? Traffic will definitely increase as a result, making it unsafe for the infants' school further down the street.
Host:	Well, that is a concern. Let's bring in our next guest. Mohamed, you're a teacher at the infants' school, and I think you have some different ideas about all this, right?
Mohamed:	Yes, I do think the extension is needed. But, if we can make this a win-win for everyone, then people may accept it. We can reach a compromise. So I want to suggest that we slow down traffic by reducing the speed limit.
Po:	Exactly!
Mohamed:	We can also pedestrianise the area in front of the school to make it safer. And if we make the new car park free, then everyone in the neighbourhood can use it.
Host:	That sounds totally like a win-win to me! Well, that's all we have time for today. Thank you to my guests and to all of you for listening…

1.3 MY NEIGHBOURHOOD Ex 10 > Page 11

1:	I think these facilities will help keep kids off the streets and out of trouble.
2:	Does that make sense?
3:	Traffic will definitely increase as a result, making it unsafe for the infants' school further down the street.
4:	But, if we can make this a win-win for everyone, then people may accept it.
5:	Exactly!
6:	If we make the new car park free, then everyone in the neighbourhood can use it.

1.4 WHAT IS FRIENDSHIP? Ex 1 > Page 12

Are all your classmates your friends? What about the people you meet at sports practice or the club? It's OK to say no! In life, we come across so many different people that we can't call all of them our friends. This is because there are different degrees or levels of friendship: different types or categories of friend. If we had to categorise or order the people we know, then they would probably fall into these groups…

Acquaintances.
These are people we've met a few times, but we don't know them well. We might see them at school or football practice, for example. Perhaps they are our neighbours or hairdresser. Point is, we know them a bit, but not really enough to call them a good friend.

Social friends.
These are people we can have fun with at social occasions or events. We might see them at a birthday party or an after-school activity. You talk and laugh, and enjoy each other's company, but you don't share anything too deep or personal with them.

Close friends.
These are the friends you have a stronger connection with. You like to hang out with them and talk to them about personal things, good and bad. You go to them for advice, and they are there for you when you need support.

Best friends.
To find a best friend is to be truly blessed. These are people you have a much deeper connection with. Your relationship with your bestie is a rich and rewarding one because you know they love and accept you for who you are. You trust them and know they will stand by you no matter what.

Now, remember: some friends may fall into more than one category. And some people may progress from one category to the next as you get to know them more. It's also OK to not have friends in all categories. What is important is that you know who your true friends are!

1.4 WHAT IS FRIENDSHIP? Ex 7 > Page 13

Welcome to the show! On today's *Nuggets of Wisdom*, I'll be talking to you about friendship. Is friendship a glorious relationship between one person and another? Do we *have* to have friends? What exactly does it mean? Well, many of the greatest thinkers from the ancient and modern worlds have written about friendship. Let's see what some of them have to say…

Confucius, the well-known ancient Chinese philosopher and teacher, believed that friendship is a special bond built on trust and doing good by each other. A person must never be selfish or arrogant in any way towards a friend. Doesn't that sound wonderful and just right?

But the ancient Greek philosopher Plato believed that friendship can only exist between people of the same social class. This is because Plato thought that sooner or later, a person with less money will become greedy and grow to depend on their wealthy friend in one way or another. The relationship will then become *imbalanced*, with one side giving and the other taking. Interesting logic or a silly idea? You decide!

In the 1940s, an American psychologist, Abraham Maslow, created a model of human needs. Maslow identified our strong feeling for wanting friendship, which comes from our need for love and to belong. Without fulfilling this need to be with others and to belong in a group, Maslow believed we will not be happy. Now, does that seem true for everyone?

At the end of the last century, Dan Peña, a very successful American businessman, wrote the famous words 'Show me your friends and I'll show you your future!' By this, he meant to advise that the people we choose to be in our circle of friends will influence our thinking and behaviour to the extent that we either succeed or fail. Do you agree with him?

The most contemporary icon on our list to discuss is Maya Angelou, the world-famous poet and activist. She believed that a relationship only progresses from acquaintance to friend once you know and find you share the values of that other person. Friends may disagree, but not about deep matters. What do you think?

Well, that's all we have time for today. See you next time for more *Nuggets of Wisdom*. Bye!

1.5 CITY AND COUNTRYSIDE Ex 2 > Page 14

In this episode of *World Watch*, we are talking about what it's like to live in cities. You might be asking 'Why focus on cities?' or 'Why not talk about rural centres, too?'. It's because approximately 57% of the world's population lives in urban areas and current trends forecast that people worldwide will continue to move to cities. In fact, it's expected that by 2050, two-thirds of the global population will be living in urban centres.

1.5 CITY AND COUNTRYSIDE Ex 3 > Page 14

There is no doubt that there are many benefits to city living. Perhaps the most important is greater job opportunities because many cities have important banking and business districts. The rate of development in urban areas is also faster compared to rural areas. This is why they have better development of roads, bridges and buildings, and why they are often referred to as 'concrete jungles'. In some cities, services like education and healthcare are also so much better than in rural towns because there are more schools and colleges, as well as hospitals and doctors.

But cities do have their problems. For example, the large populations that live and work there can make it a challenge to find cheap housing. Pollution of air and water is also an issue because of fumes from traffic and waste from factories. This is why cities are often called 'the big smoke'! Even though urban centres have better public transport, they have a big lack of green spaces. In addition, the amount of litter found in cities, even when there are dustbins in public places, adds to the list of drawbacks. Although city living offers access to an endless choice of restaurants, theatres, museums and exhibitions, some people still prefer the more relaxed and simpler life found in rural areas…

1.6 CHANGING GENERATIONS Exs 1 and 2 > Page 16

Welcome to this special *Generation and Identity* podcast. So, do you want to know which generation you belong to? How about that of your parents and grandparents? Well, listen up!

The **Baby Boomers** were born between 1946 and 1964. They got their name from the baby boom of the post-World War II period when lots of babies were born following the end of the war. This was a generation that was not born into digital technology, so they are excellent at communication because they talked to people face-to-face. The Boomers were also hard workers who had to rebuild economies and cities after the wars of their era.

Generation X were born between 1965 and the early 80s. They are called this because they are hard to describe. This generation grew up with home computers, video games and cable TV. Although they are comfortable using technology, they don't need it to be able to get on with things. This generation was well-educated and grew up to be independent and problem-solvers. In their professional lives, they began the move towards the more relaxed working conditions we see today.

Millennials were born between the mid-80s and 1996. They were given this name because they became adults around the time of the new millennium (the year 2000). They were the only generation to have a childhood both with and without the internet, which became important to their lives. They are the generation that created and spread the use of social media. They believe in teamwork and in finding faster ways to get something done. They were also the first to push for better understanding of environmental problems.

Generation Z were born between 1997 and 2010. They have never been offline. Their heavy social media use has made them global citizens who are aware of many social and political issues, and they are comfortable talking about what they think and feel. They are independent, but also believe in teamwork. They are the most accessible and connected generation due to high-speed internet and smartphones.

Generation Alpha are those born between 2011 and 2025. They are named after the first letter in the Greek alphabet because they are the first generation to be born completely in the 21st century. They rely on technology and AI. They are the first users of video streaming and virtual assistants. They also went to school during the global COVID-19 pandemic which accelerated the use of digital platforms in education and remote learning. We still need to find out what they will be like or known for!

1 EXAM PRACTICE MODULE 1: LISTENING

A TOUR OF A HISTORIC HOUSE Ex 1a > Page 18

Welcome to Avalon House. This historic house was built in the late 1700s, and we hope you enjoy your time here.
After the tour, you're free to explore the gardens. If you've brought a picnic, you're welcome to use the tables or sit on the grass, but please take your litter home with you. We do ask you NOT to feed the ducks on the lake.
So, are we ready? Please follow me…

A TOUR OF A HISTORIC HOUSE Ex 1b > Page 18

This is where the family sat in the evenings. You can see the huge fireplace with wonderful designs in the wood around it. It's really an amazing work of art.
The chairs and the couch are all as they were two hundred years ago. Imagine the lady of the house sitting here, perhaps sewing, or listening to someone playing the piano, or maybe she's chosen something interesting to read from the library in the next room. Of course, there were servants to clean the room and keep that enormous fire burning. We're going to see downstairs where they spent most of their days, and also their bedrooms at the top of the house. Now, if you come to the window, you'll see…

FRIENDS Ex 2 > Page 18

Hmm, I've got different groups of friends. I've known one group since our first day at school –my best friend, Luke, is one of them. We don't have much in common really. We're interested in different things. Like, at school, he's really into science but I'm not. I'm more on the arts side. For example, I enjoy drama – that's not Luke's thing at all. I guess Luke's a bit like a brother. Our parents are friends too, so we see a lot of each other out of school. He gets on well with my brother too. We even go on holiday together sometimes.

FRIENDS Ex 3 > Page 18

I'm quite keen on sport and I enjoy kicking a ball around at weekends. There's a group, umm, six of us, who usually get together in the park and play a few games. It isn't serious, it's just a laugh and a good way to get some exercise. So, we're friends, for sure. And, well, my cousins are my friends too. I've got two cousins. They live near us and we often hang out together. I usually go to their place because it's bigger than ours. They've got more space. But they sometimes come to mine. It's good. I guess I'm lucky.

A CONVERSATION ABOUT COMMUNICATION IN THE PAST Ex 4 > Page 19

Grandfather:	Eighteen today, Martha! It's exciting!
Martha:	It doesn't feel like that sometimes.
Grandfather:	I know, there's a lot of stress on young people these days.
Martha:	Wasn't it the same for you though?
Grandfather:	Well, we had exams and all that, sure. But… we didn't have social media then, we didn't have smartphones. We didn't even have the internet! I think that puts a lot of pressure on you. I know phones are useful, but life was simpler without them…
Martha:	Hmm, maybe you're right about social media and phones – but I couldn't live without the internet. How did you manage? How did you find things out?
Grandfather:	Ha! We used books, we talked to people, we wrote letters and made phone calls.
Martha:	I still do those things! But faster! I mean, it takes ages to write a letter, then post it, then wait ages for a reply. How boring is that?
Grandfather:	Hmm. Actually it was nice to get letters.
Martha:	Yes, I do I like getting things through the post. It doesn't happen very often.
Grandfather:	And most homes had a landline. Oh and we had a fax machine in the office at work!
Martha:	What's that?
Grandfather:	It was half printer, half telephone. You put a document in it, put in the number, like a phone, and the other person's machine printed a copy.
Martha:	Wow, that sounds mad. Email is a lot easier.
Grandfather:	True.

A NEW NEIGHBOUR Ex 5 > Page 19

Joe:	Oh, hi!
Nadine:	Hi… Do I know you?
Joe:	I'm Joe. I live at number 6. I think you're our new neighbour?
Nadine:	Oh, yes. We moved in yesterday! Hi. I'm Nadine.
Joe:	So, do you like it here?
Nadine:	Well, yes, … but it's very different from Manchester. It's a bit quiet!
Joe:	Wow yes, that's a big change – from Manchester to a little village like this!
Nadine:	Yes, well, we've moved to be nearer my grandparents. They live near here, in the house where my mum grew up. She worries about them. Anyway, I know the area quite well because we visit them a lot.
Joe:	Oh, right…
Nadine:	And my parents can both work from home – they don't have to go into their offices in Manchester, so they're going to do that.
Joe:	What about you? Are you OK about leaving your friends and starting a new school?
Nadine:	Yes… I'm not going to lose touch with my friends. It's less than an hour to Manchester from here. My sister's more upset than me. She's only seven. She can't just get on a train to see her old friends, like I can.
Joe:	Hmm. My sister's 10. Maybe they'll be friends.
Nadine:	That would be good. What school do you go to?
Joe:	Merton High. Is that where you're going?
Nadine:	Yes, I start next term.
Joe:	Great. We can get the bus into town together. It isn't far but the bus stops everywhere so it takes ages.
Nadine:	That would be good. So, look, I have to go. See you again soon I expect.
Joe:	Yes, sure. Bye then.
Nadine:	Bye.

DIFFERENT SIZES OF FAMILY Ex 6 > Page 19

Selim:	Oh no! It's little my sister's birthday tomorrow. I mustn't forget to get her a present. That's the trouble with having a big family – you have to buy lots of presents! It's expensive!
Ellie:	I guess you *get* lots, too, though! And, you know you're lucky, having brothers and sisters. I haven't got *any*!
Selim:	So you get a nice quiet life, then. I'd like that. It's always so noisy at home. My sister always plays really loud music, and my brothers – they're always shouting. And I'm afraid we argue a lot of the time too.
Ellie:	Hmm, it's true it's nice and quiet at home, and that's good, most of the time. But it's too quiet sometimes. It can be lonely being an only child you know. Especially in the school holidays. That's when I hate it the most. I get really bored, and lonely too. You've always got someone else to do things with.
Selim:	Yes, true. There are some good things about having a big family. I like it when we're all together, you know, for special days, celebrations, and everyone's happy.
Ellie:	Birthdays – there you go – it's your sister's birthday tomorrow…
Selim:	Oh yes, OK, so, what would she like, I wonder, apart from a drum kit?

1 EXAM PRACTICE: SPEAKING

TASK 1: ROLE PLAY Ex 2 > Page 24

Narrator:	Role play 1
Examiner:	Your friend is staying with you for the weekend. It's his/her first visit to the town. You're discussing what to do. I am your friend. I will speak first. What do you usually do at the weekend?
Student:	Umm. I usually do my homework on Friday. Then on Saturday I get up late, finish my homework and errr, I go shopping. On Sunday I errr hang out with friends and relax.
Examiner:	OK. Where are the best places to go in your town?
Student:	Hmm, there's a big park, and there's a swimming pool. What else? Oh, yes, there are two cinemas and a theatre too.
Examiner:	Where can I buy a little present for my parents?
Student:	Umm, the shopping centre is quite near here. There are lots of good shops there.
Examiner:	What shall we do this evening?
Student:	Would you like to go to the cinema? Or we could watch a film at home.
Examiner:	Do you want to ask me a question?
Student:	Oh, yes, what kind of food do you like? Is there anything you don't like?

TASK 3: PICTURE-BASED CONVERSATION Ex 5 > Page 25

Examiner:	Describe the picture.
Student:	OK, so, there are four people, walking through a park and I think it's the end of summer. They're not wearing summer clothes, or winter clothes, but they're wearing clothes for cool weather. One of them, the girl on the left, is taking a selfie. I'm sure they're friends because they're all the same age, they look happy and relaxed, and they're taking a selfie together.
Examiner:	Do you like taking selfies?
Student:	Yes, I do. I don't take many these days, though.
Examiner:	Tell me about a happy time you have spent with friends.
Student:	Last summer I went to a theme park with my best friend and his family. It was a brilliant day, lots of fun.
Examiner:	Do you think you will still have the same friends in 10 years' time? How can you keep in touch?
Student:	Hmm, I hope so. I hope we keep in touch. Maybe we'll go on to the same universities, or something. We can keep in touch with social media. It's easy.

Examiner:	Is it possible to be friends with someone with different interests and opinions?
Student:	Hmm, that's a good question. I think if you've known someone for a long time, then you stay friends even if you're different. I'm not interested in everything my friends do, but we're still friends.
Examiner:	What are the best ways to keep a friendship alive?
Student:	I'm not sure really. Just be thoughtful, I think. You know, don't be selfish. Think of the other person.
Examiner:	Do you have a question for me?
Student:	Do you think you need to be with friends to be happy?
Examiner:	That's a good question. I think it depends. Often I'm happy to be on my own.

TASK 3: PICTURE-BASED CONVERSATION Ex 8 > Page 25

Examiner:	Describe the picture.
Student:	There are four people, a family. Mum, dad, a little child, I'm not sure if it's a girl or a boy, and in front there's a girl running along. She's about five and she's holding a toy aeroplane. They're on a path, but it could be by the sea or up in some hills. I'm not sure.
Examiner:	Do you think this is a special day, or their usual family walk?
Student:	I think it's the girl's birthday! The girl in front.
Examiner:	Why do you think that?
Student:	I think the plane is a birthday present. She looks happy.
Examiner:	Tell me about a time you visited either a big city or a place in the countryside.
Student:	Umm, well, I already live in a big city, so, let me see... We went on holiday to a little village near the sea. That was last summer. It was OK, but a bit quiet. Actually it was boring!
Examiner:	Where would you rather live – in a city or the countryside?
Student:	I like cities. I'd definitely choose a city, though not the one I live in. An exciting city, I'd choose that. There'd be lots to do.
Examiner:	What changes do you think will happen in cities and the countryside in the future?
Student:	I think cities will get bigger and bigger, but they'll be greener as well. People will drive electric cars and there'll be less pollution. There will be more buildings in the countryside – whole new towns, maybe. People need places to live.
Examiner:	Do you have a question for me?
Student:	Yes. Do you think it's more expensive to live in the city or in the countryside?
Examiner:	Well, I think accommodation is probably more expensive in cities, but transport is more difficult in the countryside, so that is probably more expensive there.

MODULE 2

2 SPRINGBOARD 2 Ex 2 > Page 28

Sally:	Did you see the latest episode of *Hunters*?
Fernando:	Yeah! It was so good! I wish they would release the whole series all at once. I hate waiting for a new episode each week!
Sally:	Did you understand the scene at the end? I thought it was so confusing!
Fernando:	Do you mean the part when Johnny talks to the man in the hat?
Sally:	Yeah, that bit. Who was the man in the hat? I didn't recognise them.
Fernando:	I'm not sure. I didn't recognise them either.
Sally:	When I heard his voice, it seemed familiar.
Fernando:	Yeah. It sounded a bit like Johnny's brother.
Sally:	Oh, yeah! Do you remember that scene in Series 2, when Johnny's brother leaves?
Fernando:	Yeah…
Sally:	Well, just before he leaves, he whispers to Johnny, 'I'll be there to help you at the Battle of Godor!'
Fernando:	Aha, you're right! It was him!
Sally:	Probably. Well, I guess so… Who else could it be?
Fernando:	True. Ah, anyway, what a great episode. I'm loving this series!
Sally:	Yeah, I prefer it to Series 2. There's much more action and less boring dialogue!

2.1 MY HOBBIES Exs 5 and 6 > Page 31

Farid:	Only two weeks to go, Jada!
Jada:	I know! Exciting! I haven't been to Comic Con for *ages*!
Farid:	Last year's event was amazing! You missed out!
Jada:	Not this time! Have you seen the schedule? It looks awesome.
Farid:	No. Wait, what? Where did you see it? They haven't updated the website or the Facebook page. I checked yesterday. They never post updates; it's rubbish! Anyway, people keep saying that Lupita Nyong'o from *Black Panther* is going to be there.
Jada:	*Confirmed*! She's doing a Q and A on Saturday, and she'll be in the autograph area, too.
Farid:	Whaaaaat! No way! We're queuing for her autograph! I really want to get a photo with her, too, *hashtag legend*!
Jada:	Same here! I remember waiting for hours to meet her back in 2020. I gave up; the queue was ridiculous!
Farid:	Hang on, how do you know for sure that she'll be there? Where did you see the schedule?
Jada:	Didn't you get the WhatsApp message? They sent the schedule in a promo message this morning. Wait! No, *I* booked the tickets! So I registered with *my* phone number!
Farid:	So they sent *you* the schedule! No way! *Jada*! Who's coming? What's happening? Tell me, tell me, tell me!

Jada:	OK. Right. Well, we have to get there super early on the Saturday. The doors open at 10.00 a.m. We have to be the first in!
Farid:	Why?
Jada:	They're doing a giveaway. The first 500 people through the door get free *Detective Conan* merchandise.
Farid:	Cool! OK. Well, you know I'm not a big fan of *Detective Conan*… I mean, I wouldn't wear the T-shirt, but I guess I can give it away to a friend. I don't mind getting there early. There's loads to see. Anyway, Jada…
Jada:	I guess we'll spend most of Saturday morning just walking around. I do want to visit some of the vendors actually, but I can't afford to spend too much on manga! Not like last time. I came home with about 50 comics…
Farid:	Jada!
Jada:	I'll just buy a few comics to add to the collection. Maybe some action figures, too…
Farid:	*Jada!*
Jada:	Oh, I must remember to buy some Pokémon cards for…
Farid:	*JADA!*
Jada:	What?!
Farid:	Just… Stop talking. Show me the schedule.
Jada:	Oh, yeah, haha! Sorry.
Farid:	Right… OK, the cosplay meet-and-greet is on Sunday this time. It's usually on Saturday. I wonder why it's changed?
Jada:	Uh-oh! I thought you'd be interested in that…
Farid:	Of course! It's the highlight of Comic Con! Who shall we go as this time? I've got a great *Star Wars* costume you can borrow…!
Jada:	You know I hate dressing up…

2.1 MY HOBBIES Pronunication box > Page 31

Have you ever **dressed up as a** character **from a** book or a film?

2.2 POPULAR MUSIC Ex 2 > Page 32

Narrator:	Speaker 1
Interviewer:	So, what type of music do you like?
Speaker 1:	Ah, you know, lots of stuff, really. I guess my favourite genre is probably rock. Well, rock and heavy metal! For me, metal is a kind of rock, right? It's hard rock!
Narrator:	Speaker 2
Interviewer:	What music are you into?
Speaker 2:	Er… good question. Well, I guess I just like, you know, pop music? Whatever is on the radio, I suppose. R'n'B, maybe some hip hop, too. I'm not into old stuff! Not like… Elvis or the Beatles, or anything like that! I'm sure it was great at the time, but some of it sounds really cringeworthy now! Like 'Love Me Do': super cheesy!
Narrator:	Speaker 3
Interviewer:	What's your taste in music?
Speaker 3:	Hmm, eclectic, I guess? I like lots of different stuff. I guess classical music is my favourite. I play the violin, so I learn lots of classical stuff, and I listen to it when I study, too.
Narrator:	Speaker 4
Interviewer:	What's your favourite type of music?
Speaker 4:	I'm really into K-pop! BTS, ITZY, GOT7, BLACKPINK… You name it! I heard that BLACKPINK are doing a European tour again… As soon as the tour dates are announced, I'm *straight* online to book tickets!

2.3 TV AND FILM Exs 4, 5 and Pronunication box > Page 35

Host:	Our next guest is the star of *Fortune*, the latest hit drama on Channel 4 Extra. She's better known to some of us as Heidi, the shop assistant in the sitcom *Supermarket*, or as the character the Phantom Frog in…
	Haha, you were all waiting for that, weren't you? She voices the Phantom Frog in the action-comedy film *Amphibian Quest*. Please welcome, TV Awards Winner of Best Actress two years running, it's Camila Verdant everyone!
	Camila, thanks for coming on. It's great to have you on the show again.
Camila:	Thanks for inviting me! It's been, wow, it's been a long time!
Host:	It has! I guess it's been… three years, hasn't it?
Camila:	About that. It was back when I was still the voice of that frog! I needed lots of voice training for that role, you know! Maybe you've noticed, I don't actually sound much like a frog in real life…
Host:	Ha, another cheer from our audience. There are plenty of *Amphibian Quest* fans in here tonight. I expect this happens everywhere you go?
Camila:	It's… well, yeah, it does happen a lot. I mean, I can't believe how popular that film was! You know, I took the role of the Phantom Frog thinking 'I spend all those years at acting school. Now, here I am, telling terrible jokes, voicing a frog, battling an Evil Dragonfly'. But I guess that's what people wanted to watch…
Host:	And they still do, it seems! I mean, we heard the news this week that Disney want to acquire the rights to the *Amphibian Quest* franchise. That was a shock, wasn't it?
Camila:	Well, no. Not really. I mean, we did better at the box office than some other action films. We made 100 million dollars more than *Deadpool*!
Host:	No! That's not true, is it?
Camila:	Absolutely.
Host:	Wow! You must be so proud of the film. I mean, you hadn't done an animation film before, had you?
Camila:	No, not at all. Most of my roles were, you know, teen films, coming-of-age films I guess, so *Amphibian Quest* was, well, very different!
Host:	Wow! Anyway, look, we could talk about your 'unfrogettable' role in *Amphibian Quest* all night… But you're here today to promote your latest show, *Fortune*. So, for those of us that haven't heard of this show before, can you tell us a bit about it?

Camila:	Sure, so… It's about this young woman called Fortune. And, well, she's just quite ordinary, I guess. She's just turned 21. She works at a café. She still lives at home. Her parents are divorced, and she lives with her dad, who can't work because he had a serious accident a few years before, works really long hours in a poorly paid job, she works a lot too and helps lots around the house because her dad just can't find the time. Anyway, one day, she's walking home from work and it's really windy, there's leaves blowing and all that. Suddenly, she gets hit in the face, literally, by this bit of paper. It's a lottery ticket. And when she gets home, she checks the numbers.
Host:	And guess what…?
Camila:	It's a winning ticket for $52 million. So, the story is that she needs to decide what to do. Should she be honest and hand it in? Should she take the money? And lots of things happen, like…
Host:	OK! So, spoiler alert! I think you've given us plenty there already! It sounds well worth a watch, and very different to *Amphibian Quest*, that's for sure…

2.4 ESPORTS AND VIDEO GAMES Exs 5 and 6 > Page 37

Gong:	Hello, and welcome back to *Gong's Gaming*. I'm Gong, and I'm here with gaming guru, Gharizah Gamal.
Gharizah:	Hi, everyone!
Gong:	It's time for this week's 'Three-in-three', where we review three new games in three minutes. Before we begin, make sure you tap that notification bell to get reminders about all our latest videos! Right, let's get started! Game number 1 today is: *Frisbee Force*! Take it away, Gharizah…
Gharizah:	Right, so, *Frisbee Force* is a browser game. It's super simple. Basically, you throw a virtual Frisbee as far as you can. You use the mouse cursor to throw a Frisbee from left to right. You can change the power and angle of the frisbee, and use a longer click for more power. The frisbee hits various things, you know, birds, trees or whatever. They either slow it down or speed it up. It registers your distance on the leaderboard, then you try again. And again. And again!
Gong:	Addictive, then?
Gharizah:	Very!
Gong:	What's your verdict?
Gharizah:	A fun brain break from studies. Seven out of ten. It's a hit!
Gong:	A hit! OK, next up is *Virtual Degree*….
Gharizah:	OK, so, *Virtual Degree* is a virtual reality game. It's available on most headsets. I played it on the *Cortex 3000*. Anyway, in the game, you're a student. The virtual world is a university. You spend your time going to lectures, revising, walking around campus, just anything a regular student does.
Gong:	Go out with friends?
Gharizah:	Yep. That too.
Gong:	OK, an immersive university experience. Any good?
Gharizah:	Who wants to play a *study* game? It's boring, and the graphics are clunky. The gameplay is limited.
Gong:	Verdict? I think I can guess…
Gharizah:	Two out of ten. Miss. Skip it.
Gong:	OK, last up is *Jelly Bean Jump*. Gharizah, you're smiling…
Gharizah:	Ha, it's just such a random game. Right, so, *Jelly Bean Jump* is a platform game. It's available on most consoles. You're a jelly bean.
Gong:	A jelly bean?
Gharizah:	Yeah, a walking jelly bean that can jump. You jump around to collect bits of colour. You want to become a multi-coloured jelly bean. You avoid the bad guys. They are people with big mouths who are walking around trying to eat you.
Gong:	Right…
Gharizah:	You unlock different levels. I don't know how many: I'm still playing!
Gong:	So, it's good then?
Gharizah:	It's crazy, but super fun. I could play it all day. You've got to try it.
Gong:	So, that's our 'Three-in-three' this week. Sounds like *Jelly Bean Jump* is the clear winner. Our thanks to Gharizah Gamal, as always. If you enjoyed this video, don't forget to like and subscribe, and we'll see you again soon!

2.5 HEALTHY LIVING Exs 7 and 8 > Page 39

A:	So, we received over one hundred responses to our survey about food choices in the school canteen. Remember, we have to propose some ideas for improving the canteen food to Mr Paul next week. Students were keen to suggest changes. There are some interesting and *similar* ideas. We've looked through all the responses and picked out the three main ideas that people kept mentioning. The first one is, well…
B:	A snack machine?
A:	Correct! Haha, what a surprise! About 40 responses asked for vending machines in the canteen for drinks and snacks. Any views?
C:	Well, it doesn't fit with our 'Eat Well' campaign…
D:	No! And it doesn't fit with our 'Eco-school' campaign either. Think of the palm oil in snacks, the plastic bottles from the drinks…
A:	Yeah, let's just skip that idea. All agree?
B, C and D:	Yeah, agreed!
A:	So, the second suggestion was to have more vegetarian *and* vegan options at lunchtime. Many people said that the vegetarian options were limited. Sometimes it's just vegetable fried rice.
B:	Yeah, the options are terrible. This needs to change. It's always just *rice*. It's bland!
C:	And it's often egg fried rice, so it's not vegan.
B:	Yeah! There's literally *nothing* for vegans. Well, fruit. Or just vegetables. That's it.
A:	That's a big problem. We need to ensure that there's enough choice for everyone. What do you think?
B, C and D:	Sure! Yeah! Definitely!

A:	I'll mention the third suggestion: there's some crossover. So, lots of students suggested that the canteen do a meat-free day. You know, 'Meat-free Mondays', where all the options are meat-free.
D:	I thought we already did that? Sorry, I don't eat canteen food, I bring a packed lunch.
B:	No, there *was* a meat-free day, but it was just a one-off. I think we should do it every week. It ties in nicely with the 'Eco-school' campaign, too.
C:	Yes! I think they should make the 'Burger and Chips Friday' meat-free.
A:	You mean use plant-based burgers?
C:	Yes!
B:	Mmm! I think both these suggestions are good. Choosing the burger day would reduce our meat consumption a *lot*.
C:	Agreed. But we need to do some research into good vegan and vegetarian options. Maybe another survey?
A:	Yeah. So, we need to make our suggestions to Mr Paul. Should we say 'more vegetarian and vegan options', and 'a meat-free day'?
B:	Yes!
D:	I think so.
C:	Yeah. But did no one mention the need for healthier food choices in general? There's still quite a bit of junk food.
A:	No! That surprised me, too. Personally, I like the idea of having a salad bar, and that would increase choices for vegetarians and vegans. Mr Paul said the canteen staff didn't want a salad bar… Something about hygiene issues or food storage… I can't remember.
C:	Hmm… Fair enough.
A:	So, we need to write a quick report about this for the school newsletter on Friday. Hugo, can you do that?
D:	Sure. So… I'll just mention the three main suggestions, and which ones we chose?
A:	Yes. The three suggestions, and which two we are putting forward to Mr Paul. Why we chose them. And explain that we will send out another survey about vegetarian and vegan choices.
D:	Got it!

2.6 SHOPPING AND FASHION Exs 6 and 8 > Page 41

Narrator:	Anecdote 1
A:	You wouldn't believe what happened over the weekend. Seriously, this is so embarrassing…
B:	Why, what?
A:	So, I'm at Fashion City Mall, right? And I'm in Top Clothes, just having a look around.
B:	Right…
A:	I decide to buy a couple of T-shirts. You know there's a sale on at the moment?
B:	No…
A:	It's 30% off, and there's some good stuff in the sale, too. Anyway, so I buy these T-shirts…
B:	Hmm…
A:	And then I'm walking out of the shop and into the shopping mall.
B:	Right…
A:	And suddenly, the security alarm goes off. BAM! BLEE-OOOOW, BLEE-OOOOW, BLEE-OOOOW, BLEEE-OOOW! This security guard appears from nowhere, zooming along on one of those segways, you know, the segways the security guards drive?
B:	Yeah! No way! What did you do?
A:	It was seriously embarrassing, because the Top Clothes alarm is, like, sooooo loud. Everyone in the shopping mall is looking at me, a couple of shop assistants come out, then another security guard appears… Can you imagine? All eyes were on me!
B:	What a nightmare!
A:	I know. They go through my bag and stuff, and I'm like 'No, I just bought these T-shirts. I haven't taken anything.'
B:	So, what was the problem?
A:	So, the guard suddenly says 'Where did you get that hat?' and I'm like, 'What hat?' and she says 'The hat you're wearing…' and at that point I'm like… I totally forgot I had tried on a few hats, and, well… I still had one on… It was a bright pink crocheted bucket hat. Not exactly subtle!
B:	Haha, no way!
A:	The label was hanging from it, too. It was so embarrassing.
B:	Haha, so what did you do?
A:	Ah, they could see I hadn't stolen anything on purpose. They ended up being fine about it, but I felt like such an idiot. Everyone was looking… it was *so* mortifying!
Narrator:	Anecdote 2
C:	It's Juan's birthday next week. I think I'll just send him a card online.
D:	Don't use the Cards and Cakes online shop, it's terrible. Complete waste of money.
C:	Oh…
D:	Did I tell you what happened when I ordered a card for my brother's 18th birthday?
C:	No…
D:	So, I choose a card, personalise it and all that, and add it to my basket. I've got tons of cards to send, you know, it's my grandma's birthday, some other friends, too…
C:	Go on…
D:	So, I do all the cards, make the payment and all that. Anyway, two days later, I get a WhatsApp message from my brother with a photo in it. Wait, let me show you… Hang on… Look!
C:	What!? Happy birthday Grandma? Why did you send him that?

D:	I didn't! The Cards and Cakes shop did! They messed up the whole order. They sent my brother the card I wrote for my grandma, and they sent my grandma a *blank* card…
C:	Blank? You're kidding!
D:	Completely blank. Then they sent my friend a completely different card, something I hadn't ordered at all.
C:	That's ridiculous! Still, it looks like your brother saw the funny side!
D:	Ha, well now we've decided that every year, we're going to send each other totally random birthday cards instead… It *was* funny. I mean, not at first, but…

2 EXAM PRACTICE: LISTENING

MY HOBBIES Ex 1 > Page 42

OK, so, we run a weekly meetup which we call Arts in the Park. It happens every Saturday morning at the Garden Café, near the west entrance of Priory Park.

It's a meetup open to all art enthusiasts, whether you just like looking at art, or you're a collector, an amateur artist, a professional even… There's something for everyone. It's an informal meetup, so come along for a coffee, a chat, or maybe bring some of your work to showcase!

We're a friendly group and we welcome new members and guests. It's free, we just ask for a small donation for the coffee and biscuits. We run special events on a regular basis too. Things like meet-and-greets with local artists, small exhibitions, and workshops. Oh, and we occasionally organise trips to galleries around the local area. We share information about these on social media, so it's worth joining our Facebook group.

Anyway, if you like talking about all things art, if you'd like to try a bit of painting and get some tips, if you just fancy a coffee and a chat in the park, then feel free to join us. Every Saturday, 10 a.m. to midday. See you there!

AN ADVERT Ex 2 > Page 42

Jingle:	Healthy body, healthy mind, all you need is BE KIND!
Kira:	Morning Mum.
Mum:	Oh dear! Sounds like you had a late night!
Kira:	I was revising for the end-of-term test today. I'm so nervous…
Mum:	BE KIND to yourself, Kira.
Kira:	Yes, Mum.
Mum:	No, I mean it! Here! Be Kind!
Kira:	What's this?
Mum:	It's a natural energy drink AND a stress reliever! It's a mixture of five ingredients that are specially formulated to calm your nerves while giving you the boost you need!
Voiceover:	Be Kind is made from 100 per cent natural fruit and root juices. It's a great source of vitamins B, C, D and minerals such as iron and calcium.
Mum:	And you know the best thing is? Be Kind tastes…
Kira:	Delicious! Thanks, Mum!
Mum:	But you don't need Be Kind to pass that test – you'll do great on your own!
Kira:	Thanks, Mum.
Mum:	Healthy body, healthy mind, all you need is BE KIND!
Voiceover:	BE KIND is a vegan-friendly product.

AN ADVERT Ex 3 > Page 43

EVERYTHING MUST GO at the Mega Memorabilia Depot! Buy merchandise of your favourite pop groups at dirt cheap prices! Autographs, T-shirts, posters, AND MORE. Our store closes FOR GOOD on Sunday 15 May, so EVERYTHING MUST GO! Some of our merchandise is so cheap we're practically giving it away! Autographs start from just one dollar, tour T-shirts from just five dollars! There are thousands of posters available and some rare collectors' items too! Take Junction 5 off the Federal Highway and follow signs to the Mega Memorabilia Depot! We are open daily from 8 a.m. to 5 p.m. and remember – EVERYTHING MUST GO!

A CONVERSATION Ex 4 > Page 43

Zara:	Today, we're discussing the pros and cons of video games for young kids. Lots of us enjoyed playing video games as kids, but this can still be a contentious topic – should kids be allowed to play games? If so, how often? Which type of games? What about those that include violence, and so on? So, let's ask some other students to see what they think… So, Zikri. Video games for kids. Yes or no?
Zikri:	Yes!
Zara:	OK. So what do you think are the advantages and disadvantages?
Zikri:	Well, one clear positive would be that video games can be educational. Some games, like adventure games, puzzle games, and RPGs are great for developing problem-solving skills. And for collaboration and other life skills too – especially games that involve playing in online teams. However, it's important that young kids learn to interact with other people in person too – not just on a screen! That's the only downside for me – if young kids spend too much time playing computer games, then their social skills development may suffer in some ways.
Zara:	Hmm, yeah I think I'd agree with that. Nadia, what are your views? What are the advantages and disadvantages of allowing young children to play computer games?
Nadia:	Well, one thing that is often overlooked I feel, is that computer games can encourage young people to become more active. It's easy to think of gaming as a kind of, you know, a slouchy type hobby that you just do from the sofa. That's not true though! There are certain games that get kids up and moving – not just at home, but sometimes around their local area. Geocaching, for example – that's great fun! On the other hand, I have seen some negative effects of computer games on children. For example, my niece and nephew play a lot of games. They're often tired because they stay up late playing games. It makes them irritable, and their schoolwork suffers. I think it's a case of setting clear limits, rather than stopping kids playing games altogether.

Zara:	Thanks Nadia, and good point about games actually making kids more active – I hadn't thought of it like that. Ahmad, what are your views?
Ahmad:	Well, I guess one great thing about computer games is that they prompt kids to learn about the world. For example, when I was a kid I used to play this game called 'Empires', where you would command armies to battle against each other, and conquer different regions. Anyway, the characters in the game were real armies and military leaders from history. That made me want to learn more about them, and I developed a keen interest in history. And geography too – there were lots of maps used in that game. That said, I guess that game was all about fighting and violence and conquests… I do think some games these days are very violent and graphic too. These certainly aren't good for kids. The war games I would play, hmm, they also reinforced a certain world view as well – of domination, oppression, and so on.

MODULE 3

3 SPRINGBOARD 2 Ex 3 > Page 52

I'm from the UK. The education system here has four or five parts, depending on how you look at it. Before school, we go to nursery or playgroup, usually from the age of around two or three. We can start primary school here when we are four, but we don't have to. The first year is called Reception year, or Year R. Then from ages five to eleven, we have six more years of primary school, which we have to attend. When we finish year six, we are eleven years old. Then we go to secondary school: we call that high school here, but I know that's different in the USA. At the end of secondary education, when we are sixteen, we sit our GCSE exams. After this, some students leave school and get a job. But most of us continue in education. We either stay at the same school and go into the sixth form for two years, or we go to a special sixth form college. We finish when we are eighteen. Then some of us go on to further education, at university or whatever. And some of us look for work.

3.1 SCHOOL LIFE Pronunciation box > Page 55

You aren't allowed to wear **trainers**; you must wear **shoes**.
You mustn't wear **jeans**; you must wear **trousers**.

3.1 SCHOOL LIFE Exs 5 and 6 > Page 55

This year, I have noticed that lots of students are not wearing the correct school uniform. It is not enough to wear only the school blazer. You have to wear the full uniform, unless you are allowed to wear a different uniform.

At least half the students in this hall are wearing trainers. I know that trainers are in fashion, but at this school you need to wear black shoes. Trainers are only allowed for sporting activities.

I can see that lots of you are not wearing a tie. You must wear your school tie, even in hot weather. And there are some students who wear jeans every day. This is not allowed. Students must wear grey trousers or skirts.

Lots of students are wearing brightly coloured shirts and blouses. This is unacceptable. The rules say that all shirts and blouses must be white.

I've also noticed that when it's cold, lots of students wear colourful jerseys. May I remind you that you must wear the official school jersey. You don't have to wear it in hot weather, but if you wear one, it must be the official one.

From next Monday, I want to see everyone wearing the correct uniform. I won't be content with anything less. I am sending an email home about this later today. If anyone fails to wear the correct uniform, I will have to consider…

3.2 EDUCATION AROUND THE WORLD Exs 6 and 7 > Page 57

1:	When I finish my studies, I want to work in artificial intelligence. I think that there could be lots of opportunities in this field in the future, and it's something I'm really interested in. I'm definitely going to go to university, but I don't know what I'm going to study yet. I might do something like mathematics or computer programming. Or I might look for a course directly related to developing artificial intelligence. I've got another three years until I finish school, so the types of courses on offer could change quite a lot between now and then.
2:	Next year is my last year at school, so I've started thinking about what I want to do. I want to study after finishing school, but I might not go to university straight away. I might take a gap year because I think it could be a good experience. I might try to find a job in a hotel or something like that because I want to work in tourism.
3:	Next year, I've got a place at a prestigious university in the United States to study English Literature. I'm really excited about it, but I'm a bit nervous, too. I don't know where I'm going to live yet. I could stay in the university's halls of residence on a campus, but that's very expensive. Another possibility is to stay with a host family. The university has a service to help you with this. Or I might look for a student flat to share with other students from the same university.

3.2 EDUCATION AROUND THE WORLD Pronunciation box > Page 57

daug**h**ter, throug**h**, mi**gh**t, ri**gh**t
could, would, ca**l**m, cha**l**k

3.3 EXTRACURRICULAR ACTIVITIES Exs 6 and 8 > Page 59

Presenter:	Welcome to the 'Student Voice' podcast, helping students around the world find their voice in English. This month, the conversation has focused on wellbeing. I'm delighted to welcome Ha Yeon, who promotes student wellbeing at her school by providing a cool extracurricular activity. Ha Yeon is busy revising for her exams, so we're grateful that she could make time for us. Welcome, Ha Yeon!
Ha Yeon:	Hi! Thanks for having me!
Presenter:	Where are you based, Ha Yeon?
Ha Yeon:	I live in Malaysia at the moment. I study at an international school in Kuala Lumpur.
Presenter:	Cool. And you're from Korea, right?
Ha Yeon:	Yeah, from South Korea, just outside Seoul.
Presenter:	And… It's something Korean you're here to talk to us about…

Ha Yeon:	Yes, K-pop!
Presenter:	So, we've seen from your social media posts that you seem to be offering an interesting extracurricular activity at your school… Can you tell us more?
Ha Yeon:	Basically, our activity is a K-pop dance club. It's twice a week, and it's optional for all year groups in our secondary school.
Presenter:	Awesome! What made you start this club?
Ha Yeon:	So, the club was started a while ago. We were talking during an excursion to a museum about how to stay fit and healthy, that sort of thing. I'd always loved dancing so I started a K-pop dance club. We met online twice a week, and we chose a K-pop dance to learn and practise. I didn't have to prepare for the sessions, and just showed a few dance moves and played the music. And restart the songs when we made mistakes. A *lot*, haha!
Presenter:	And it was popular?
Ha Yeon:	It was *super* popular. I mean, people just needed something to get them up and active. We had loads of people joining our Google Meets for K-pop dance club. It wasn't just students. Teachers were keen to learn, too.
Presenter:	Were the teachers any good?!
Ha Yeon:	To be honest, everyone was pretty good. That's the great thing about K-pop dancing. It's quite… not basic, but… I think it's easy enough to learn. Recently, we've encouraged other schools around the city to start K-pop dance clubs, too. We have friendly competitions with them sometimes.
Presenter:	Wow! You've had a real impact! So, apart from being more active, how do you think the students and teachers have been helped by the club?
Ha Yeon:	At first, the whole idea was just to get people moving. But the club helps students make friends across the school, not just in their year groups. And across schools, too! Friendship is important for wellbeing. It's also helped people build confidence, and some people have found new hobbies, like learning Korean so they can understand the songs. Personally, I've enjoyed sharing my culture and language, too. So yes, many positive effects on everyone!
Presenter:	Ha Yeon, thanks so much for sharing this story, and if anyone listening is interested, then why not start your own K-pop dance club!

3.4 TECHNOLOGY IN EDUCATION Pronunciation box

> Page 60

award**ed**, connect**ed**

help**ed**, fix**ed**

us**ed**, design**ed**

3.5 THE FUTURE OF EDUCATION Ex 4

> Page 63

A:	With us for this week's 'What does the future hold?' podcast is Harold Thornbury, principal of Stars International School, who is here to talk about how schools will change in the future. Thanks for coming, Harold.
B:	It's a pleasure to be here.
A:	How do you think technology will change the way students learn?
B:	Well, technology is already changing the way students learn. These days, we have digital materials, interactive whiteboards and tablets. But in the future, things will be very different. Technology will allow students to study from home. I think that very soon we'll have a situation where students will be doing half their classes from home and the other half at school. At home, they will be using study tools which will be able to adapt to their abilities. Students will be allowed to design their own curriculum, and will be able to spend more time concentrating on subjects which they find difficult. Some students will be able to do more challenging tasks and answer harder questions. This will make the learning process much more engaging, especially as technology becomes more accessible.
A:	These are all great points. The future sounds very exciting! And on that final point, about technology becoming more accessible – can you tell us more about this?
B:	Yes. What I mean is that more and more…

3.5 THE FUTURE OF EDUCATION Pronunciation box

> Page 63

read**ing**, do**ing**

liv**ing**, us**ing**, learn**ing**, work**ing**

3.6 AN IDEAL CURRICULUM Exs 2 and 3

> Page 64

1:	If I were in charge of the school curriculum, I would do things in a very different way. Instead of dividing the school day into different subjects, I would base the curriculum on projects. So, for example, if a class did a project about climate change, they would practise science while they were studying the reasons behind climate change; geography to show the effects of climate change in different parts of the world; maths to make pie charts and graphs. They would practise writing and art by making reports and posters. So, our students would learn all the things they learn in a more conventional curriculum, and at the same time they'd also learn about real world events. Also, they would benefit from working in groups, using creative skills to produce project work and research skills to find information from different sources. If students worked like this, it would prepare them for the modern world.
2:	There's one thing I would like to change about our school curriculum. At the moment, we do all kinds of subjects which I don't think will be useful for me when I leave school and look for a job. So I'd like these subjects to become optional instead of compulsory. For example, there are lessons in music and drama which are very enjoyable, but they aren't useful for me, so I'd prefer to spend the time on other subjects. Art too! Right now, we do three art classes a week, and I really don't think that's necessary for what I want to do later in life. I love drawing and painting, but I can do that in my free time. It isn't a skill I want to learn at school. So, if I could change the curriculum, I'd make music, drama and art optional. Then I'd have more time for subjects which are important for me to learn about, such as coding and AI.

3:	I think it's time to change what we teach in our schools. The world has changed so much since I began my career as a biology teacher, and I think what we teach in schools doesn't reflect what students need to know for the modern world. If I designed a school curriculum, I would give much more importance to STEM subjects. There is a shortage of engineers and people with technical skills in the present job market, so we need to train more people in these skills. I would make sure that there was more time given to subjects like chemistry, physics and biology. And I would make sure that there was plenty of time for subjects like I.C.T. and computer science, as well as design and technology. I would think about introducing new subjects into the school curriculum: things like web design and climate science. Robotics would be a good idea, too.

3.6 AN IDEAL CURRICULUM Pronunciation box > Page 64

If I were a teacher, I would do lots of projects.
If I were in charge, I'd change everything.

3 EXAM PRACTICE: LISTENING

PIANO LESSONS Ex 1 > Page 66

Man:	Hello. Welcome to the Star Music Academy.
Yasmin:	I've got a piano lesson at six o'clock.
Man:	Ah, you must be Yasmin.
Yasmin:	Yes, I am.
Man:	Your class is in room 7B with Ben. He's a really good teacher. He's been teaching the piano for over 20 years.
Yasmin:	Oh, that's good to hear.
Man:	You're early. It's only twenty to six. Would you like to wait in the cafeteria?
Yasmin:	Yes, please.
Man:	OK. I'll show you where it is. Come with me. The cafeteria opens from five till nine. They sell tea, coffee, cakes and sandwiches. Here's the cafeteria.
Yasmin:	Thanks very much.

LEARNING A LANGUAGE Ex 2 > Pages 66 and 67

Learning a language is a very rewarding experience, but it can also be difficult and frustrating. In this podcast I want to talk about some of the different methods for learning a language, based on my own experience of learning Portuguese.
What most people do is sign up to a language course in an academy or online. One advantage of this is that you receive structured lessons in grammar, vocabulary and pronunciation, and the language you come across is graded to your level. A systematic approach like this gives you a solid foundation.

I started learning Portuguese in an academy and it was great at first. But then I realised that I still found it difficult to actually speak and understand the language because there weren't enough opportunities to practise speaking to real Portuguese speakers.
So I tried a different method, immersion in the language. You can immerse yourself in a language by reading books, watching films and listening to music. You can go and live in a country where the language is spoken, or find speakers of the language in your own area to have conversations with. I spent three months in Brazil, and that really helped my spoken level of Portuguese.
I think the best way to learn a language is to combine immersion and structured learning.

And remember, language learning is a journey, and every step brings you closer to your goal of speaking the language. The most important thing is to enjoy the journey and stay motivated along the way.

STUDYING FROM HOME Ex 3 > Page 67

Fatimah:	Let's talk about the advantages and disadvantages of studying from home instead of going to school. Jorge, what have you got to say?
Jorge:	The good thing about studying from home is that you save a lot of time. I mean the time you would normally spend getting ready for school, catching the school bus, travelling home again. So you can spend that time doing other things. But of course if you're studying from home, you don't get to hang out with your friends at break time. And that's something I would miss.
Fatimah:	What about you, Zak?
Zak:	To be honest, the only good thing about studying from home that I can think of is the home-cooked food. Everything else is negative. It's too easy to get distracted for a start, especially if you've got brothers and sisters at home too. At school it's easier to focus on schoolwork. It might seem obvious, but in the classroom you have to do classwork. The teachers wouldn't be very happy if you didn't!
Fatimah:	And you, Sandra?
Sandra:	I think there are good things and bad things about studying from home and going to school. One advantage while studying from home is that you can wear comfortable clothes, like a tracksuit and slippers. One disadvantage is that you spend too much time on your own. I know we can meet up online, but it isn't the same as sitting next to your friend in the classroom. At the end of the day though, what I enjoy most about studying from home is that I get to see more of my mum and dad. They both work from home so we can chat when we have a break, and have meals together.

A VOICEMAIL MESSAGE Ex 4 > Page 67

Hello Erik, it's Mr Yoshida here. I hope you're feeling better. Your mother asked me to give you some information about the exams next week. The history exam is on Tuesday at ten o'clock, and you need to read units three and four. The French exam is on Thursday at two o'clock. The French teacher says that you need to study irregular verbs.

A VOICEMAIL MESSAGE Ex 5 > Page 67

Anyway, I hope you're feeling better and you're able to study. As you know we have the school trip after the exams. We'll be visiting the science museum in the morning and the adventure park in the afternoon. I gave your mum the information but you can see the details on the school blog. Make sure you bring in the permission form signed by an adult in the family.
Bye for now. Hope to see you soon.

MODULE 4

4 SPRINGBOARD 1 Ex 6 > Page 75

Narrator:	One
Darius:	I want to be a doctor.
Lara:	A doctor? That's hard! You should study more and you shouldn't play video games all the time!
Darius:	That's true! I mustn't spend so much time on the computer. I must work harder in science classes.
Narrator:	Two
Sita:	I'd like to be an artist. What should I do?
Arjun:	You have to practise a lot! You don't paint enough.
Sita:	You're right. I mustn't forget to do that!
Arjun:	I know, you should try to draw or paint every day.
Sita:	Good idea!

4 SPRINGBOARD 2 Ex 4 > Page 76

Speaker 1:	Who's the most annoying person you know?
Speaker 2:	My brother, sometimes! He's *always* taking my things… but I can borrow his things, too.
Speaker 3:	My cousins… when we watch films, they're *always* talking. Grr! But they're also kind. They give me great presents!
Speaker 4:	Me! I'm *always* forgetting people's names.
Speaker 5:	My friend Ellie. She's *always* arriving late. But she's very nice and friendly, so I don't mind!
Speaker 6:	My sisters. They're both really clever, and they're *always* asking questions! They help me with my homework though, so it's OK really.

4.1 THE WORLD OF WORK Exs 5, 6 and 7 > Page 79

Joe:	Good morning, this is Joe Sutton at Peace Boat. How can I help you?
Akari:	Good morning, Joe. My name's Akari Sato. I'm based in Yokohama in Japan, and I'm phoning to find out more about how to go about becoming a volunteer on one of your Global Voyages.
Joe:	That's fantastic! What sort of role would you be interested in? We currently have openings for English teachers, Spanish teachers and interpreters.
Akari:	Well, I speak excellent English and intermediate-level Spanish, as well as Japanese. Although I'm a student at the moment, I'm just finishing a course to be an interpreter, so I think that's the role I'd be best suited to.
Joe:	Great… Can I ask where you heard about us, Akari? Was it from someone who's been on one of our voyages? A friend? Online?
Akari:	I was looking online for this kind of opportunity because I'd been thinking about volunteering when I finish my course, and I found your website. I knew about Peace Boat because I read a magazine article ages ago, but didn't realise it was possible to volunteer before.
Joe:	Great! Well, it's easy to apply, the application forms are on our website, so just fill one in.
Akari:	Yes, I've had a look at the application forms, but I do have a few questions. I'd love to find out in more detail about what people do on board, for example, what cultural activities are there? I know a little about the organisations that Peace Boat works with in different countries, but it would be good to know more about what the volunteer role involves.
Joe:	Oh, I'm sure I can help you with that.
Akari:	I realise that Peace Boat isn't in Yokohama at the moment, so a visit is out of the question, but would it be possible to drop by the office and find out more about the work you do? I know you organise information events, but there isn't one until next year.
Joe:	That's true… Our next information event is in February, so you should definitely come to the office. We're open Monday to Friday, from 8.30 a.m. to 5.00 p.m., and on Saturday from 8.00 a.m. to 1.00 p.m. One of my colleagues, Habiki Akiyama, volunteered recently, so he'd be an excellent person to talk to. He'd been working here for a few years before he went on one of our longer trips and is very familiar with how the organisation works.
Akari:	That sounds perfect. When would I be able to come and meet him?
Joe:	Let's see, I'll just look at his calendar… He's got some availability next week on Monday at 11.00 a.m., Thursday at 2.00 p.m. or Friday at 1.00 p.m. Actually, he's meeting with two other people who're interested in volunteering on Tuesday at 9.00 a.m. Can you make that time?
Akari:	Yes, that would be great.
Joe:	Excellent. Can I take your contact details, Akari? What's your surname again?
Akari:	It's Sato… S-A-T-O, and my mobile is 080-3428-5692.
Joe:	OK, thanks. So we'll see you on Tuesday 29th at 9.00 a.m. Please bring…

4.2 FUTURE EMPLOYMENT PLANS Ex 2 > Page 80

Narrator:	One
Zahra:	Hi, my name's Zahra.
Rob:	I'm Rob. Nice to meet you, Zahra. How can I help?
Zahra:	Well, I'm not interested in going to university but doing an apprenticeship really appeals to me. I know your company sometimes offers them… Have you got any openings at the moment?
Rob:	We do, actually. There's an opening for an apprentice in graphic design. You'd work with the design team three days a week and study at college two days a week. It's a great opportunity because it's a really practical role, so you get to do lots of interesting things. We've also got a short apprenticeship in the IT department. If you complete that, you can go on to do a higher-level qualification in IT.
Zahra:	They both sound really interesting! Can you tell me a bit more about them?
Rob:	Sorry, I have to go because I'm giving a talk, but take a look at this brochure. It explains all our apprenticeships in detail.
Zahra:	Perfect. May I take it to read at home?

Rob:	Of course. Just contact me if you have any questions. My email and phone number are in the brochure.
Narrator:	Two
Omar:	Hello, Sara, I'm Omar. I went to your talk about preparing for job interviews. I thought it was really useful! I got some great practical tips.
Sara:	I'm glad you enjoyed it! So, how can I help you, Omar?
Omar:	I've been doing some research into careers and I'd love to work for your company!
Sara:	Good choice! It's a great place; everyone I know is really happy there. So, what sort of position are you looking for?
Omar:	I've just finished a degree in business studies, so something related to that. I definitely want a job that involves working with people.
Sara:	OK. If I were you, I'd think about a career in human resources. HR is a great area to get into if you want to work with people!
Omar:	Cool! Could you give me any advice on how to apply for an HR job? Would I need to do any further training?
Sara:	I think the best person to talk to would be Mr Green, the head of our HR department. Let me introduce you…
Narrator:	Three
Luisa:	Hi, Sam, we met earlier in the coffee break.
Sam:	Oh, hi… Sorry, would you mind telling me your name again? I've met so many people today!
Luisa:	Of course! It's Luisa.
Sam:	Let's see… You're interested in learning a trade, right?
Luisa:	Yes. I think being an electrician would be a great career! I've heard really good things about your organisation. I was wondering… Do you know when you'll have any new openings at the company?
Sam:	We definitely will in September, so I'd advise you to get in touch in July, as I'll have more information on the number of places then. Here's my card. I'd be happy for you to contact me.
Luisa:	Thanks, I'll do that!

4.3 SKILLS FOR THE FUTURE WORKFORCE Exs 5 and 6 > Page 83

Hi, I'm Olivia and this is my podcast. Today, I'm giving my opinion about the five skills or things you'll need in the workplace now *and* in the future.

Number one, you'll need to be tech-savvy. It doesn't matter what job you're thinking of doing… whether you want to be a plumber or a graphic designer or the boss of a big company, you'll need to be competent in using *lots* of technology. You won't have to be an expert, but if you are, you've got more chance of getting a job. Everyone's going to use tech to look at data and analyse it. You'll also need to understand how new tech will affect your job and the industry you work in. Be proactive, find out about new tech and try it out. It could get you your dream job!

Number two is communication skills. It will be helpful to be able to communicate clearly in different ways… face to face, by email, in meetings, instant messages, social media, phone calls and using different software. It's almost like speaking lots of different languages. Being able to get your message across and use the right kind of language is a skill employers will look for.

Number thee: problem-solving skills. Problem-solving skills are things like coming up with new ideas, being creative to solve problems or critical thinking (that's analysing information to make decisions). Machines will do more of the things we used to do, so people will spend more time thinking and planning. You need to be able to stay focused and be good at choosing priorities.

Number four is being adaptable. Things change all the time, and changes are happening faster and faster. People who are adaptable get more work done and they make good leaders, and employers value that. They're also more likely to move up the career ladder faster. Being adaptable will get you a better job and more interesting job opportunities.

Number five: resilience. Practicing resilience will help you to deal with lots of different kinds of stress. Part of being resilient is being flexible and open to change. It's also about seeing change as an opportunity, not a problem. If you're resilient, you'll be able to achieve more goals.

4.4 BUILDING A CV Ex 3 > Page 84

Alba:	Hi, Zain, how's it going?
Zain:	I'm OK…
Alba:	You don't sound OK. What's up?
Zain:	It's just that I'm still looking for work over the summer. There really aren't many job opportunities for teenagers.
Alba:	I don't know… I saw something the other day. Hang on, let me look on my phone and see if I can find it. Yeah, check out this advert… they're looking for instructors at a summer camp. You like sports and working with kids, don't you?
Zain:	I do! But let's see… What skills does the job require?
Alba:	Well, they want someone who's reliable and friendly… I'd say that's you, but you're not always that organised. What about communication skills? Could you handle 20 excited eight-year-olds?
Zain:	I think my communication skills have improved this year, though I agree, I could be more organised. But look, they want someone to teach sports… I've never done that. And it says you've got to have experience of working with children.
Alba:	But you're in two sports teams at school, and you help out with the lower grades, don't you? That's like teaching, so you definitely have experience of working with children. You could put that on your CV. Coaching sport or something like that?
Zain:	That's true. Actually, I really enjoy working with the younger kids. It's brilliant when they improve and you know you've helped them. And I've got a qualification in first aid; I did a course last year. OK, what else? Languages… Well, I don't speak Spanish, but I do speak Arabic.
Alba:	Oh, that's right, your mum's Arabic, isn't she?
Zain:	Yes, but what about Spanish?
Alba:	That's OK, it says speaking Spanish is a bonus.
Zain:	I'd love to apply, but I'm really not sure I've got all the skills and qualifications they require.

Alba:	Zain! Stop worrying! Do you remember when I applied for that job at a restaurant? The advert said prior experience of working in café or restaurant was essential, and I didn't have any… but I *did* have experience of dealing with customers in a shop! Employers take things like that into account.
Zain:	Right… and you got the job! Anyway, when have you got to be available? I'm only free in the summer holidays.
Alba:	Let's see… You've got to be available from July to September, so that's fine. I think you've got most of the necessary skills. You should apply! You've got a chance of getting the job.
Zain:	I suppose it's worth a try. I've definitely got some of the skills they want and I'd enjoy it… OK. I'll update my résumé right now and then send it to them. I'll highlight all the things I can do, so they're really clear. I can't just wait for the perfect job to come along! Thanks, Alba!

4.5 JOB APPLICATIONS Ex 2 > Page 86

Mr James:	Good morning everyone. As most of you know, I'm Mr James, Oakwood School's Careers Adviser. So, this week, our session focuses on the early stages of the recruitment process. Does anyone know what these are?
Student 1:	Searching for roles and then applying for jobs.
Mr James:	That's right. Thank you. Now, the first step will generally be hearing about a job. It used to be that most people found jobs through adverts, or from a friend or colleague, but these days, it's more likely to be through a recruitment agency, a job site or social media, so it's worth looking there. Any ideas what the next step is?
Student 2:	Is it to complete a job application form?
Mr James:	Well, I'd say there's something you should do before that.
Student 3:	You should look at the advert and adapt your CV so it fits the job.
Mr James:	Exactly! Before you complete the application or write your cover letter, you need to study the advert. Note down all the key skills and requirements, then adapt your CV so the employer can see exactly how you fit the job description. Once you've done this, *then* it's time to complete the job application. Next, you write your cover letter. Now, how is a cover letter different from your CV?
Student 4:	The cover letter's like a summary of why you're the right person for the job.
Mr James:	Good, yes, it's a summary… a summary that should highlight the *most* important *skills* and *experience* you can bring to the job. Don't include anything that isn't relevant to the job. After that, the company will look at all the candidates and choose the ones they think would be best for the job. These candidates will be invited to interview, and hopefully *you* will be one of them! This is the point when the real hard work starts. You need to prepare thoroughly for the interview. Now, what might preparing for an interview involve?
Student 1:	Looking online and researching the company, so you know exactly what they do… Maybe finding out about the people that work there.
Mr James:	Definitely! What else?
Student 3:	Think of questions they might ask and prepare your answers?
Mr James:	Yes. It's also a good idea to practise answering and remember to give relevant examples. The more you practise, the better. Next, of course, you go to the interview; although remember, this is not the time to ask about salary. If you perform well in the interview, then you're likely to be shortlisted. This is when the company chooses the best candidate, or asks the two or three best candidates back for a second interview. After this, they make their decision, and hopefully, they will offer *you* the job! That's when you would accept the job and finalise your salary. So, I hope that's clear. Next week, I'll be talking about…

4.6 JOB INTERVIEWS: THE STAR METHOD Ex 3 > Page 88

Amy:	Hey Lucy, it's me. So… the interview didn't go too well, then?
Lucy:	You could say that. Like I said in my messages, it was a disaster!
Amy:	Well, what else did they ask? Maybe you gave some great answers, but you can only think about the questions you didn't do well on.
Lucy:	I don't know. When they asked if I could give them an example of a time I solved a problem, I somehow found myself telling them a story about when I got lost on holiday.
Amy:	Right…
Lucy:	Then they asked how I would describe myself. I thought 'That's a weird question. They can see what I look like,' but I still said, 'I'm medium height, I've got brown eyes…'.
Amy:	They were asking about your *personality*!
Lucy:	I realise that now, but I was so nervous! So, there was definitely a breakdown in communication.
Amy:	Lucy, did you prepare for this interview at all?
Lucy:	Well, I wish I had! I *meant* to, but then I started watching a film and then I forgot.
Amy:	But you have to prepare! You'll never get a job if you don't!
Lucy:	The thing is, I didn't really know how to. I mean, you don't know what they're going to ask!
Amy:	That's true, but there are loads of websites where you can find typical interview questions. You can read them, write down what you're going to say and practise it. Then practise doing an interview with your mum, or me.
Lucy:	Oh, right.
Amy:	Also, you should use the STAR method to answer questions to show your skills and achievements.
Lucy:	The STAR method? What's that?
Amy:	It's a technique for answering interview questions. Hold on, I'll send you a link to a good website.
Lucy:	Cheers, Amy, that's brilliant. Talk later?
Amy:	Sure. Bye!

4.6 JOB INTERVIEWS: THE STAR METHOD Ex 5 > Page 89

Interviewer:	Can you give us an example of a time you showed leadership skills?
David:	Of course. The situation was that two years ago, our teacher suggested starting an after-school sports club because there aren't any other sports facilities locally. He said we had to raise some money to pay for equipment if we wanted to start the club. So our task was to raise money. I was really keen to do this because I love sports. The action I took was that first, I set up a meeting at lunchtime for anyone who was interested and we discussed different ways to raise money. Then I offered to organise a sponsored run. I got permission to do it at school, got people to do the run and finally I set up a Just Giving page for people to pay online. The result was that the event was very successful. Over 30 students took part and we raised about $1,500 dollars. The sports club has been running for two years now, and around 60 students have benefitted from being able to attend.
Interviewer:	That's a great achievement. Now, have you ever…

4 EXAM PRACTICE: LISTENING

A VOICEMAIL MESSAGE Ex 1 > Page 90

Good morning! This is a message for Sandra Pendle. It's Omar Abadi from Andertons.

We'd like to thank you again for coming to the office for an interview last week. Your interview was very impressive and you've been shortlisted for a second interview. We'd like to schedule this for one day next week if that's convenient for you.

As you know there were hundreds of applications for the position, with many well-qualified candidates. We are wondering if you'd be willing to prepare a short presentation for the interview? We don't ask people to do skills test or meet the whole team, but this would be an opportunity to show what you can do.

If you're still interested in the position, could you get in touch with your availability? I'll email all the details to you now so you have them in writing. We look forward to hearing from you. Thanks again.

A CONVERSATION Ex 2 > Page 90

Malik:	Hi Fatimah. I've just been to the careers office. They've got lots of information about applying for jobs. Have you been?
Fatimah:	Hi Malik. Yeah, I go a lot, once a week at least! I started going last year and I've found it really helpful.
Malik:	I thought all the information would be about university courses, but they've got information about apprenticeships and trainee positions too. I was surprised.
Fatimah:	So, what kind of work are you interested in?
Malik:	Well, I don't want to be sitting in an office all day! That would be so boring. I'd like a job where I get to travel and meet lots of different people, so I've always thought a job in sales would suit me. That would be amazing. What about you?
Fatimah:	I love art and design and computers. I'd love to get a job in a big company as a trainee graphic designer.
Malik:	So, what skills do you think are important? For me it's communications skills and being organised. Oh, and adaptability.
Fatimah:	Yes, I agree… adaptability is so important! It's good to be responsible and flexible too, but perhaps the top skill is resilience.
Malik:	You're right! Resilience is as essential as adaptability!

A RADIO INTERVIEW Ex 3 > Page 91

Presenter:	Welcome to Business News. On today's programme we're talking to Sarah Jones who'll be telling us about a teenager who's bought her own business.
Sarah:	Good morning! Many young people are focussed on getting qualifications, which is good, but not necessarily the right career path for everyone. Eighteen-year old Amanda Burns recently bought a restaurant.
Presenter:	That's young!
Sarah:	Well, Amanda had been working there for three years. She started washing dishes there at the age of 15, then she worked as an assistant cook and then as a cook, so she's very familiar with how to run a restaurant.
Presenter:	Right, so how did she come to buy it?
Sarah:	Well, she was due to start college to study law or accountancy, but she went to work in the restaurant in the winter holidays. She found out that the owners were planning to sell it.
Presenter:	But where did she get the money?
Sarah:	She'd been saving up to pay for college, so she decided not to go to college and use that money to buy the restaurant instead. Now, she's very busy running it!
Presenter:	So, what's a typical day like?
Sarah:	As you can imagine there's a lot involved in running a business. Amanda spends her time meeting sales reps, organising the kitchen or being in the restaurant with customers.
Presenter:	It's true that here in Canada the number of college students has dropped.
Sarah:	That's right, there are about 10 per cent fewer students now than a few years ago. College is very expensive! And there are a lot of advantages to working for yourself. Firstly, you aren't an employee, you make the important decisions about the business and what you want to do. Secondly, you can work flexible hours. Thirdly, you can follow your passion. And lastly, it's possible to earn a lot.

MODULE 5

5 SPRINGBOARD 1 Ex 2 > Page 98

Narrator:	One
A:	We can go by bus or on foot.
B:	If we go by bus, it will be faster.
A:	But it will be cheaper if we walk.
Narrator:	Two
A:	I want to do more exercise. If I don't do more exercise, I won't feel good.
B:	If you ride your bike more, you will get fitter.

5.1 DESTINATIONS Exs 2 and 3 > Page 102

Adam:	OK, Miriam, what's this game you're so keen to show me?
Miriam:	*PinWorld*? It's amazing! Here, I'll show you. First, you click here and it gives you an image. You have to guess where in the world it is, then place a pin on the location and see how close you are.
Adam:	OK, let me have a look. So, how do you get a map?
Miriam:	Well, there's different games, like capital cities or landscapes, but let's try capitals. Here goes… Look, you can move around like this to get a 360 view, and you can also… zoom in.
Adam:	OK, I get it! Umm… could that be in the USA? Washington DC? What do you think?
Miriam:	Hang on, let's zoom in on that street sign. Oh! It can't be the USA, that name isn't in English. I don't recognise the language. Do you?
Adam:	Hmm. It might be eastern European. There are trams on the road, so perhaps it's Prague? What famous buildings are there in Prague…? There's that clock, isn't there?
Miriam:	Yes, but it's not in the picture. And it's got a river and bridges… but it might not be Prague because there *are* other capitals in Europe with trams and a river. I mean, Paris has a river, and London, and…
Adam:	Yes, but the street names aren't in English or French. OK, let's try and find a famous landmark. My aunt and uncle went to Europe last year, I bet they'd know. Rome was their favourite city.
Miriam:	Really? I'd love to go there! It's got so many tourist attractions. But, if I could go anywhere, I'd visit Cairo. Egypt looks amazing. I'd visit if I could afford it! What about you?
Adam:	Beijing in China, I guess. Oh, wow, look at that building, it's magnificent! I'm sure I've seen it before. I think that's the Hungarian Parliament, or town hall.
Miriam:	I think you're right… So it can't be Prague, because that's in the Czech Republic. It must be Budapest, the capital of Hungary. Right, I'll drop a pin. *Yes*! We're 1.2 kilometres from the exact location, and that gives us 4,958 points. Brilliant!
Adam:	Cool! Let's try a landscape now.
Miriam:	But we'll lose this game if we don't complete it!
Adam:	I don't care, I want to have a go at a few different ones. OK, here goes. Oh, *no* idea where that is!
Miriam:	Hang on. This little box on the screen gives you clues, like the shape of the country, a bit of the flag or the face of a famous person from there. Ooh, wait, a clue's just popped up. Hey that's…
Adam:	Shakira! I love her! So it must be somewhere in Colombia: that's where she's from. Maybe it's near the capital city… what's that?
Miriam:	Bogotá. Right, let's go a bit further, ah! There's the ocean! Did you know, Colombia's the only country in South America that has borders with two oceans? So that could be the Atlantic coast, or it might be the Pacific.
Adam:	Cool! It would be fun to go there. Right, so where could this be? I think it's… um… Cartagena in Colombia. Let's drop a pin there. Yes! That's another 4,687 points…

5.2 TRAVEL Exs 4 and 5 > Page 105

Mark:	Hello! So, my presentation is about Jessica Watson, who I admire because she sailed around the world alone when she was only 16. Jessica sailed over 42,500 kilometres in a yacht that was less than ten metres long! The voyage took seven months and during it, she sailed through some of the most dangerous waters on the planet. Jessica began her trip in Australia, which is her home, and travelled east. After crossing the Pacific Ocean, she passed the tip of South America and then headed to South Africa before continuing back home. Jessica had been sailing since she was eight years old, and her parents encouraged her to go as they believed she could achieve her dream. I think she's awesome.
Teacher:	Thanks, Mark. Very interesting. Now, let's hand over to Ivanna.
Ivanna:	OK. I'd like to talk about Rob Thomson, who's managed to complete some incredible journeys. For his first one, he set off from Japan, where he'd been working, to cycle to the UK. However, when he reached Switzerland, he decided to skateboard the last 1,500 kilometres! Next, he decided to skateboard across the USA. Halfway across the country, he came up with the idea of flying to China afterwards to continue his trip. In the end, he skateboarded through China, Kyrgyzstan and Uzbekistan before going home. It took him 850 days, and he travelled almost 12,200 kilometres. Unsurprisingly, he had to replace the wheels on his skateboard three times. I admire him for using an unusual form of transport! You can't travel many kilometres per hour and it must be very tiring. Thanks for listening, everyone.
Teacher:	Another very interesting presentation. Thank you, Ivanna. Now, does anyone have any questions? …

5.3 ACCOMMODATION Ex 6 > Page 107

Narrator:	One
Receptionist:	Reception, how can I help you?
Speaker 1:	Hello. I've just arrived and gone up to my room… it's 401.
Receptionist:	Is there a problem with the room?
Speaker 1:	There is, actually. I used to stay here a lot and the rooms were always spotless… but this one is rather dirty and messy. The bed hasn't been made and the sheets aren't clean. The bin is full and needs emptying, there are dirty dishes on the desk and the bathroom smells a bit musty… there are also some hairs in the shower. It's rather unpleasant, actually. I'd like a different room, please.
Receptionist:	Let me check. Room 401?
Speaker 1:	That's right. I did ask the person from housekeeping, but he wasn't sure what to do. He just said to phone you.
Receptionist:	Oh, I'm so sorry! That room hasn't been cleaned yet. If you come back to reception, I'll give you another one. I do apologise for the inconvenience.
Narrator:	Two
Receptionist:	Reception here. How can I help you?
Speaker 2:	Good evening. This is Mr Jones in room 308. I've just arrived and gone up to my room and, well… I've never seen anything like it in my life! It's a real tip! It's absolutely filthy, the bed's not been made, the sheets look disgusting!
Receptionist:	I see. Well, let me…
Speaker 2:	And another thing, the bin's overflowing, I mean, there's rubbish everywhere… and as for the bathroom, it stinks, absolutely stinks, and the shower is full of hair.
Receptionist:	What room is it?
Speaker 2:	As I said, 308. I tried to speak to the person from housekeeping, but he was very impolite… extremely rude, actually! He told me to phone you to sort it out.
Receptionist:	Ah, I see what the problem is! 308 hasn't been cleaned yet. If you'd like to come back to reception, I'll get you another room. I do apologise for the mix-up.
Speaker 2:	Don't bother. I'm leaving. It's the worst room I've ever seen… ridiculous. What a disaster! This hotel used to have standards, but clearly it doesn't anymore! It's the last time I'll stay here!
Receptionist:	Are you sure, Mr Jones? I'll have your new key ready very soon.
Speaker 2:	Oh? Right. Well, maybe I will stay, then. But next time, give me the right room to start with!

5.4 RESPONSIBLE TOURISM Exs 2 and 3 > Page 108

Jenna:	Hi, Sami! How's it going? Have you finished your geography project yet?
Sami:	Hi, Jenna. I'm nearly there. How about you?
Jenna:	Not yet. I've decided to change a few things after watching a documentary about overtourism.
Sami:	Overtourism? Where did they talk about?
Jenna:	Lots of places. First, they talked about cities like Venice and Amsterdam. Did you know, only around 55,000 people now live in the historic centre of Venice, but more than five million tourists visit the city every year. That's an average of about 15,000 a day – with a lot more in the summer!
Sami:	15,000! That must make life hard for the local people.
Jenna:	It does! So to help, they're introducing a special visitor's ticket for day-trippers, people who just visit for the day. It will cost around five euros a day. There'll be a limit on the number of tickets and you'll have to book online.
Sami:	Cool. I bet more tourists would have visited before if they had known about the new visitor's tickets.
Jenna:	Probably. In Amsterdam, the problem was that all the visitors were going to the same small area in the city centre. Now, they've got apps that help tourists find interesting places to visit all over the city, not just the ones in guidebooks.
Sami:	That's such a good idea!
Jenna:	I know. After that, the programme talked about historical sites like Machu Picchu. When the number of tourists went up to over a million a year, the government became extremely worried. I mean, people were damaging the site, climbing on things, even taking bits home!
Sami:	What a shame! People should respect ancient places more.
Jenna:	Yes! So now, a maximum of about 5,000 people a day can visit. They have to book online beforehand and go in small groups with a tour guide on one of the official routes. People have complained, but if the authorities hadn't limited the number of tourists, Machu Picchu would have been ruined.
Sami:	Talking about ruined… I think I read that the Taj Mahal is going yellow. Isn't that from overtourism, too?
Jenna:	That's right. It's changing colour because of the amount of pollution from tourists travelling and staying in the local area. Experts are worried about the effects of millions of visitors walking on and touching the building, too. They're talking about introducing different tickets, so you'd have to pay *far* more to go inside, but could get a cheap ticket to view the palace from a distance.
Sami:	Was there anything about nature or beauty spots?

Jenna:	Well, Maya Bay in Thailand was mentioned. They closed the beach completely for *four years* to let the coral and wildlife recover from tourism. If they hadn't done that, visitors would have destroyed the coral. They'll probably close it for two months every year from now on.
Sami:	Wow! As far as I'm concerned, that's a great solution.
Jenna:	And then there's the issue of wildlife tourism in Africa. For example, in Tanzania number of visitors was destroying the roads and disturbing the animals. The elephant population fell a lot, and it was affecting other animals as well.
Sami:	That's terrible!
Jenna:	Yeah, so the government is working with local communities on the development of more safe areas for wildlife, which they hope will have a positive impact on animal numbers. They might limit the number of tourists as well.
Sami:	It seems to me that all these places should encourage tourists to visit out of season. That way…

5.5 ADVANTAGES AND DISADVANTAGES OF A GAP YEAR Exs 4 and 5 > Page 111

Teacher:	First, I'd like to thank Joe for coming here today to tell us what he learned on his year out. That was a great talk, Joe! Now, I'm sure some people have questions, so let's take a few of those? Yes, Lola?
Lola:	Hi, Joe. It was really cool to hear about your experiences, but I've heard that some people struggle to get back into studying after a gap year. What's your view on that?
Joe:	Good point. I found challenging it to begin with, but also that taking a break from studying gave me time to recharge. I actually went to university more motivated and with more energy. However, if I did it again, I'd definitely study something during my gap year, because I had lots of free time.
Sam:	What about friends? I mean, staying in touch must be hard if you're travelling.
Joe:	Well, first off, you'll make lots of new friends, but it can be hard. I put a lot of effort into contacting my old friends regularly and some of them kept in touch. Technology makes it easy to communicate instantly in most places.
Sam:	How did you feel about being a year behind friends and classmates who didn't take a gap year?
Joe:	Good question. I did feel left out sometimes, but I found that I'd gained lots of life skills they didn't have and I was more serious about my studies. Perhaps because I'd become a bit more independent, I was able to study better. Plus, work experience improved my chances of getting a good job after university.
Zain:	Hey, Joe. My biggest concern is money. I've saved up some already because I'd rather travel than work, but there's no way I can afford to spend the whole 12 months backpacking.
Joe:	Yeah, it's not easy! But, if you plan ahead, you can keep costs down… get cheaper travel tickets for example. You can also organise events to raise money. I got people to sponsor me for running 20 km. You can combine work and travel, too. I worked in a hotel for three months while I was away, and some people look after children for a family or do other work.
Lola:	What about emergencies if you're far away from home?
Joe:	Well, hopefully it won't happen, but I'd say be prepared. I had a copy of my passport and credit card numbers that I kept separately, with a list of my emergency contacts. I also regularly let my parents know where I'd be and how I'd be travelling to the next place.
Lola:	So, overall, you'd say a gap year has more advantages than disadvantages?
Joe:	Definitely! If it's something you're interested in, I'd recommend it.
Teacher:	That's all we've time for now, thanks again Joe!
Joe:	No problem.

5.6 PLANNING A CITY TOUR Ex 3 > Page 113

Receptionist:	Good morning. How can I help you today?
Mrs López:	Hi, yes. My family and I are here for 14 nights. We arrived this morning and I was wondering what activities and trips you'd recommend. It's myself, my husband and our two teenagers.
Receptionist:	Well, there's lots to choose from! The hotel's got three pools, four restaurants, a gym, a spa… We also have entertainment in the evenings; something different every night. For your kids, there's a daily sports club for 13–17 year olds, and in the evening, there's a disco for that age group.
Mrs López:	Sounds great! What about things to do locally?
Receptionist:	Hmm… Hurghada's got great beaches, so there are plenty of opportunities to do sports such as snorkelling, scuba diving, sailing and water skiing. And then there's the old city in Dahar, with its shops, restaurants and museums.
Mrs López:	And what about day trips?
Receptionist:	A boat cruise up the River Nile is very popular with our guests. You can do a day cruise or spend a night on board. You'll see some of the most important places of interest, such as the Pyramids of Giza, the Valley of the Kings, and Karnak and Luxor Temples.
Mrs López:	Is there a guide on those trips?
Receptionist:	Yes, you're accompanied by an experienced guide at all times, which people find really helpful, and of course everything's organised for you.
Mrs López:	And what about Cairo? Is it possible to do a day trip there, or would you recommend staying overnight?

Receptionist:	You can certainly do a day trip. Alternatively, you can exchange the last two nights of your stay here for two nights at our hotel in Cairo, for a small extra charge.
Mrs López:	That sounds perfect. I'd rather stay there, but I'll check with everyone else. And what can you do there?
Receptionist:	I'm not sure, but I can get some details for you.
Mrs López:	OK, thanks.
Receptionist:	Why don't you come back or call me in 20 minutes? I'll give you more information then. Also, if you'd like to do any day trips or tours, I'd suggest booking today because they're very popular.
Mrs López:	That's fine, I'll check with the family…

5.6 PLANNING A CITY TOUR Ex 4 > Page 113

Receptionist:	Reception. How can I help you?
Mrs López:	Oh, hello there, it's Mrs López. I was asking earlier about a tour to Cairo.
Receptionist:	I remember. So, I have the full itinerary for you here, Mrs López. You'll leave the hotel at 6.00 a.m. and travel to Cairo by coach. It arrives at eight, and you have breakfast in the hotel. The first visit is at 9.30 a.m. The guide takes you around Tahrir Square and tells you about the history of the city. Then you go to the Citadel at 11.30 a.m. by minibus. After lunch, at 3 p.m., the guide will take you to the Fortress, then back to the hotel. On day two, you start with a walk in Al-Azhar Park at 9.30 a.m. and the tour concludes with a visit to the Egyptian Museum at 11 a.m. The afternoon is free for shopping and exploring the market area on your own.
Mrs López:	And what about the evenings?
Receptionist:	Ah, yes. On the first evening, there is dinner in a restaurant at 7.00 p.m. and the second evening it's in the hotel. The coach leaves at 8.30 a.m. on the following day and takes you straight to the airport.
Mrs López:	OK, that sounds great! I'd like to book for four…

5 EXAM PRACTICE: LISTENING

AT A HOTEL Ex 1 > Page 114

Welcome to Hotel Miro. My name's Hassan.

This is your key, and your room number is 302. It's in the modern part of the hotel, so you'll need to take that lift over there.

Room service is available from 7 a.m. to 11 p.m. for snacks or full meals, and we also have a restaurant on the first floor.

I see you're booked on the river boat trip tomorrow. The coach arrives at 8 a.m. and lunch is provided. The weather forecast says it'll be cool and rainy tomorrow, so take something warm to wear and suitable footwear.

You can take a local bus if you want to visit the old town, or we can arrange a taxi for you. Enjoy your stay!

A CONVERSATION Ex 2 > Page 114

Check-in host:	Good morning. How many bags are you checking in today? You can have up to two cases with a total of 22 kilos.
Alba:	Can I take a case on the plane? It's only small.
Check-in host:	Let me see… yes, that's not too big.
Alba:	OK, only hand luggage then.
Check-in host:	Here's your ticket and boarding pass. I'd recommend going straight to security because the queues are busy at this time of day. Some people have waited over half an hour to get through.
Alba:	OK, and when do I have to be at the departure gate?
Check-in host:	In an hour.
Alba:	What gate is it?
Check-in host:	It's Gate 50… oh, no, wait, Gate 30.
Alba:	Gate 13?
Check-in host:	No, Gate 30. Check the noticeboard regularly in case there's a delay. The plane you'll be taking is due to land soon, but it's a little behind schedule.
Alba:	Oh, was there bad weather?
Check-in host:	No, but they had to wait for fuel before taking off.
Alba:	OK, I will. Bye.
Check-in host:	Don't forget your boarding pass! You can't get on with just your passport.
Alba:	Thanks! I thought I'd put it in my bag!

A PODCAST Ex 3 > Page 115

Welcome to my travel podcast! Each week I talk about somewhere I'd like to visit, and today it's Venice. I'd recommend it as it's one of the oldest cities in Europe, with beautiful buildings and amazing food. It's a great introduction to Italian culture.

Summer isn't the best time to go as it's hot and busy. April to June are good months to visit, but for me the perfect time would be at Carnival time, which takes place in late January or early February. The atmosphere is fantastic and the local people wear colourful costumes and take part in dances. Many people also buy or wear traditional masks.

A PODCAST Ex 4 > Page 115

There's plenty to see and do in Venice! Explore the charming old town on foot, take a boat trip, visit one of the many small islands, sit at a café and eat traditional food. My dream is to go to Murano Island and watch people make glass.

Places of interest include the charming old town and the Accademia with its collection of paintings and sculptures. The Correr Museum is a great place to find out about the city's history. Wander round St Mark's Square and then climb the tower there for amazing views of the city. Don't forget to see the Rialto Bridge and the famous market near there.

MODULE 6

6 SPRINGBOARD 1 Ex 6 > Page 123

When I was a young boy, lots of people didn't know about things like climate change or how we had to protect the planet. I wish we'd all done things differently back then. I feel sad and angry when I think about it. My family was similar to lots of other families. We just didn't think about those things.

My father used to read the newspaper every day and then throw the old ones in the bin. I wish there had been recycling bins nearer home back then.

And I feel ashamed when I think about how much water we used. I used to turn the tap on and just let the water flow without thinking. I wish we hadn't wasted so much.

I wish we'd used public transport more, too. My parents had two cars, one each! Can you imagine the pollution?

Then, there's my sister. I wish she had been more sensible. She used to buy new clothes every week, wear them once or twice, and then throw them away.

My brother was the worst, I think. He used to just throw his litter on the ground, wherever he was: in a park, in the street or even in the countryside! My mum used to make him pick it up and put it in the bin, but she didn't always see him.

I'm sorry to sound so sad and angry. Some people act differently now. Of course, others still don't care...

6.1 SUSTAINABLE DEVELOPMENT GOALS Exs 5 and 6 > Page 127

Host:	Hello, and welcome to our weekly programme about the United Nations Sustainable Development Goals, better known as SDGs. This week, we're talking about SDG number 12, 'Responsible Consumption and Production'. Today's guest is Akila Smith, who has decided to do something about reducing consumption in her own daily life. Hi, Akila. Thanks for agreeing to talk to us today.
Akila:	Hi. It's a pleasure to be here.
Host:	You're in the middle of a 'no spend year'. Can you explain to us what that means? Surely it doesn't mean you're going to spend *no* money at all?
Akila:	No! No! A 'no spend year' means not buying any non-essential things for 12 months.
Host:	So you only buy things that are necessary? Wow! There's no way I could do that!
Akila:	Yes, well, it's not for everyone. But I've decided that it's something I have to do.
Host:	And why are you doing it? It's not going to be much fun, is it?
Akila:	I want to reduce my carbon footprint. It's in response to SDG number 12. I feel I've got to do something about the hopeless situation we find ourselves in.
Host:	So, you want to practise responsible consumption?
Akila:	Yes. Household consumption has a major impact on our environment. It's responsible for more than 60 per cent of global greenhouse emissions. Producing and transporting goods is very bad for the environment.
Host:	I'm sure that's all true. But it's not going to be easy for you is it? How do you do it? What do you have to do?
Akila:	First, you have to make a list of all the things you are allowed to buy. So, things like food, cleaning and hygiene products, replacements for things that break… everything you consider to be necessary. Then you make a list of things you will stop spending money on. Clothes, eating out, gifts, books and so on. Then you try to stick to the rules. It's as simple as that!
Host:	It doesn't sound that simple to me! I'd have a big problem giving certain things up. Is it easy to do?
Akila:	No. At first, it's really difficult. You have to change your habits completely. I used to go to the supermarket and buy anything I fancied. Now, I plan my meals and only buy what I need. I used to take the bus everywhere, but now I take my bicycle. I used to throw things away, but now I try to repair them if they break. And if I only need to use something once, something specific, like a tool, I borrow it instead of buying it. I used to travel abroad a lot… now I go to nearby places and go camping. I used to go to restaurants with my friends. Now I convince my friends to join me on picnics. I've made big changes in my life, but it's worth it to make my contribution to a cleaner environment.
Host:	Apart from helping the environment, are there any other benefits?
Akila:	Oh, yes. You spend a *lot* less money! By the end of the year, I will have saved a fortune!
Host:	Ah. Now I'm getting more interested!

6.2 ENVIRONMENTAL CHANGE Exs 2 and 3 > Page 128

Hi, everyone! I'd like to start by saying thank you for inviting me here to speak to you today. I'm always pleased to share information about climate change, especially to young people. The more of us that are aware of the problem, the better.
There's lots of talk these days about global warming, carbon footprints and climate change. These are words we've all heard, but how many of us understand the science behind the words?

Well, the science behind climate change is quite straightforward. Let's start with the main cause of global warming: greenhouse gases. These are gases that collect in the atmosphere. They allow sunlight into the atmosphere, but they don't allow the heat that the sun produces to escape. The heat remains trapped in the Earth's atmosphere.

This overheating of the atmosphere is known as the greenhouse effect. We call it this because the Earth acts like a huge greenhouse: greenhouses let sunlight in and trap the heat inside. Up to a point, this is a good thing, because without greenhouse gases, our planet would be too cold to support life as we know it.

The problem comes when there are too many greenhouse gases in the atmosphere, and as a result, too much heat gets trapped inside it. This results in global warming. Scientists believe that the rise in temperatures is caused by too much of one particular greenhouse gas, carbon dioxide, also known as CO_2. They believe that the excess is caused by human activity: the burning of fossil fuels like gas, oil and coal.

The amount of CO_2 that a person or organisation produces and which goes into the atmosphere is known as their carbon footprint. Scientists tell us that the only way to deal with the problem of global warming is to reduce the amount of CO_2 that we emit. We have to phase out fossil fuels and produce energy using renewable sources.

In fact, we should have phased out fossil fuels years ago, because scientists have been warning us about the negative effects of global warming for decades. If we had stopped burning fossil fuels 20 years ago, we wouldn't be witnessing so many extreme weather events today. We are all at fault.

But we are still pumping far too much CO_2 into the atmosphere. We have a long way to go before we reach a carbon zero situation. At the current rate of CO_2 emissions, we are heading for a climate disaster. We need to make progress in phasing out fossil fuels or our environment will become too harsh to support life as we know it. It isn't too late to repair some of the damage, but we need to start now.

I'm happy to take any questions! Does anybody…

6.3 GREEN PROJECTS Exs 5 and 6 > Page 131

Host:	Welcome to the school podcast. Today, I'm talking to Señora Zapata-Pérez, an art teacher at our school, and Rafael, a student from Year 9. Together, they have led a campaign to make our school greener. Rafael, tell us about how your campaign started.
Rafael:	Well, two years ago, we decided to form an Ecology Club at our school. Señora Zapata-Pérez helped us set it up. At first, we focused on general issues, like animal welfare or deforestation, but after the first year, we realised that our primary aim should be to concentrate on more practical things, like making our school greener.
Señora Zapata-Pérez:	That's right. We found that students were more likely to collaborate with us if we focused on things that have a direct impact on our local context. In other words, our school.
Host:	So, what have you done to make our school greener?
Rafael:	The first thing we did was to identify land around the school that wasn't being used. We planted trees in some areas and vegetables in others. We made the area with trees into a small park for students to relax in during breaks. And the area for growing vegetables has been a great success. By next month, we will have been growing vegetables for a year.
Host:	And who looks after the vegetables?
Señora Zapata-Pérez:	We have an army of volunteers! Students, teachers and some parents of students who come and help out over the weekend.
Host:	And what do you do with the vegetables you grow?
Rafael:	We share some of them out among volunteers, and we have a stall every Saturday morning in a local market where we sell herbs and vegetables to raise money for our campaign. By December, we will have been selling vegetables to the local community for six months.
Señora Zapata-Pérez:	Another thing we have started doing is composting waste from the school canteen, which reduces the amount of waste from the kitchens and also helps us grow more vegetables, which is great.
Rafael:	Yes, and we have asked the canteen to do other things to become greener. They have asked their suppliers to stop delivering food in plastic carrier bags. They will have been receiving supplies in recyclable boxes for the last three months by next week.
Host:	And what other projects have you promoted to make our school more sustainable?
Señora Zapata-Pérez:	Perhaps the most important thing we have done is to persuade the school authorities to install solar panels on the school roof.
Rafael:	Yes. By the end of this year, we will have been producing nearly all the energy we use for six months.
Señora Zapata-Pérez:	And our next project is to save water. We are going to install water tanks around the school to catch rainwater to use for water in the gardens. In fact, we have all kinds of projects to make the school more sustainable!
Rafael:	That's right. But we need money for most of the projects, so we have planned a series of fundraising events. Next Saturday, there is a music evening, and next month, we are organising a sponsored walk to raise money.
Host:	Well, I hope you are successful, and that you can carry on making our school greener!

6.4 GREENWASHING Exs 6 and 7 > Page 133

… now it's time for our daily news story. Today, I've got some good news for environmentalists living in the European Union. So, listen to this…

The European Commission is planning to introduce rules which will help prevent greenwashing throughout the region.

About time!

While examining hundreds of adverts and publicity campaigns across the region, they found that 53 per cent of the environmental claims made are dishonest or misleading. According to the Commission, lots of advertising is 'vague, misleading or based on unfounded information about products' environmental characteristics'.

Fifty-three per cent! That's a lot. But between you and me, I wouldn't be surprised if the actual figure is higher. I think the ugly truth is that greenwashing is much more widespread.

The Commission is drawing up rules to help consumers measure the environmental impact of products. When advertising says things like 'our products are made from all-natural ingredients' or 'we use 100 per cent recycled materials', this is rarely the case. Other advertising claims are purposely unclear. When shopping for a product, many customers are misled into believing they are choosing a more environmentally friendly product when, in actual fact, they are not. Obviously, this is unfair on the customer, but it also means that businesses that market their 'greenness' are not completely honest. By highlighting and fighting greenwashing, competition in business will be much fairer.

Yes, that's a good point. It's usually the little companies who suffer more than the big multinationals. If you really have nothing to hide, just tell the truth!

Lots of businesses make 'carbon offsetting' claims in their advertising, too.

Oh, yes! They certainly do. And very often, I read those claims and I think 'No way!'. In some cases, there might be an element of truth, but most are false, I'm sure.

While they accept that their products cause harmful emissions, they try to please the customer by highlighting the money they invest in environmental work, but they usually hide the details. From now on, these companies will be asked to provide detailed information about these investments to see whether the messages they are sending out are true.

That's great! It's definitely a start. Hiding information is just as unethical as lying. Don't you think?

The new rules will apply to all services and products sold within the European Union's single market. Business executives are worried about increased rules and regulations in Brussels.

Yes, I'm sure they are. So, it's evident that something is being done. But… will it be enough?

6.5 THE OCEAN CLEANUP Exs 7 and 8 > Page 135

1:	I watched Boyan Slat's TED talk back in 2012. It was called 'How the Oceans Can Clean Themselves'. I'm the same age as Boyan. I could never have stood on a stage and spoken to so many people like that. At the time, I remember being really impressed by his knowledge and passion. At the beginning of the talk, he says we're in the middle of 'The Plastic Age'. It stuck with me because it's so true. Now millions of people have watched that talk. It went viral straight away. I think that's because Slat was inspiring, like a young genius.
2:	I'd never heard of Boyan Slat before last week. We had to watch his TED talk for homework. I thought, 'Oh, no. This is going to be boring!'. But it was really interesting! I liked his photos best, the ones of him diving and all of that beautiful and diverse marine life. When I saw the photos, I understood why he feels so strongly about the need to clean up the oceans. It really affected me. It also made me realise that when I give a talk, I'm too dependent on words and I should use more pictures.
3:	Our science teacher told us about Boyan Slat and the Ocean Cleanup project. First, she showed us some clips from his TED talk. Then she showed us some clips from a marine biologist who criticised the project. He said it was not an efficient way to deal with the problem because it could be harmful to lots of sea creatures. We had to get into pairs afterwards and do a role-play, taking one side or the other. I remember feeling confused because both speakers made sense.
4:	The best part of Boyan Slat's TED talk was when he showed us the model for his invention. It was in the shape of a fish, a manta ray. I loved that. I'd been reading a book about how lots of inventors base their designs on the natural world. It's called biomimicry. I thought, 'That's cool!'. I don't think his final design looked anything like a fish, but it got me thinking about the design, too.
5:	I came across the TED talk by accident recently when I was looking at videos online. The talk is good, but to be honest, I think it goes on a bit long. He could easily have reduced the time. Half the time would have been sufficient. He'd still have been able to get his message across. That's the key to public speaking, in my opinion.

6.6 THE CIRCULAR ECONOMY Exs 5 and 6 > Page 137

Abasi:	There are lots of different ways to be an environmental activist. Some people join clean-up groups or charitable organisations to raise awareness of the problem. Others get involved in practical solutions to environmental problems. Today, I'm talking to Remi, who is a volunteer in a repair café. Hi, Remi.
Remi:	Hello!
Abasi:	Before you tell us about the repair café, can I just ask you about environmental issues in general, about why you wanted to take action?
Remi:	Yes, of course. I just started thinking about all the years I didn't do anything. When I think back to my early teens, I realise how many things I needn't have bought, for example. I shouldn't have spent so much money on fast fashion for a start! I used to buy new clothes every month if I had the money. I'd wear them for a few weeks and then throw them away. It's crazy! I'd never do that now.
Abasi:	I think lots of us feel the same way, Remi. Tell us about what you do in a repair café.
Remi:	Well, basically, we help people repair things that are broken. That's our main activity. And of course, we make coffee and tea!
Abasi:	So how does it work?
Remi:	Well, it's simple. If something breaks, rather than throw it away, you bring it to the repair café and we show you how to repair it.
Abasi:	Oh, so the volunteers don't repair things. The users themselves do the repair job. Is that right?

Remi:	Yes. We help, of course, but our main priority is to show users how to fix things and provide the tools and materials they need. And if the job is very complicated, we give hands-on support.
Abasi:	What kind of products do people bring to repair?
Remi:	All kinds of things! Mobile phones, electrical appliances, bikes, furniture, clothes, toys… you name it, we've fixed it!
Abasi:	Why do you volunteer at the repair café?
Remi:	I guess it's because I want to do something positive for the environment. I had time, too, because after work, I used to just sit around, browsing social media or not really doing anything. I'm in favour of the circular economy, and fixing broken products is an important factor. We provide an alternative to throwing things away, so that they don't end up polluting the environment. At the moment, we throw away tonnes of stuff, despite the fact that we could give products a new lease of life with some simple repair jobs.
Abasi:	Is that the reason why people bring stuff to repair?
Remi:	I think so. I mean, it saves you money, too, because you don't have to buy a new product. But I think most of our users realised that reducing waste is good for the environment. That's the main reason that people use repair cafés. They realise that our objective is to bring about lasting change. We intend to change the way that people value their possessions. People are beginning to realise that they needn't have thrown away so many things in the past. They should have tried to fix them first. People have forgotten how to repair things. We used to repair things, but we have lost the habit. And manufacturers of products encourage consumers to discard products when they break. They have designed products to make them difficult to repair. We are trying to reverse that trend.

6.6 THE CIRCULAR THEORY Pronunciation box> Page 137

shouldn't, needn't

6 EXAM PRACTICE: SPEAKING

TASK 2: TOPIC TALK Exs 2 and 4 > Page 140

Examiner:	We are now going to complete Task 2. This task is the topic talk on the topic you have chosen. You will have two minutes to speak. When you have finished, I will ask you some questions about your topic talk. You may start now.
Student:	So, in this presentation I am going to talk about some ideas for how to live a greener life. As teenagers, we are able to make a big impact on the environment through sustainable practices. I will share three simple ideas, focusing on a change we can make at home, at school, and in the wider community. Firstly, let's talk about our homes. It is in our own homes that we have the greatest control over our environmental impact. There are plenty of things that we can do to live a greener life at home, starting by reducing our energy consumption. A simple action like turning off lights and our electrical devices when we aren't using them can make a big difference. Next, let's think about school. We can encourage our schools to start recycling programs. We already have some in place, of course, but there is always room for more. We can also reuse certain items such as water bottles and lunch containers. Lastly, we should aim to make a positive impact on the wider community. One thing we can easily do is use social media to spread awareness of the importance of living sustainably. But, to be more active, we can volunteer for local environmental organisations. For example, participating in community clean-up events can make a big difference to your local area. In conclusion, living a greener life starts with small but important actions. The ideas I've given here are just a few examples of things we can do at home, in school and in our communities. As teenagers, we can inspire others and really work for a greener, more sustainable future. Let's take on this responsibility and work together to protect and preserve our planet for generations to come.

MODULE 7

7 SPRINGBOARD 1 Ex 4 > Page 143

1:	I usually listen to the news on the radio. That's how I find out what's happening in the world.
2:	I had some good news recently. I've passed all my exams!
3:	The story was reported locally in the media, but the national papers didn't pick it up.
4:	There are lots of stories about climate issues in the mass media at the moment. It's good to see it reported everywhere so everyone can learn about it.

7 SPRINGBOARD 2 Ex 1 > Page 144

1:	I don't have a blog. I wish I had a blog.
2:	I didn't watch the news. I wish I had watched it.
3:	I ignored the weather forecast, and I didn't take a coat. If only I hadn't ignored the forecast!
4:	I watched a news report about poverty. There are so many poor people. If only there weren't so many people living in poverty.
5:	I missed the bus and I got home late. My parents weren't happy. If only I hadn't missed the bus!
6:	I didn't talk to the reporters, and they printed the story with lots of mistakes. If only I had talked to the reporters!

7.1 THE MEDIA AND YOU Exs 5 and 6 > Page 147

Host:	Hello! Do you know how long you spend on screen time each day? Recent scientific research has shown too much screen time might be bad for us. Today, we have Dr Minnie Lee in the studio to discuss some of this research. Welcome, Dr Lee.
Guest:	Thank you.
Host:	Now, it's typical teen behaviour to be glued to screens, isn't it?
Guest:	For some, yes. There are, of course, many who use their free time in other ways. They play sport or read, for example.
Host:	So, can you tell us about some of this research?
Guest:	In recent years, there have been studies on recreational screen time… that's screen time that isn't spent on online learning, doing research or homework. Several reports have revealed that some teenagers spend an average of eight hours a day in front of screens.
Host:	Really? That much?
Guest:	Yes. It may not be continuous, but it's still a huge chunk of time.
Host:	That's most of the day! What are they doing?
Guest:	Things like gaming and scrolling through social media. Some teens also said that they sometimes have two devices running at the same time. So, they might be streaming a film while texting a friend.
Host:	So how does this affect them?
Guest:	Well, there are concerns that it affects their health and also their relationships with other family members, for example.
Host:	What kind of health issues are we talking about?
Guest:	Things like problems with concentration and stress.
Host:	Talking to friends online, playing games and basically enjoying yourself doesn't sound stressful!
Guest:	Screen time does help teens develop an active social life, but it's all online. A lot of psychologists believe that real, not virtual, friendships are better for our mental health. Also, many believe that too much screen time with few or no breaks can cause poor focus at school.
Host:	I see. Is there anything else?
Guest:	Looking down at screens for long hours can lead to neck, back and eye problems. There's also the issue of blue light that comes from electronic devices. Scientists have discovered that it can lead to health problems like extreme tiredness and headaches.
Host:	Ideally, then, how much recreational screen time should we have?
Guest:	Ideally, just a couple of hours a day.
Host:	Wow! That's a big drop for some… from eight hours to just two!
Guest:	It is! But you can try to reduce it little by little to help you cope with the change. It's a good idea to take regular breaks… maybe every 40 minutes or so. Set a timer on your phone to help you. Deciding on set times when you don't look at a screen at all, including mealtimes, is also an effective way to manage your screen breaks. Turning off notifications for non-essential apps is a good idea, as it stops you checking them all the time. You could even try calling friends as a change from texting them!
Host:	Oh, yes! I can recall doing that!
Guest:	And, most importantly, try to do an activity that makes you move. Even going for a regular short walk can help you be healthier and fitter.
Host:	Well, thank you Dr Lee for this informative interview. That's it for today. Goodbye!

7.2 MEDIA LANGUAGE Exs 5 and 6 > Page 149

Dad:	Hi, Maha. How was school?
Maha:	Hi, Dad. It was OK, I guess.
Dad:	You don't sound OK! What's wrong?
Maha:	Mrs Jenkins gave me back my article today.
Dad:	Did she put it in the school newspaper?
Maha:	No. She didn't like it.
Dad:	What? Why?
Maha:	I made lots of mistakes.
Dad:	Oh, no! I know how much you were looking forward to having it published.
Maha:	I'm never going to be a writer! I'm clearly not good enough!
Dad:	Of course you are! I'm sure that that is not what Mrs Jenkins meant.
Maha:	If I'd written it well, it would be in the school newspaper.
Dad:	Show me the corrections.
Maha:	Here… See! She's written all over it in red pen.
Dad:	Yes, she has… And I can see why!
Maha:	What do you mean?
Dad:	Have you read her corrections, Maha?
Maha:	Not really. I was so disappointed that I just put it away.
Dad:	Well, if you'd read her comments, you would see that she wants you to be more careful with a few things. You see here? You've used too many informal expressions and some slang, too! You can't do that, because it's an article. It would be OK to publish if you hadn't done that.
Maha:	But it's an article for the school newspaper. It's supposed to be cool!
Dad:	Yes, but it's still for a newspaper, not a post on social media. And you've written about World Environment Day, which is a serious topic. You need to use the right register.
Maha:	I can't make it formal, Dad!

Dad:	I'm not saying you should and neither is Mrs Jenkins. You just need to find a middle ground: a tone and register that suits your purpose and also makes it interesting for your fellow students to read.
Maha:	I guess I can see your point.
Dad:	Good!
Maha:	If I'd done all that, do you think it'd be in the school newspaper now?
Dad:	Yes, and as long as you make the changes, I think she'll put it in the next issue because, at the end of the day, it's a very interesting article. Feel better now?
Maha:	Yeah. But I wouldn't have if you hadn't helped me, Dad. You're the best!
Dad:	Thanks!

7.3 GETTING THE NEWS Exs 5, 6 and 7 > Page 151

Host:	Hello, everyone. Today, we are discussing a topic that affects us all as social media users: how to obtain reliable information. My guest, Frank Rossi, an internet safety consultant, will tell us more. Welcome, Frank!
Guest:	Hello, everyone.
Host:	Now, Frank, there's lots of misinformation out there, right?
Guest:	Absolutely! And it's not just misinformation. There's disinformation as well.
Host:	Misinformation and disinformation? What do you mean?
Guest:	Well, both mean passing on false information. But there's a difference and it's the intention to do harm. Whether harm is part of the plan is what really makes this difference. Misinformation is simply false or inaccurate information. Disinformation, however, is created and spread by people who mean to cause harm.
Host:	Oh, I see. So, why do people create misinformation?
Guest:	Well, they might believe something that is incorrect, or they might mean to deceive people in some way, for example, by starting a rumour or with a prank. Other people then see it, believe it is true and spread it.
Host:	So, misinformation can be the result of a mistake or it can be created and spread on purpose. But the big difference between it and disinformation is that disinformation is *always* done on purpose and is *always* intended to be malicious in some way.
Guest:	Exactly!
Host:	How serious are they?
Guest:	Unfortunately, they're everywhere online.
Host:	Can you give us some examples?
Guest:	Sometimes, we hear on social media that a storm or severe weather conditions are likely to occur, with the advice that it's best to stay indoors. So people don't go to work and kids miss school. But then nothing happens, or the weather conditions turn out to not be so severe.
Host:	Yes. That's happened a few times!
Guest:	Well, if you shared this information on social media because it appeared to be genuine and you believed it to be true, then you would have shared misinformation. You didn't mean to mislead anyone; you actually thought you were helping to warn people, but you contributed to the problem.
Host:	I see. Can you give us an example of disinformation, which is much more serious?
Guest:	One might be if a company tries to make another business look bad by creating and spreading false information about it to gain a market advantage.
Host:	Oh, right! Well, what can we do to get a more balanced view of the news? Could you give us some tips?
Guest:	It's important to check everything you read! Where did the information come from? Who published it? How old is it and are there any updates? What evidence is there to support any claims, such as links, sources, photos and quotes? Do an internet search and see if the claims are valid. As a general rule, if you're not sure about something, then don't believe or share it!
Host:	That sounds like lots of work!
Guest:	Not really. You're already online, so just do some research. Make fact-checking a useful habit, then it won't be difficult.
Host:	Do you have any other suggestions?
Guest:	Always check what other sources are saying. Never rely on just one source. This will give you different opinions of a topic or issue, so you can get a balanced view.
Host:	That's very good advice. Thank you, Frank.

7.4 PHOTOGRAPHS AND PHOTOJOURNALISM Exs 5, 6 and 7 > Page 153

Interviewer:	Alheri, how would you describe the difference between photography and photojournalism?
Alheri:	Photographers take pictures of all kinds of things, and photography is a form of art where everything is usually staged or set up on purpose for the camera, often in a studio. But photojournalists can't do that. They capture events as they happen. They tell the news through photos, just as a journalist does through words.
Interviewer:	And some of those photos can even make or break a story!
Alheri:	Yes, indeed. Some photos have very powerful effects on audiences. They can be shocked or touched by a photo, and it's usually these pictures that win the accolades and fetch a high price.
Interviewer:	Does that mean that words are not necessary for the news then? I mean, can photos tell stories on their own?
Alheri:	Hmm, I wouldn't say that. I believe words are needed to give details that provide the context for the photos, so that they aren't misunderstood.
Interviewer:	Are there any limits on what you can photograph?

Alheri:	There is a strict code of ethics that photojournalists follow. Most important of all is to be respectful when photographing people during difficult times. A photojournalist must never take advantage of someone's vulnerability. They must always ask for permission to photograph someone and respect their privacy. Being truthful is important when taking pictures because honesty is the foundation of a photojournalist's reputation. Photos must never be staged.
Interviewer:	What about things like digitally editing images?
Alheri:	I prefer not to do that as I feel it's not honest if you don't use the original shot. But I do sometimes ask a colleague to adjust the colour or crop an image if I haven't got the composition quite right. I don't do this myself as I'm not good with technology!
Interviewer:	Coming back to your photos, you're known for your attention to detail. Can you tell us something about that?
Alheri:	Yes, the technique of framing, deciding what to include in a photo and what to leave out, is important to focus the viewer's attention on what you want them to see. For example, when I was recently taking photos of flooding, I focused on the people affected by the flood and their situation rather than on other things, like the extreme weather and the water. It's also effective to experiment with interesting angles for your shots.
Interviewer:	What other techniques would you say are important in your work?
Alheri:	Lighting is very important in any photography. On one assignment to Kenya, when I was reporting on the effects of a long drought, I captured an image of a family of elephants desperately searching for water at sunset. An interesting effect was created by the sun being behind the elephants.
Interviewer:	And this poignant photograph has won accolades and awards!
Alheri:	The response has been wonderful.
Interviewer:	And you also teach photojournalism at your own school?
Alheri:	Yes, I enjoy the teaching, but my main passion is travelling and taking photos. So, I'm giving up teaching at the end of the year to focus on that.

7.5 ADVERTISING Exs 5 and 6 > Page 155

Gertrude:	Hi, André.
André:	Hi, Gertrude! Where are you going?
Gertrude:	I'm off to the shopping centre to check out a new phone.
André:	But you've already got a good phone, haven't you?
Gertrude:	Yeah, but this new one might be better. I watched a video about it on social media and it's super cool! And they're selling out fast so I need to hurry.
André:	That sounds good! Tell me more!
Gertrude:	Well, they say it's got a load of great features that are really useful.
André:	But are they ones that you really need?
Gertrude:	Sort of, yeah. I mean, some of them might come in handy.
André:	Who is 'they,' anyway? Don't tell me you're following the recommendations of one of those celebrity influencers?
Gertrude:	Actually, yes. Her name is Vatika.
André:	I don't really watch them, but my little sister loves to watch some model, who's apparently a fashion icon, and she keeps trying to imitate her hair and make-up at home, often with disastrous results!
Gertrude:	Vatika's great, and I'm sure she knows what she's talking about!
André:	Well, I don't believe everything that influencers say. You do know, don't you, that lots of them get paid to feature certain products in their videos?
Gertrude:	Yes, but Vatika has got a really impressive number of followers, so that many people can't be wrong, can they? But even if she does get paid for talking about a product or a place to buy something from, she must believe that the quality is good. Surely she wouldn't risk losing the trust of her followers if it wasn't?
André:	You do have a point there, but I still think there's something wrong with trying to persuade people to buy something without being honest that you're being paid to do it.
Gertrude:	Hmm, I guess so. Perhaps you're right…
André:	And influencers aren't the only problem. The other day, I was browsing online, looking at places to work out, and suddenly my social media feed was full of posts and advertisements about gyms and clubs!
Gertrude:	Yeah, I've heard that companies use algorithms to track the things you search for, click on and like, and then they send you ads and links for similar things that they think will appeal to you.
André:	Really? Well, I was drawn towards some gyms because of the comments recommending them. But then I looked more closely and realised quite a few were actually advertisements!
Gertrude:	That's terrible!
André:	Yes, and I'm pleased something is being done about it all. I read that rules are being introduced about being clear on social media if you are advertising or selling something.
Gertrude:	You are right, you often can't easily tell.
André:	It's also important to be truthful, like, not claim something that isn't real. For instance, one of the gyms I was looking at had a picture of a place with big windows bringing in sunlight and fresh air, but when I got onto their site, I found out they're actually in the basement of a building!
Gertrude:	What?!
André:	Yeah! So, are you still going to get that new phone?
Gertrude:	Hmm, I'm not so sure about that now!

7.6 WORKING IN DIGITAL MEDIA Exs 2 and 3 > Page 156

The videos you watched on TikTok last night, the posts you saw on Facebook this morning and the photos you see on Instagram… many of them are content that was created by a team of professionals in a digital media agency like mine. I'm Magda, and I'm the Managing Director at Bright Star for Digital Media. Digital media is an exciting and growing industry. Today, I want to tell you about some of the roles in the agency to give you an idea of career opportunities in this developing area.

When you think of digital media, what probably comes to mind are things such as podcasts, blogs and video clips. But digital media is also now the main way lots of companies advertise and sell their products. As a result, many agencies have appeared that offer important services connected with this. These are a few of the jobs you'll find at agencies like mine.

First, there are the roles that manage the social media and marketing side of things. They include Social Media Managers who work closely with clients and who are responsible for building a strong social media relationship between these clients and their customers. They develop ways to increase followers for clients. Social Media Moderators work online in shifts to deal with complaints, answer questions and remove any unwanted content from clients' social media accounts.

Then we have the creative and production teams. These include Digital Project Managers who manage the creation of content by different departments. They plan and monitor projects. Digital Content Developers think of original and interesting ideas and material for social media. They work with others, like marketing teams, designers and video producers, to turn ideas into content that will help clients grow their businesses. Other creative roles include Graphic Designers, who create logos and interesting designs for advertising, along with Copy Writers, who deal with written content such as video scripts or captioning; and Videographers, who film videos.

Art Directors lead teams of artists in developing high-quality visual content, such as pictures and animations for uploading to social media.

As digital media is a developing area, many of the jobs are new, and so, sometimes, there are no distinct areas of responsibility: people will do tasks as necessary. We usually work from the office, but a hybrid system is also possible, in other words, you can work from home some of the time.

We welcome young people to come and work with us via work experience and internships, where they learn the basics. If you're interested, it's definitely worth exploring this option during the summer holidays.

7.6 WORKING IN DIGITAL MEDIA Pronunciation box > Page 155

shouldn't, needn't

7.6 WORKING IN DIGITAL MEDIA Exs 6 and 7 > Page 157

Many people with different skills work together as a team in digital media agencies to design and produce content requested by a client. It could be anything: a photo, website content, a social media post… A good example is a video, and I'm going to talk to you about how we produce one. You'll see it involves many different roles.

First, the client discusses what they want with the Social Media Manager, and then the Digital Project Manager brings together the creative team, including Copy Writers and Digital Content Developers, to work together and brainstorm ideas for the project. A proposal, or plan, and a budget, which is an estimate of how much the project will cost, is then put together for the client. If the client is happy with the plan and agrees to the budget, the creative and production teams begin work.

The creative team produces the content while the production team finds locations and organises anything else the Videographers need to make the video. Once it is filmed, the video is passed on to the post-production team to edit and finalise. After that, the video is presented to the client, who may ask for changes to be made. When it's finally approved, the Social Media Manager asks the Video Editor to make versions of the video to suit different social media platforms. After the video is released, the Social Media Moderators monitor the account for spam, problems and questions. Finally, the Social Media Manager provides the client with regular reports of how the video is being viewed.

So, as you can see, producing content needs teams to collaborate and involves lots of time and hard work.

I hope you have learned more about work in a digital media agency today, and have maybe been inspired to think about it as a future career.

7 EXAM PRACTICE: SPEAKING

TASK 2: TOPIC TALK Exs 3 and 5 > Pages 160 and 161

I'm going to talk about celebrities and the press, and discuss whether the paparazzi go too far.

First, let's think of some celebrities who are often in the news. The British royal family. You don't even have to go to the UK to see their photos and read about them. Their images appear all over the world. That's just one example. Film stars, singers, umm, TV presenters, influencers, umm, all kinds of celebrities appear in the news. Wherever they go, reporters follow. They publish their photos and stories in magazines, newspapers, on social media – everywhere… Why? For money, of course. Celebrities sell newspapers! The public like reading about their private lives, looking at their clothes, discussing their relationships. I don't really know why, umm… I guess it just makes life more exciting!

I think celebrities probably enjoy this, up to a point. They need publicity to stay famous! It must be quite nice to have your picture in the papers, have people admiring you and talking about you all the time.

However, it can get too much. Celebrities are human beings too – they need privacy just like we do. When photographers climb trees to look over walls, or chase cars down the street, that's scary. Going back to my first example, the British royal family have experienced what it's like when it goes too far. It can be really frightening and even dangerous.

To sum up, I think celebrities have the right to a private life, just like the rest of us.

MODULE 8

1 GENDER GAPS AND STEREOTYPES Ex 6 > Page 167

Kirsten:	So, women are underrepresented in STEM. Hmm… Why do you think this is? It seems odd!
Shalini:	Well, I think it's to do with gender stereotyping, which, from a young age, puts girls off professions like engineering.

Kirsten:	What exactly is gender stereotyping, Shalini? I've heard the phrase before, but…
Shalini:	It's, like… when people think that women and men are, or should act, a certain way or have certain traits. For example, what image do you get in your head when you think of the word 'engineering'?
Kirsten:	Er… I guess, mechanical engineering… cars, or machines. Like, a mechanic, under a car, fixing something! Sparks are flying.
Carla:	Ha! Yeah, or someone building a robot or machine…
Shalini:	Right. And what gender was that person in your head?
Kirsten:	A man!
Carla:	Yeah, mine was a man too…
Shalini:	But *why*? Why, as women, do we not see *ourselves* in that image? Or another *girl* or *woman*? This is *our own* image of the world, but we see engineers as being men!
Kirsten:	Well, not always. Still, I get what you're trying to say. I don't know… Maybe because boys like those jobs? They're interested in stuff like that.
Shalini:	Who says? *That's* gender stereotyping. We assume different genders have certain traits, you know, *boys* like machines and machinery, getting their hands dirty and fixing cars, and girls *don't*. And then these stereotypes shape our view of the world, of how we see ourselves and our possible futures, our careers…
Carla:	But it's not us doing that, right? It's society as a whole. And, as you said, it's from a young age. I remember when I was a kid. The toys people got me for my birthday… I remember asking for a toy car one year, a remote-controlled monster truck! But I guess girls weren't supposed to like cars! My brother got one, but I got something else, you know, 'more appropriate'. Something girly like a make-up kit. I'm sounding a bit ungrateful, I know! I'm just saying…
Shalini:	You see? It's even the way we talk about these things: 'something girly'. Make-up being considered 'girly'. And yeah, it happens all the time. We are shaped by society to fit this stereotype.
Kirsten:	So, who is to blame for that?
Shalini:	It's... well, I don't think it's any one person's fault, as such. You know, I mean, a lot of this is unconscious, or... it's just been an expectation, a tradition, or a social norm for so long.
Carla:	But it's more than just unconscious bias, or tradition, or whatever. I mean that's important, but these biases are caused because most societies are still very sexist. And on top of that women might not want to get involved with STEM, or might leave STEM because of sexism and discrimination.
Shalini:	Well, I do think things are changing a bit, at least for STEM. Well, I read about this one study done by UNESCO. They found that 57% of the STEM graduates in the Middle East last year were women. So, there you are! We *should* think of women as fixing machines, and building robots and, I don't know, coding, and going into space – STEM courses are clearly popular among women.
Carla:	The thing is though, we are just not the *face* of STEM professions. Did you know, there have been 75 female astronauts in history? Yet, somehow, I can't name one of them. OK, maybe one. I *can* name lots of astronauts who are men though…
Kirsten:	It sounds like you're saying that women could do with having more female role models in STEM? You know, to help break these gender stereotypes. Make us realise what's possible. Like, maybe we should draw more attention to successful women working in STEM?
Shalini:	That's so true, Kirsten.
Carla:	Yeah, definitely. Though I think that's just one part of the solution.

8.1 GENDER GAPS AND STEREOTYPES Pronunciation box **> Page 167**

stereotype, stereo**ty**pical
ex**pect**, expec**ta**tion
robot, ro**bo**tic

8.2 ABLEISM Pronunciation box **> Page 168**

ableism, sexism, racism, elitism, favouritism, nepotism

8.2 ABLEISM Exs 5 and 6 **> Page 169**

I'll have been using my wheelchair around school for three months this Friday. Back in December, I slipped on the icy pavement on the way to school. I broke my foot in two places, and dislocated my ankle, but… well, there have been lots of complications. So, I'm using this wheelchair for now.

It's been really hard to get used to using a wheelchair. I'd never realised how many barriers wheelchair users face and that so many places were not accessible. I remember my first day back at work. I normally entered the school from the East Gate. I got there, and realised that there's no wheelchair access! We have those gates to scan our ID card for entry, and none of those are wide enough to fit a wheelchair. The wheelchair gate next to it had a padlock on, and no one had the key! So anyway, I wheel myself around to the North Gate and enter from there, but then it's a long journey to my classroom, up and down different paths. It was quite tiring!

There are ramps for wheelchair access at every entrance, but they are hardly used. At my building, the concrete between the ramp and the ground was all broken, meaning you have to, kind of, hop your wheelchair onto the ramp. I was a novice in the chair, so this was a bit daunting. It did make me wonder how the other people who need to use the ramps manage to negotiate this every day.

Once in the building, there's the lift to get to my classroom on the third floor. Lazy students were in the habit of taking this instead of the stairs, so I had to wait around a bit. It wasn't a big deal, but… I realised at that point it was a bit disrespectful of the students.

My classroom layout certainly wasn't wheelchair friendly. The tables needed rearranging, so we had to move them around. The worst thing was toilet breaks. I hadn't realised this, but not every floor in my building had a disabled toilet. Why not? I mean, it's so important. When I needed to go, I had to take the lift to another floor which, as you can imagine, was inconvenient.

Anyway, it didn't take long to realise that, well, our school needed to be made more accessible for wheelchair users. I asked our Year 9 student for his opinion on this. He took me on a tour of the campus, to all the places he thought were, well, 'not very accessible' for him. This was a real eye-opener. I mean, there were raised paths, cracks in the pavement, busy corridors that from wheelchair height were very intimidating…

You know, there was even a fire alarm that, I kid you not, neither I nor the student could reach! Seriously, if we were the first people to see a fire, neither of us could raise the alarm! It's crazy when you think about it: who designed this building?! It certainly wasn't a wheelchair user.

It's a shame that it took me until I was a wheelchair user myself to notice these things. I guess we really should be more aware of the barriers and discrimination others face.

8.3 BIAS IN LANGUAGE Ex 6 > Page 171

Host:	In today's podcast, we're discussing equality. Our first guest today is Lana, leader of the Student Committee at Swifts School. Welcome to the podcast, Lana.
Lana:	Thanks for having me.
Host:	So, Lana, you've led a campaign at Swifts School related to inclusivity, is that right?
Lana:	Yes.
Host:	In particular, inclusive language, I believe?
Lana:	That's right, yeah.
Host:	Could you tell us a bit more about the campaign?
Lana:	Sure! So, we're promoting the use of inclusive language in all aspects of the school. Whether that's in lessons, around the school, in correspondence with parents… just, in all forms of communication, basically.
Host:	I see. What does the campaign involve, exactly?
Lana:	Well, our aim was to raise awareness of bias in language, and encourage people to consider whether the language they use on a daily basis is biased in some way, whether that's gender biased, racist, ageist, ableist and so on. In order to be more inclusive, we need to reflect on the language we use and identify whether it might have a harmful impact on others.
Host:	Right.
Lana:	So, as a committee, we set about offering advice on how to help others recognise when they are using terms or phrases which may discriminate.
Host:	This sounds really worthwhile. So, how did you do this in practice?
Lana:	As committee, we produced posters: infographics which explained about biased language, and examples of 'bias-free' alternatives. We had these posters pinned up in every classroom. We also produced a pamphlet offering advice on what to do if you hear someone using biased language. For example, how to encourage them to correct their language in a non-confrontational way. We had the pamphlets checked by an EDI expert, who volunteered to help us.
Host:	EDI… that's 'Equality'…
Lana:	… 'Diversity and Inclusion'.
Host:	Ah, yes.
Lana:	Tutors distributed the pamphlets during tutor time, and discussed the content with their students. Oh, and we did a talk during the school assembly introducing the topic.
Host:	Wow! That pamphlet, in particular, is really useful. I've had a chance to look through it and I think you've done an excellent job. There's some really good advice in there.
Lana:	Great!
Host:	So, have you seen any positive change as a result of the campaign?
Lana:	Um… Well, it's still early days, but we do think the campaign has prompted some meaningful conversations. Even if only a few students change the way they communicate to become more inclusive, that still makes a difference.
Host:	Absolutely!
Lana:	But… it's all about getting the dialogue started, you know. And getting people on board, and willing to reflect, and make changes…

8.4 DISCRIMINATION IN THE WORKPLACE Pronunciation box > Page 172

teach, person, hire, hold, here, exclude

8.4 DISCRIMINATION IN THE WORKPLACE Pronunciation box > Page 173

shouldn't, needn't

8.5 SOCIAL INEQUALITY Exs 4, 5 and 6 > Page 175

The digital divide refers to the gap between those who have access to information technology, and those who don't. It's a type of social inequality that affects every society to some extent. While the digital divide refers to many forms of technology, from phones to computers to factory robots, arguably the most important gap that exists these days is access to the internet.

Why is access to the internet so important? Well, it should be a basic human right. It provides us with access to the world, to new ideas, to education, entertainment, healthcare, you name it. The internet these days is everything, and for those of us who have access to it, we probably don't realise just how difficult life can be without it.

The International Telecommunications Union estimate that there are nearly three billion people worldwide who still don't have internet access. In a report from 2021, experts stated that it would cost around $28 billion to connect everyone to the internet by 2030.

So, what needs to be done to bridge the digital divide? Well, over 90 per cent of those who are still offline live in the Global South. They may live in areas which lack infrastructure, therefore they cannot easily or frequently stay connected. Private companies and governments need to work together to invest in infrastructure: laying telephone lines and fibre optic cables, setting up wireless towers, and so on.

Then it's a lot about affordability. We need cooperation from private companies to provide affordable internet. Service providers need to offer fair prices, hardware like routers need to be affordable, and other tech devices needed for connectivity like computers and phones need to be cheap enough. Governments can help internet operators by providing incentives such as tax breaks. Solving the issue is about everyone working together.

So, in making quality tech goods more affordable for people, and by creating the right infrastructure, we help bridge the economic divide that prevents connectivity. But this is just the first step along the way.

To bridge the digital divide further, we need to improve usability. We shouldn't take it for granted that just because someone has access to the internet, they know how to use a computer.

Low literacy rates are considered one of the biggest barriers to accessibility, so we need ways to help people overcome these challenges.

Beyond usability, there's also empowerment. How can we help people to make the most of the opportunities that technology affords? Part of this is about developing digital literacy skills, as well as finding ways to encourage the use of initiative and creativity.

Thanks for listening. If you enjoyed this explainer, then don't forget to like and subscribe to my channel, and I'll see you next time!

8.6 WORKING FOR CHANGE Exs 3 and 4 > Page 176

I'd been unemployed for over a year before I did the training course. I spent lots of time looking for work and applying for jobs, and I'd attended interviews, but I couldn't get a job. After a while, you think, 'Is it me?', you know? You start to doubt yourself, and you lose confidence.

So, I signed up for this vocational training course. It was run by a local charity. It was a six-week thing, and it was designed for people who had been out of work for a while. Over the weeks, we attended workshops, talks and one-to-one coaching sessions delivered by specialists and mentors. They were all people who had taken the course before.

The talks were really interesting. They explained a lot about the differences in the way people learn and work, the strengths that different people have and the challenges people might face. There was one session that focused on how to look for inclusive employers, ones that actually see learning differences as beneficial, rather than something just to 'accommodate'. That session changed my thinking a lot.

We completed lots of tasks which helped us to develop skills for the workplace. These were all focused on our own needs. For example, I find organising my time quite difficult sometimes, and I also find it hard to speak in social situations. So, my vocational training sessions focused on developing these skills.

I even spent some time working in the shop at the vocational training centre. This meant dealing with customers, which I found quite stressful! The trainers gave me lots of support though, and they helped me prepare what to say, how to ask questions to customers and deal with requests. I gained so much confidence from that, especially after spending so long out of work. It takes a while to believe in yourself again.

The best workshop I attended was one about making a video CV, you know, instead of a written CV. One thing I've always worried about is interviews. Being face-to-face in a room with people just… like that… it just makes me too anxious. When I learned about video CVs, I thought that was a way I could, I guess, 'be myself'… show people what I'm really like, without that anxiety. That might help them get to know me and… I guess, make the interview a bit less… I don't know, scary?

During the course, I actually applied for a job with my video CV. It was one of our tasks… well, we didn't have to submit the application, just prepare it, but I did submit mine. I applied for a role as a librarian. I got an interview, and the interviewer mentioned how much they liked that video CV! I ended up getting the job! It's been fantastic, and I'm learning every day. I've been there for six months now, and my manager is training me to deliver reading workshops to children at weekends.

That training course was the best thing I've ever done. If I hadn't signed up for the course, I wouldn't be in this job now. I'd probably still be worrying all the time about how people might see me, or getting nervous about having to deal with meeting new people at interviews, or something like that. I don't let things like that hold me back these days: why should they? I still feel like that a lot, but I've found more ways to cope I think, and people who understand. The training I did, and the shop work, helped me, for sure!

8 EXAM PRACTICE: SPEAKING

TASK 2: TOPIC TALK Ex 1 > Page 180

The topic I'd like to talk about is gender equality. In particular, I'd like to focus on equality at home.

I'll describe something our family noticed about domestic responsibilities during the pandemic. I'll explain changes we've made to the way we do housework, and the impact of those changes on different members of our family.

What was home life like during the pandemic? Like many kids, we were learning from home. My dad was working from home too. My mum was also at home, looking after the house while doing some of her freelance writing work.

Being at home more made me realise just how much work my mum did around the house. During the day it felt like every time I went into the kitchen to get a snack or a drink, Mum was doing… something. Emptying the dishwasher, sweeping, preparing food, emptying the bins, doing laundry… I know this sounds spoilt, but, well, I just hadn't noticed that she did so much. She had her freelance work to do too. It must have been tough to juggle her commitments.

So, how did we change this? As a household, we decided to share the responsibilities between us more. We created a rota for different duties. We decided who would take the trash out on trash day, who would wash up, and so on. It was actually quite fun at first, but not when it was my turn to do the ironing. And the gardening! Arrgh! That was back-breaking! The rota was easier to do during lockdown. We did let it slip a bit when things returned to normal, but we're in a good routine with it at the moment.

What's been the impact of this rota? Well, Mum said that having everyone chip in is really helpful and gives her more time to build her business. Dad decided to work from home two days a week after lockdown, even though the office is now open. It makes it easier for him to help around the house. Plus, he gets to practise his cooking skills a bit more. I don't know if that's a good thing or not to be honest! I'm sure he'll improve though!

REVISION

1 REVISION Ex 3 > Page 182

Rob:	Hey, Rosie. You look happy!
Rosie:	Oh, hi, Rob. Yes, I am. We're going to Wales tomorrow for a week! A holiday!
Rob:	Oh, cool. Have you been there before?
Rosie:	Yes, we have. We love it.
Rob:	So, where do you stay? What's it like?
Rosie:	Well, it's on a coastal path in North Wales… It's a little cottage right next to the beach, looking out to sea.
Rob:	Wow, that sounds amazing. Like a dream holiday!
Rosie:	Well, *we* love it. Although, it's maybe not quite as good as that! For a start, the cottage isn't very modern. In fact, it's quite old and the facilities aren't great.
Rob:	What do you mean?
Rosie:	Well, the kitchen is tiny, and there's only one bathroom and one toilet…
Rob:	That's OK, isn't it? How many do you need?!
Rosie:	Well, two would be nice! I mean, there are six of us in my family… you know, me, my mum and my stepdad, my sister and my two brothers, and we usually have one or two friends with us, too.
Rob:	Oh, so how many bedrooms are there?
Rosie:	Three, but we take sleeping bags and some people sleep in the living room if there are lots of people. I'm going to do that this time.
Rob:	So it's not very comfortable?
Rosie:	Well, it's a bit like camping. Ha! In some ways it's the *same* as camping! But we don't care. The countryside is beautiful there, and it's wonderful to be near the sea. I always feel relaxed and happy when I'm there.
Rob:	And you say you usually take friends, too?
Rosie:	Yes, Joe came last time. He lives on our street. This time, my cousin Evie is going to come.
Rob:	That's nice…
Rosie:	Why? Would you like to come next time? I think we're going again soon!
Rob:	Oh, well, sure, I'd love to. It sounds fantastic!

1 REVISION Ex 8 > Page 183

Sami:	So, I live in Cairo. Not the centre of the city, it's quite a long way out… I mean, Cairo is really, really big. Our neighbourhood has its own centre, really… there's a high street with lots of shops, restaurants, coffee shops… so, quite a lot! I like that, I like it because it's full of life, always busy, with lots to do. We have two local cinemas, and a park as well. All my friends live nearby, that's great, too. We all hang out after school, and go in and out of each other's homes. But there are disadvantages. I hate the traffic. The roads are always busy and the air isn't clean. The streets are often messy, too, with rubbish everywhere. That's bad. And it's noisy, too. I mean, we can always hear cars, day and night. For me, that's the worst thing about living here, I guess. But, would I like to move to the countryside? No way! Life here is much more interesting than life in the countryside!
Hoda:	My town is a long way from Cairo. It's what they call a 'country town'. It's not very big, but it has got quite good facilities. For example, there's a big swimming pool, which I go to a lot. There's a youth centre, too – that's really good. I go there most weekends and hang out with friends. What else? We've got a cinema, and a small theatre, too, but there isn't much else. To be honest, the town is pretty boring in the evenings, I mean there's not much to do. And, well, it's a long way from the nearest city, so we don't go there very often. Really, one of the best things is the countryside. There are hills and we can go mountain biking. That keeps me fit and it's good fun. I'm sure I'm fitter and healthier here than I would be if I lived in a big city. Would I like to live in a big city like Cairo? Hmm… I'm not sure. Maybe yes, when I'm older and have some money, as I think it's more expensive to live there than here!

2 REVISION Ex 4 > Page 184

I have lots of hobbies, but my main interest is football. I love watching football, but I don't often play it. My favourite team is Al-Nassr FC. I go to every home game and I collect players' autographs. I have around 100 signatures from players past and present, including a signed shirt from Majed Abdullah. He's probably our most famous player ever.

Although I don't play football much, I do take part in lots of other sports. I really enjoy playing basketball. I regularly compete in basketball tournaments and we've won a few regional ones.

3 REVISION Ex 5 > Page 187

Interviewer:	What time do your classes start and finish?
Haruki:	At my school, classes start at 8.30 in the morning and finish at three o'clock in the afternoon. Once class is finished, we have to stay behind for half an hour to clean the classroom, the corridors and the bathroom. Most days, I also go to an after-school club. I also have to go to class on Saturday mornings once a month.
Interviewer:	Do you have to wear a uniform?
Haruki:	Yes, I do. It's a simple uniform, similar to school uniforms in Europe. The difference is that when we arrive at school, we have to take off our shoes and put on special indoor shoes.
Interviewer:	What subjects do you study?
Haruki:	I study all the usual subjects, maths, languages, science, art, geography, history, and so on. I also study haiku, which is a kind of Japanese poetry, and calligraphy, which is the art of writing beautifully. I also learn how to cook simple meals.
Interviewer:	Do you have to do lots of homework?
Haruki:	It depends what you mean by 'lots'! It varies from day to day, but I do between an hour and a half and two hours of homework every evening.
Interviewer:	How many students are there in your class?

Haruki:	Classes in my school have between 20 and 40 students. My class has 32 students.
Interviewer:	What are you going to do when you finish high school?
Haruki:	I plan to study English at university, but I might take a gap year first so that I can travel around Europe and Asia.
Interviewer:	Thank you!

4 REVISION Ex 5 **> Page 188**

Narrator:	One
Amy:	Hi, Roman. How are you?
Roman:	Hi, Amy! I'm fine, thanks. But, I've got a problem… my computer isn't working properly! Can you have a look at it?
Amy:	Sure, no problem. Hey, you did an apprenticeship, didn't you? Could you tell me about your experience? Would you recommend it?
Roman:	Definitely! The teachers were really supportive and it's a good way to start your career.
Narrator:	Two
Layla:	Excuse me, Mr Brown? Could I speak to you for a minute? My name's Layla Aziz and I came to your talk.
Mr Brown:	Sure, what can I do for you, Layla?
Layla:	May I ask you some questions about your talk? I'd like some advice about getting a position as a trainee at a local company.
Mr Brown:	In that case, I'd advise you to book an appointment with me so we can discuss your questions in detail. Here's the phone number.
Layla:	That's great, I'll do that. Thanks!
Narrator:	Three
Amir:	Hi, Nadia! How are you getting on? Have you chosen your college course yet?
Nadia:	Hi, Amir. I'm going to do an IT course. How about you?
Amir:	Well, I know what university I want to go to, but I'm not sure what course to do.
Nadia:	If I were you, I'd look at the prospectus and then talk to the careers adviser. She's very helpful.
Amir:	Good idea. Can you tell me how to get in touch with her?
Nadia:	You can contact her at the school office.
Amir:	Thanks!

4 REVISION Ex 9 **> Page 189**

Alicia:	Good afternoon, Nour. I'm Alicia Jones, head of the IT department.
Nour:	Good afternoon, it's a pleasure to meet you.
Alicia:	So, have you finished school yet?
Nour:	No, I'm finishing school this summer and I'm starting a university course in IT in autumn.
Alicia:	Why are you interested in this internship?
Nour:	I think it's a fantastic opportunity to get some more practical experience, and your company is doing some really interesting work in program design.
Alicia:	So, tell me, what experience do you have in IT?
Nour:	Sure… I've always been fascinated by computers and I've done some programming at school. I've studied two basic programming languages by myself.
Alicia:	Great, and have you got any relevant work experience?
Nour:	Yes, I work in a computer shop on Saturdays. I help out with basic repairs and deal with customers who come to the shop.
Alicia:	That sounds interesting! What's been your greatest challenge so far?
Nour:	Well, when I started, I found it hard to explain to customers what was wrong with their computer… I've worked hard on my communication skills, and my manager recently commented on how pleased she is with how much I've improved.
Alicia:	If you were offered the internship, when could you start?
Nour:	I'd be able to start in June, after my exams finish. And of course, I'd be available until the end of September.
Alicia:	Perfect… Now, what can you tell me about…

5 REVISION Ex 2 **> Page 190**

Pablo:	Last summer, I stayed in a campsite on the coast in Spain with my mum and brother. It had a pool and it was near the beach. We went on the train and it took four hours. We went to a water park and we visited Cartagena, an old city. We did water sports and I learned to sail a boat. It was fun!
Amelia:	Last year, we flew to Australia to visit my aunt, uncle and cousins. It was the first time I'd ever been abroad and the flight was 12 hours! We stayed in a small guest house near my aunt and uncle because they live in a small house. We went on lots of day trips and visited some local museums and galleries. We also had lots of meals on the beach.
Hassan:	On my last holiday, my family stayed in a small hotel in Dubai. We visited a big market there and bought presents for everyone. We also went to the beach, and we went snorkelling and swimming. Next time, I'll try water skiing! We drove there in our car. We went on a trip to the desert, too. That was amazing!

5 REVISION Ex 5 **> Page 190**

Today's podcast is all about an incredible woman called Bessie Coleman. Bessie, who was born in 1892, is famous for being the first African American woman and the first woman with Cherokee heritage to get her pilot's licence. However, she didn't get her licence in the USA as it wasn't possible at the time. Instead, Bessie learned French and went to France where she trained and got her licence in 1921 before returning home. Bessie, whose dream was to have her own plane and open a flight school, started performing in public to earn money. She did dangerous tricks in a plane, including flying upside down, and made films of her performances. She went around the country and performed in shows which people loved, and she gave flying lessons. She encouraged women and African Americans to learn to fly. Bessie became famous not only in the USA, but in Europe, too. Sadly, Bessie died at the age of 34 in a plane accident. However, she has inspired many people with her achievements.

5 REVISION Ex 6 > Page 191

Maya:	Hey, Max, we really should decide about our holiday plans. I've looked at all the brochures you got… I'd love to go to France!
Max:	France? Brilliant! We could stay in a youth hostel or even look for a guest house.
Maya:	True, but I really fancy camping… It's so much nicer than a hotel or hostel. What do you think?
Max:	What? No way! We used to go camping every year when I was younger and I hated it. All my friends did fun things like travel or visit friends. I'd rather stay at home than go camping!
Maya:	OK, well my friend Clara's got a flat, but they're using it this summer… I don't like hotels, so I guess it's an apartment in a holiday resort or a B&B.
Max:	Staying in a resort means you have more facilities, so let's do that. Look at this one! It's got three pools and four restaurants… Oh, but it's a long way from the town, so that's not ideal. How about this one?
Maya:	Yes, it's near the town and it's smaller. It hasn't got a gym or a spa, but that doesn't matter. It's only got one restaurant, but it's near the town, so that's fine. Oh, I love the swimming pools!
Max:	Yeah, they look perfect! It's near some beaches, too, so we can do some water sports.
Maya:	Yes, we used to do lots of water sports, but we stopped, so it might be nice to do some again! I'd love to explore the area. When I was younger, we would use local buses or trains to travel round the area we were staying in. We had lots of adventures.
Max:	Cool, why don't we rent bikes? That way we can get around and we don't need a car.
Maya:	Great idea! So, when shall we go? July and August always used to be the busiest months, so maybe June or September?
Max:	I'd love to go after summer when it's a bit cooler and there are fewer tourists, so let's book for September.
Maya:	OK, great!

6 REVISION Ex 4 > Page 192

Girl:	I've got to write about the United Nations' SDGs for my homework. Do you know anything about them?
Boy:	Yes, I do… I was reading about them only last week!
Girl:	So, what *is* an SDG?
Boy:	An SDG is a Sustainable Development Goal.
Girl:	And what does that mean exactly?
Boy:	Well, there are 17 SDGs in total. They are objectives that the UN has set. They hope to achieve these objectives by 2030.
Girl:	What kind of objectives?
Boy:	They're always to make our society more equal and more fair. For example, the first SDG is called 'Zero Hunger' and the objective is to make sure nobody goes hungry on our planet. Unfortunately, today there is a lot of hunger in the world, and the UN's plan is to stop all hunger by 2030.
Girl:	That's a great idea. Are all the SDGs like that?
Boy:	Well, some of the SDGs address the quality of life of people on our planet, but other SDGs address different problems. For example, some of the SDGs aim to improve the environment of our planet. SDG number 14, for example, aims to protect our oceans and all the creatures that live there. SDG 15 aims to protect ecosystems on land. SDG 13 is all about protecting our environment by taking action on climate change.
Girl:	So, SDGs aim to improve the lives of people on Earth and to protect our planet. But how are they going to make sure these goals are achieved?
Boy:	All 193 countries that make up the United Nations have agreed to these goals. The idea is for countries and organisations within each country to do their bit to achieve the objectives they have agreed to. In fact, the last SDG, number 17, is all about creating partnerships between countries and organisations so that they can work together to bring about the changes contained in the SDGs.
Girl:	Where can I find out more about the SDGs?
Boy:	You can find a list of them with a description of each one on the internet. It's easy to find.
Girl:	OK, thanks. I'm going to search for the SDGs online.

6 REVISION Ex 8 > Page 193

A:	I think Boyan Slat's Ocean Cleanup project is a brilliant idea! I know that not everyone agrees with it, but I think that the advantages outweigh the disadvantages. I mean, there's so much plastic in the ocean right now that we need immediate solutions. Slat's project provides those solutions right now. The proof is that, in 2022, they removed 100,000 kilos from the sea.
B:	I'm not sure what to think about the Ocean Cleanup project. I mean, the Dutch guy behind the project is obviously a very intelligent young man, no doubt about that, but lots of scientists are against what he's suggesting. I can see the positive side. They've pulled lots of plastic out of the oceans already, and there are plans to expand the project. But on the other hand, I think they could use the vast amounts of money being spent on all this more wisely.
C:	I must admit, I'm not into Boyan Slat's project. I think it is well intentioned, don't get me wrong. He obviously cares about the oceans. But I'm against it for two main reasons. I'm worried about the impact the structures they used to capture the plastic will have an ocean life. And secondly, I think that we should be focusing on preventing the problem, or we'll just be cleaning up the oceans forever. Slat's project is just a distraction, in my opinion.

7 REVISION Ex 4 > Page 194

Luca:	Hey, Zoe, I saw a great film last night!
Zoe:	Hey, Luca. What was it?
Luca:	I can't remember the name, but it was a kind of sci-fi, kind of comedy thing. I really enjoyed it.
Zoe:	It sounds good. Was it on TV?

Luca:	No, well, maybe you could get it on a TV, but I watched it on my tablet. I'll send you the link if you like.
Zoe:	Thanks. I might watch it tonight.
Luca:	Do you watch films in bed?
Zoe:	Sometimes, although they say it's a bad idea.
Luca:	Yes, you're not supposed to look at screens in bed. But everyone does.
Zoe:	No, not everyone! My sister always switches all her screens off an hour before she goes to sleep.
Luca:	Really? So, what does she do?
Zoe:	She reads a book or listens to music. She says it relaxes her, and she sleeps better.
Luca:	Hmm, it's probably a good idea, but I'm not sure I could do it. I mean, nearly everything is on a screen, isn't it? In fact I wish I had *two* screens. It would help with homework!
Zoe:	Hmm, yes, I know. I mean, even when I read a book, it's usually digital. I don't often read *printed* books. My parents do and my sister does, but I don't.
Luca:	Same here. Personally, I think in a few years' time actual books will have died out.
Zoe:	Oh, I'm not sure about that. I think there'll always be real, printed books…
Luca:	But not many people will be reading them! I'm not always looking at a screen, though. I like listening to things, too.
Zoe:	What kind of things? Do you mean music?
Luca:	Well, sure, I listen to music a lot, but that's not what I meant.
Zoe:	Oh, do you listen to the radio?
Luca:	I like listening to the local radio sometimes, it can be quite entertaining. But I really meant podcasts. I listen to quite a few of those. There are some really good ones.
Zoe:	Hmm, I'm not really into podcasts. What kind of things do you listen to?
Luca:	All kinds. There's one that gives me the latest news – I listen to that most days. But there are loads on all sorts of things.
Zoe:	When do you find the time?
Luca:	Usually when I'm doing something else, like when I'm out running or sitting on a bus. You can fit them round your other activities. You should have a look, see what's out there.
Zoe:	I'll give it a try. It's better than doing what I do.
Luca:	What's that?
Zoe:	Well, if I'm on a bus, I quite often just do nothing. I don't even listen to music. I just stare into space… it's a waste of time, really.
Luca:	Or is it? Maybe that's what we should do more of…
Zoe:	Nothing?
Luca:	Yes, maybe we should all just do more *nothing*.
Zoe:	Ha! Yes, maybe!

7 REVISION Ex 6 > Page 194

So, these days, most teenagers get their information about the world, their news, from various forms of social media. That's not to say they don't use other news outlets, of course. The more traditional ways, like TV and radio, still play their part, and some teens do read newspapers, particularly if their parents do. That's increasingly rare, however. For one thing, think about it: in the past, there would often be newspapers in the home, easy to pick up and look at, but these days, as more and more news is presented digitally, this doesn't happen so much. Teenagers make their own choices, and very often, as I say, they rely on social networks to get their news.

The advantages of this are perhaps obvious. Information is easy to access, and is presented in a way that's quick and easy to understand. It's available all the time, and it isn't boring – or probably not. And that last point is the big problem, in my opinion. *Why* isn't it boring? It's probably because the social media site is using algorithms that select news stories it has decided you would be interested in, opinions that you would like. It's choosing your news.

That means that you're in a kind of bubble. We call it an echo chamber – and you only interact with people who are like you. You probably only see news reports or read articles that are written by people who think like you. Your opinions are confirmed, never challenged.

Now, in some ways this is good. It's normal to want to communicate with like-minded people. It's natural to want to avoid conflict or upset. We all need affirmation to feel good about ourselves and our choices, and social media often gives us that comfortable feeling.

However, there are dangers – very real dangers. If we're all in our own bubbles, our own worlds, we never have the chance to hear opposing views. We lose our critical-thinking skills. We don't have the chance to defend our opinions or to understand other points of view. In this way, society is divided more and more. There are 'goodies and baddies', and we all think we're the goodies, of course! This can lead to real conflict in the real world. It's dangerous.

Of course, you already know this. We all know that we shouldn't always believe what we see on social media. Perhaps we think we're too smart to be fooled. But, believe me, it's getting harder and harder to tell fact from fiction.

So, what do I suggest? First, always check and check again before you share news. Journalists always check their sources before they publish a news story. Contrast that with social networks, when we can just press 'share' to spread a story we perhaps haven't even read, never mind checked. That's how fake news spreads so fast. Another simple thing is to try changing the settings on your social media sites, so that you don't just see posts from the same people. That's a great way to learn about other points of view…

8 REVISION Ex 6 > Page 196

The way we identify others and the language we use in everyday life can be unintentionally biased. It's important to try using language that is more inclusive.

One example is when referring to other people using pronouns. Instead of, say, 'his' or 'hers', try using 'theirs': this is more gender inclusive.

When describing job roles, we should avoid assigning gender. So, for example, rather than saying 'fireman', we should be more inclusive and use 'firefighter', and rather than 'policeman' or 'policewoman', we should use 'police officer'.

There are other phrases that we might use in everyday life that we don't realise are biased or gender specific. The word 'man' has been traditionally used to refer to all humans. Rather than describe a building or important landmark as being 'man-made', it is more inclusive to say it is 'made by humans', and rather than talk about 'mankind' in regard to things like space exploration, it's more inclusive to use 'humankind'.

GLOSSARY

antonym: a word that means the opposite of another word

audience: people who read someone's writing or listen to someone's speech

conjunction: a word used to connect clauses or sentences, or to coordinate words in the same clause (e.g. *and*, *but*, *if*)

context: the situation, events or information that are related to something and that help you to understand it; the words that come just before and after a word or sentence, and which help you understand it

conventions: ways in which something is usually done

conversational: as if talking to people directly

definition; define: meaning, e.g. using words, like in a dictionary

direct address: speaking to someone directly / specifically

distractor: an incorrect answer in a multiple choice question

emphasis: stress / highlighting

formal language: language that is used in official or serious situations

format: the arrangement, design, or organisation of something

hyperbole: exaggerated statements or claims not meant to be taken literally

hypothetical: based on a theory

informal language: language that is suitable for ordinary conversations with or in writing to people you know

intonation: the way in which the level of your voice changes in order to add meaning to what you are saying, e.g. by going up at the end of a question

paraphrase: to express in a shorter, clearer or different way what someone has said or written

persuasive device: a technique to sway the reader to a particular point of view

prediction; predict: work out or guess what something is going to be

purpose: what something is intended to achieve

reference word: a word used to refer to someone or something

register: the words, style and grammar used by speakers and writers in a particular situation or in a particular type of writing; affects the tone and whether the writing sounds formal or informal

rhetorical questions: questions for dramatic effect, to make a point more than to get an answer

slang: very informal language

speed reading: scanning for information and data

structure: the way something, e.g. a sentence or verb, is put together

summary: a brief statement of the main information and not the details of a plan, event or report

synonym: a word with the same meaning as another word

tone: the way a writer or speaker expresses their feelings toward the reader, listener or subject

viewpoint: a particular way of thinking about a problem or subject

ANSWERS

MODULE 1

1 SPRINGBOARD 1 > Pages 2 and 3

Ex 1 wakes up early starts her day with a healthy breakfast washes her face brushes her teeth gets dressed takes a tram to school goes to her classes returns home at 3 p.m. works as a cashier helps out with jobs around the house does her homework spends time with her family watches TV plays football has a shower brushes her teeth before bed

Ex 2 Students' own answers

Ex 3 **1** busy **2** honest **3** funny **4** interesting **5** friendly **6** quiet

Exs 4 and Ex 5 Students' own answers

Ex 6 **always:** wakes up, has a healthy breakfast, washes her face, brushes her teeth, gets dressed, takes a tram to school, goes to classes, returns home at 3 p.m., has a shower and brushes her teeth (before bed)
usually: helps out with jobs around the house (before she does her homework)
often: spends time with her family or watches TV
sometimes: works at the weekends, plays football
not often: plays sport
never: goes out with friends on a school night

Exs 7 to 10 Students' own answers

1 SPRINGBOARD 2 > Pages 4 and 5

Ex 1 Students' own answers

Ex 2 **1** restaurant **2** market **3** cinema **4** pet shop **5** cake shop **6** hospital

Ex 3 **countryside:** farm animals, fields, forests, mountains
city: blocks of flats, factories, lots of traffic, the underground

Ex 4 **1** am / 'm meeting **2** is / 's playing **3** are / 're having **4** are / 're taking **5** is not / isn't working **6** are [you] doing

Ex 5 Students' own answers

Ex 6 **1** first **2** aunt **3** milk **4** internet **5** love **6** youngest
Secret word: family

Ex 7 **1** taller than **2** younger than **3** faster than **4** bigger than

Ex 8 Students' own answers

1.1 MY FAMILY > Pages 6 and 7

Ex 1 **get on well with:** be friendly with, have a good relationship with someone
positive presence: someone who is always there for you, sets a good example and supports you
allowance: money you receive regularly, often for doing certain jobs to help other family members around the house (also, pocket money)

Ex 2 Students' own answers

Ex 3 She is creating a family tree for a school project and is looking for help / information.

Ex 4 **1** F **2** T **3** T **4** F **5** F **6** T **7** F

Exs 5 and 6 Students' own answers

Ex 7 Your genes and environment influence your personality.

Ex 8 **1** A **2** C **3** B **4** B **5** B **6** A

Exs 9 and 10 Students' own answers

ANSWERS

1.2 OUR HOUSE > Pages 8 and 9

Exs 1 and 2 Students' own answers

Ex 3 *Suggested answers:*

Advantages: simpler life, easy to clean, fewer possessions, strengthens family bonds, cheaper than traditional homes, suitable for anyone to live in, helps protect the environment, put house on wheels for travel, all the conveniences of a bigger house

Disadvantages: low ceilings, plots of land can be expensive, smaller than traditional homes, not much space, have to use space very efficiently

Ex 4 Students' own answers

Ex 5 **1** kitchen **2** toilet **3** lounge **4** main bedroom **5** family room **6** bedroom

Exs 6 and 7 Students' own answers

1.3 MY NEIGHBOURHOOD > Pages 10 and 11

Ex 1 Students' own answers

Ex 2 Tanya is happy, excited and really enjoying her new life.

Ex 3 **1** youth club **2** butcher's **3** pharmacy **4** bakeries **5** cafés **6** hairdresser's; boutique

Ex 4 Students' own answers

Ex 5 **1** O **2** N **3** O **4** O **5** N

Exs 6 and 7 Students' own answers

Ex 8 The construction of an extension to the community centre

Ex 9 *Suggested answers:*

Po	Khan	Mohamed
1 offers educational and fun activities for youth: library, pool, youth club **2** will keep kids off streets, out of trouble **FOR**	**1** centre already has facilities for all to use **2** don't need pool, have the beaches **3** expansion will tear up pedestrianised area just for car park, doesn't make sense **4** traffic will increase, unsafe for school nearby **AGAINST**	**1** extension is necessary **2** suggests making it win-win: reduce speed limit to slow down traffic, pedestrianise the area in front of school for safety, make new car park free for all neighbourhood to use **FOR**

Ex 10 **1** positive **2** angry **3** worried **4** hopeful **5** positive **6** confident

Exs 11 and 12 Students' own answers

1.4 WHAT IS FRIENDSHIP? > Pages 12 and 13

Ex 1 **1** D **2** C **3** B **4** A

Exs 2 and 3 Students' own answers

Ex 4 B

Exs 5 and 6 Students' own answers

Ex 7 The theories about friendship are different; **1** E **2** B **3** A **4** C **5** D

Exs 8 and 9 Students' own answers

1.5 CITY AND COUNTRYSIDE > Pages 14 and 15

Exs 1 and 2 Students' own answers

Ex 3 **1** ✓ **2** ✓ **3** ✓ **4** ✗ **5** ✗ **6** ✓ **7** ✓

Ex 4 Nadia is enjoying living in New York City overall, but there are a few things she dislikes.

Ex 5 **1** F **2** T **3** T **4** F **5** F **6** T

Ex 6 Students' own answers

Ex 7 Daniel does like his new life overall, but there are some things he misses about his old one.

Ex 8 **1** B **2** A **3** B **4** C **5** C **6** B

Ex 9 Students' own answers

1.6 CHANGING GENERATIONS > Pages 16 and 17

Ex 1 **1** 1964 **2** describe **3** adults **4** offline **5** be born

Ex 2 **1** Baby Boomers **2** Generation Alpha **3** Generation Z **4** Millennials **5** Generation X

Ex 3 Heirlooms can be valuable, but not necessarily. However, they have great sentimental value.

Ex 4 **1** F **2** F **3** T **4** T **5** T

Exs 5 and 6 Students' own answers

Ex 7 **1** N **2** T **3** T **4** N **5** N

Exs 8 and 9 Students' own answers

1 EXAM PRACTICE: LISTENING > Pages 18 and 19

Ex 1 **a** A, C, D **b** B, C, D

Ex 2 **a** B **b** A **c** B

Ex 3 **a** play (ball) games (in the park) (at the weekend) **b** his (two) cousins **c** at their place / house

Ex 4 **a** less **b** pleased **c** the internet **d** sometimes **e** work

Ex 5 **a** C **b** A **c** C **d** A **e** A **f** B

Ex 6 **a** **i** have to buy everyone presents / it's expensive **ii** it's noisy at home **iii** argue a lot **iv** it's nice and quiet
b the school holidays

1 EXAM PRACTICE: READING > Pages 20 and 21

Ex 1 **a** A **b** B **c** C **d** B **e** A **f** C

Ex 2 A, B, D

Ex 3 **a** small **b** won't **c** term **d** on foot **e** fortnight

1 EXAM PRACTICE: WRITING > Pages 22 and 23

Exs 1 and 2 Students' own answers

1 EXAM PRACTICE: SPEAKING > Pages 24 and 25

Exs 1 to 9 Students' own answers

MODULE 2

2 SPRINGBOARD 1 > Pages 26 and 27

Ex 1 *Suggested answers:*

TV and/or film	Music	Computer games
action documentary fantasy news	classical festival performance rock	console platform game retro RPG (also action, fantasy)

Exs 2 and 3 Students' own answers

Ex 4 **1** on **2** in **3** in **4** at **5** on **6** at **7** at **8** in **9** in **10** on **11** in **12** on

Ex 5 **1** on Saturday 20 June
2 on the Triangle Stage, at 7.30 p.m.
3 in / at Suan Luang Park
4 on Sunday / on Sunday 21 June
5 for one hour
6 at 2.00 p.m.

Ex 6 Students' own answers

Ex 7 *Suggested answer:* We use the present tense to describe scheduled events happening in the future.

Ex 8
1 The esports convention at the ExCel Exhibition Centre is on Monday 30 July.
2 Comic Con Brazil is at the São Paulo Expo Centre between 15 and 16 March / from 15 to 16 March / on 15 and 16 March.
3 The Salus Foods Summer Sale lasts for two months.

2 SPRINGBOARD 2 > Pages 28 and 29

Ex 1

Thoughts and opinions	Feelings and emotions	Senses
guess know mean recognise remember think understand	dislike like love prefer want	hear look see seem smell taste

Ex 2 **1** see **2** wish **3** understand **4** mean **5** recognise **6** recognise **7** heard **8** seemed **9** remember **10** guess **11** prefer

Ex 3 **1** to play **2** to walk **3** to play / playing **4** watching; to play / playing **5** to buy **6** to try
All the underlined phrases are prepositional phrases. They begin with a preposition.

Ex 4 **1** was walking; slipped **2** was standing; flew **3** was reading; spilled **4** were eating; noticed

2.1 MY HOBBIES > Pages 30 and 31

Ex 1 Students' own answers

Ex 2
1 It is a comment thread in a group on social media.
2 Group members, so it may be private and specific to the interests of group members.
3 To inform and to describe. The thread creator informs the group that they have new members. New members then describe themselves and their collections.

Ex 3 **Arild:** (rock band) shirts, guitar picks
José Gonzalez: comics, coins
Bangkok Collectibles Collective: comics, action figures
+ Students' own answers

Ex 4 Students' own answers

Ex 5 **1** Both **2** Jada **3** Farid

Ex 6 **1** F **2** T **3** F **4** T **5** NG **6** T **7** F **8** NG

Exs 7 and 8 Students' own answers

2.2 POPULAR MUSIC > Pages 32 and 33

Ex 1 Students' own answers

Ex 2 **Speaker 1:** rock, heavy metal
Speaker 2: pop music, R'n'B, hip hop
Speaker 3: classical music
Speaker 4: K-pop

Ex 3
1 Most fans are positive about their festival experience, especially the performances. Some fans were disappointed about the size of the event, and some of the acts.
2 Students' own answers

Ex 4 **1** KY **2** V **3** L **4** A **5** D **6** J **7** J

Exs 5 to 7 Students' own answers

2.3 TV AND FILM

> Pages 34 and 35

Ex 1 Students' own answers

Ex 2 **1** *Supermarket* **2** *The Rise (and Fall?) of Cryptocurrency* **3** *Channel 1 News at 8* **4** *Dragon 6* **5** *National TV Awards Ceremony*

Ex 3
1 *Fortune*; 8.30 p.m.
2 the documentary *The Rise (and Fall?) of Cryptocurrency*; Channel 2 HD
3 *Amphibian Quest*, 9.00 p.m.
4 *Supermarket*

Ex 4 **1** *Amphibian Quest*, *Fortune* **2** Students' own answers

Ex 5 **1** Heidi **2** voice **3** jokes **4** USD $100 million **5** divorced **6** work **7** USD $52 million **8** a watch

Ex 6 Students' own answers

Pronunciation

1 It falls. The host is sure when addressing the audience, and does so more to interact and build rapport.
2 It falls. The speaker is fairly sure, and seeks confirmation/agreement.
3 It rises. The host is unsure, and asks for Camila's opinion. The host exaggerates the tone slightly to express more surprise.
4 It rises. The host seems genuinely surprised by this and is checking the fact.
5 It falls. The speaker is very sure of this information.

Ex 7 Students' own answers

2.4 ESPORTS AND VIDEO GAMES

> Pages 36 and 37

Ex 1 **1** multiplayer game **2** simulation and sports **3** RPG **4** puzzle game **5** platform game

Ex 2 Students' own answers

Ex 3 **1** C **2** B **3** C **4** C **5** A **6** C

Ex 4 Students' own answers

Ex 5 Gharizah likes *Jelly Bean Jump* the most.

Ex 6 *Suggested answers:*

Game	Type of game	Description of game	Gharizah's score
Frisbee Force	Browser game	• You throw a virtual frisbee. • Use the mouse. • The Frisbee hits things. • Your distance is added to a leaderboard. • Addictive	7/10
Virtual Degree	Virtual reality	• You are a university student. • Available on most headsets. • You go to lectures, revise, walk around campus and go to parties. • Boring, graphics clunky, gameplay limited.	2/10
Jelly Bean Jump	Platform game	• You are a jelly bean. • You can jump, walk and you collect colour to become multi-coloured. • Avoid bad guys. • Unlock different levels.	Not given

2.5 HEALTHY LIVING > Pages 38 and 39

Ex 1 Students' own answers

Ex 2 *Suggested answers*
an allergy: a rash, sneezing, itchy eyes, skin rashes, breathing difficulties
a broken bone: swelling
a cut: bleeding
the flu: a cough, a headache, a sore throat, a runny nose, a fever / a high temperature
food poisoning: a stomach ache, vomiting
a sprained ankle: swelling. soreness

Ex 3 Layla, Ammar and Hamid are writing to get advice from Dr Zeinab. @RiyadMC is writing to thank Dr Zeinab for the advice she gave them.

Ex 4
1 A ringing sound in her ears; a bit of an earache
2 Loud noises; an ear infection; wax build-up
3 Coughing or wheezing attacks; getting short of breath
4 An allergy
5 Training
6 Don't do too much. Know what your body can do. Know when to stop

Exs 5 and 6 Students' own answers

Ex 7
1 Putting a snack machine in the school canteen, having more vegetarian and vegan options; a meat-free day in the canteen
2 More vegetarian and vegan options; a meat-free day
3 The three suggested changes, which two have been chosen, why they were chosen and a note about the upcoming survey for vegetarian and vegan choices.

Ex 8 *Suggested answers:*

Suggestions from students	Notes
1 Putting a snack machine in the canteen	• Mentioned in 40 responses • Doesn't fit with school 'Eat Well' campaign • Doesn't fit with 'Eco-school' campaign • Palm oil in snacks, plastic bottles from the drinks
2 Having more vegetarian and vegan options	• Current options limited • Only rice, bland. Often egg fried rice, not vegan • Need to make sure that there's enough choice for everyone
3 Introducing a meat-free day	• Been done before at the school, but only once • Should do this every week • Ties in with the eco-school campaign too; would reduce meat consumption • Use plant-based burgers for 'Burger and Chips Friday'

Exs 9 and 10 Students' own answers

2.6 SHOPPING AND FASHION > Pages 40 and 41

Ex 1 Students' own answers

Ex 2 **1** A **2** D **3** H **4** B **5** C **6** F **7** E **8** G **9** I

Exs 3 to 6 Students' own answers

Ex 7 **1** Create interest **2** Set the scene **3** rhetorical questions **4** you know **5** dramatic effect **6** present tense **7** attitude

Exs 8 and 9 Students' own answers

2 EXAM PRACTICE: LISTENING > Pages 42 and 43

Ex 1 **a** C **b** A **c** A **d** C **e** A

Ex 2 A, C, F

Ex 3 A, C, D

Ex 4 *Suggested answers:*

i Video games can be educational (they are great for developing problem-solving skills / collaboration / other life skills).
ii If young kids spend too much time playing computer games, then their social skills development may suffer in some ways.
iii Computer games can encourage young people to become more active (certain games get kids up and moving – not just at home, but sometimes around their local area).
iv Some children are often tired because they stay up late playing games. It makes them irritable, and their schoolwork suffers.
v Computer games prompt kids to learn about the world (such as knowledge of history and geography).
vi Some games these days are very violent and graphic too; 'war and empire' games may reinforce a certain world view (of domination and oppression).

2 EXAM PRACTICE: READING > Pages 44 and 45

Ex 1 A, E, F

Ex 2 **1** Sunday **2** June **3** scooter **4** green **5** drive

Ex 3 **a** B **b** B **c** C **d** A

2 EXAM PRACTICE: WRITING > Pages 46 and 47

Exs 1 and 2 Students' own answers

2 EXAM PRACTICE: SPEAKING > Pages 48 and 49

Exs 1 to 8 Students' own answers

MODULE 3

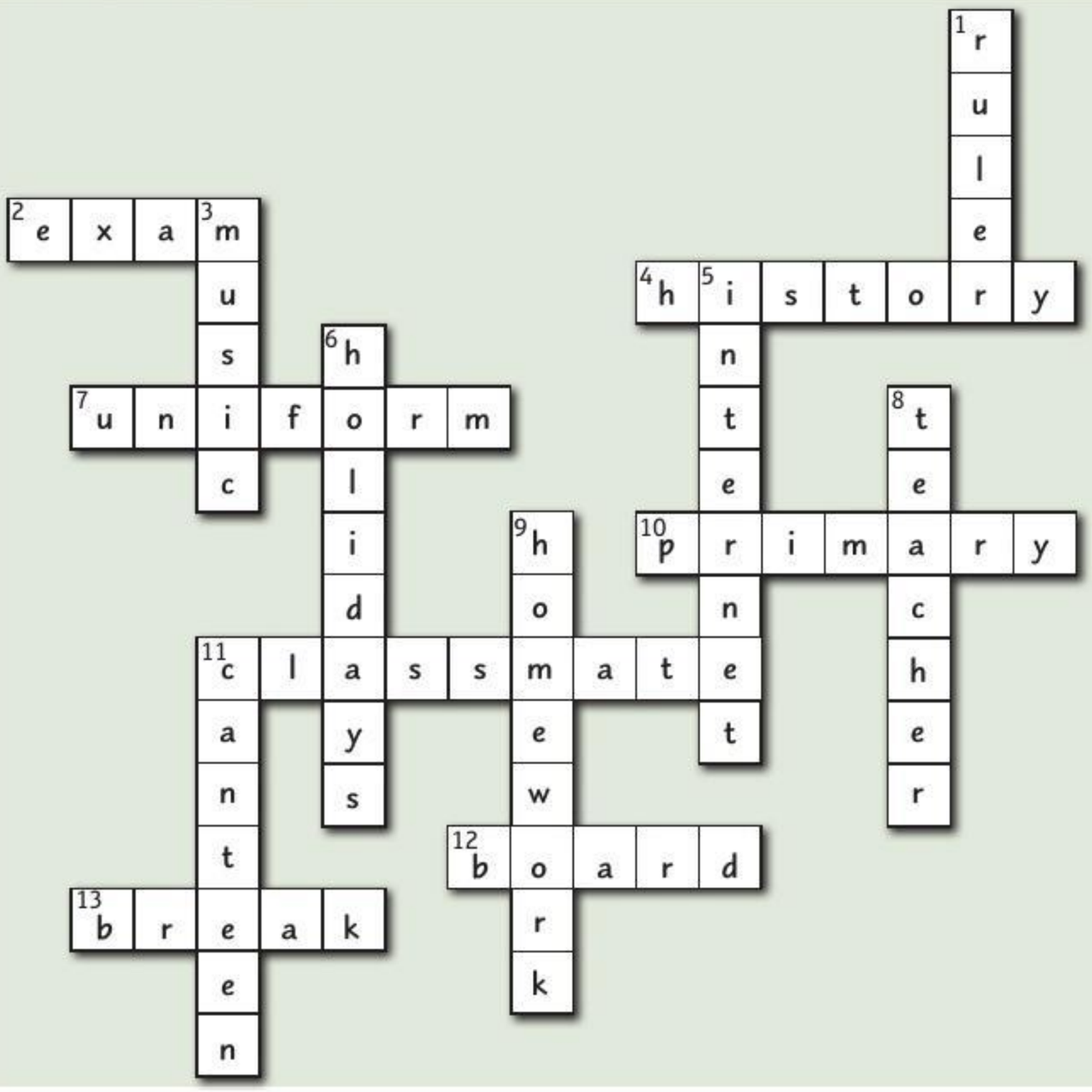
3 SPRINGBOARD 1 > Pages 50 and 51

Ex 1

People	Places	Subjects
librarian student teacher	classroom main hall office	drama geography maths

The theme is 'school'.

Ex 2



Across:
2 exam
4 history
7 uniform
10 primary
11 classmate
12 board
13 break

Down:
1 ruler
3 music
5 internet
6 holidays
8 teacher
9 homework
11 canteen

ANSWERS

Ex 3 Students' own answers

Ex 4
1 If I pass my French exam, my mum will take me to France.
2 If you pass your exams, I'll be very happy.
3 If the art teacher doesn't come to class today, we'll have a free lesson.
4 If you ask the librarian, she'll find the best books for you.
5 If we don't write clearly, the teacher will give us a low mark.
6 If we don't study on Saturday, we won't pass the exam on Monday.

Ex 5 Students' own answers

Ex 6 **1** timetable **2** subject **3** canteen **4** university **5** mark **6** desk **7** dictionary **8** course

3 SPRINGBOARD 2 > Pages 52 and 53

Ex 1 **1** attended **2** changed **3** had **4** won **5** taken part **6** missed **7** been to **8** forgotten

Ex 2 Students' own answers

Ex 3 **1** nursery **2** reception **3** primary **4** high **5** sixth

Exs 4 and 5 Students' own answers

Ex 6 **1** C **2** A **3** C **4** C

3.1 SCHOOL LIFE > Pages 54 and 55

Ex 1 **1** Liam **2** George **3** Chloe

Ex 2 **1** F **2** T **3** T **4** F **5** T **6** F

Ex 3 *Other examples:*
School sports teams need to wear the sweatshirt…
We also have to wear it when we go on school trips.
… I have to report back to my classmates.
The class monitor has to clean the chalkboard…
… also needs to make sure the classroom is clean and tidy…
… we mustn't speak while the teacher is talking.
… we must do all our homework…
… we mustn't copy from our classmates…

Ex 4 Students' own answers

Ex 5 B

Ex 6 **1** black shoes **2** hot weather **3** Jeans **4** (brightly) coloured **5** don't have to **6** must

Ex 7 Students' own answers

3.2 EDUCATION AROUND THE WORLD > Pages 56 and 57

Ex 1 Students' own answers

Ex 2

	Denmark	Ireland
Timetable	8.00 a.m. to 3.00 p.m.	9.00 a.m. to 4.00 p.m.
Class size	30 max	24 max
Sex	mixed	single sex / mixed
Subjects	nine (four compulsory: Danish, English, maths and history)	six to eight (three compulsory: Irish, English and maths)
Homework	None	Lots / Every day
Teaching methods	Relaxed, informal, without supervision	Group work, collaborative tasks

Exs 3 to 5 Students' own answers

Ex 6 **1** Speaker 3 **2** Speaker 2 **3** Speaker 1

Ex 7 **1** could **2** could **3** might not **4** could **5** could **6** might

Ex 8 Students' own answers

3.3 EXTRACURRICULAR ACTIVITIES > Pages 58 and 59

Ex 1 Students' own answers

Ex 2 C

Ex 3
1 on a piece of land between the playground and the football pitch
2 a small group of eight students and a science teacher (Mr Lee)
3 at lunchtime, after school and sometimes at the weekend
4 a large greenhouse

Ex 4
1 The strip of land hadn't been used (by anybody) for anything for years.
2 All the vegetables have been used (by the cooks) to make school dinners.
3 The vegetable plot was started by a small group of students and a science teacher.
4 As the vegetables were being cultivated, more students and teachers became interested in what was happening.

Ex 5 Students' own answers

Ex 6 **1** Malaysia **2** dancing **3** do more exercise **4** confident

Ex 7 Students' own answers

Ex 8 **1** wellbeing **2** twice **3** showed **4** popular **5** easy **6** positive

Exs 9 and 10 Students' own answers

3.4 TECHNOLOGY IN EDUCATION > Pages 60 and 61

Ex 1 **1** cassette recorder **2** projector **3** interactive whiteboard **4** 3-D printer
5 virtual reality (VR) headset **6** augmented reality glasses **7** calculator **8** tablet

Ex 2 Students' own answers

Ex 3 **1** will be used **2** will be designed **3** won't be used **4** will be given **5** will be taught
6 will be created **7** will be connected

Exs 4 and 5 Students' own answers

Ex 6 **1** competition **2** learning English **3** prize **4** free **5** 21 October **6** homepage
7 StartUp Awards **8** five

Ex 7 Students' own answers

3.5 THE FUTURE OF EDUCATION > Pages 62 and 63

Ex 1 *Suggested answers:*
The future of education
Education in the future

Ex 2
1 the emergence of new technologies in society and the effect of these technological changes on the job market
2 because machines and computers will be doing lots of the jobs and tasks that are carried out by humans today
3 jobs in data analysis and coding
4 science, technology, engineering and maths
5 skills like creative thinking, problem solving and working in teams
6 take the changes into account when they prepare today's students for the future job market

Ex 3 Students' own answers

Ex 4 **1** tablets **2** will be doing **3** learning process

Exs 5 and 6 Students' own answers

3.6 AN IDEAL CURRICULUM > Pages 64 and 65

Ex 1 Students' own answers

Ex 2
Speaker 1: base the curriculum on projects; students would learn about real world events while learning normal subjects
Speaker 2: make some subjects optional so there is more time to focus on subjects interesting for him
Speaker 3: make STEM subjects more important

Ex 3 **1** F **2** T **3** F **4** T **5** T **6** F

Ex 4

Subject	Speaker 1	Speaker 2	Speaker 3	Nobody
science	✓			
literature				✓
biology			✓	
I.C.T.			✓	
music		✓		
chemistry			✓	
history				✓
art	✓	✓		
physics			✓	
maths	✓			
P.E.				✓
computer science			✓	
geography	✓			
drama		✓		
design and technology			✓	
philosophy				✓

Ex 5 *Suggested answers:*

1 If Speaker 1 could change the school curriculum, she would base the curriculum on project work because students would learn things from a conventional curriculum, but would also learn about real world events and how to live in the modern world.

2 If Speaker 2 could change the curriculum, he would get rid of subjects like art, drama and music and replace them with subjects he believes are more useful for him.

3 If Speaker 3 could change the curriculum, he would give more importance to STEM subjects, and introduce new subjects because he doesn't think the current school curriculum works well for the world we live in today.

Ex 6 She thinks her colleagues will disagree with her opinions.

Exs 7 and 8 Students' own answers

3 EXAM PRACTICE: LISTENING

> Pages 66 and 67

Ex 1 **a** B **b** A **c** C **d** C **e** B **f** C

Ex 2
a Lessons in grammar, vocabulary, and pronunciation; the language is graded
b Not enough opportunities to practise with real Portuguese speakers
c Reading books, watching films, listening to music, visiting Brazil
d To combine immersion in the language with structured learning
e Enjoying the journey and staying motivated along the way

Ex 3
a **i** you save a lot of time because you don't have to travel **ii** you don't see your friends at school **iii** you can eat home-cooked food **iv** you get distracted easily **v** you can wear comfortable clothes **vi** you spend too much time on your own
b Because she can see a bit more of her mum and dad

Ex 4 A, C, F

Ex 5 **1** the science museum **2** on the school blog **3** the permission form signed

3 EXAM PRACTICE: READING

> Pages 68 and 69

Ex 1 **a** B **b** A **c** A **d** B **e** B **f** C

Ex 2 **a** C **b** B **c** A **d** B

Ex 3 *Suggested answers:*
a giving students more practice; promoting independent thinking; time management skills
b stress, mental and physical problems; less time available for other activities
c fun homework tasks get a positive approach; more motivation from students

3 EXAM PRACTICE: WRITING > Pages 70 and 71

Exs 1 and 2 Students' own answers

3 EXAM PRACTICE: SPEAKING > Pages 72 and 73

Exs 1 to 4 Students' own answers

MODULE 4

4 SPRINGBOARD 1 > Pages 74 and 75

Ex 1 **1** farmer **2** dentist **3** mechanic **4** actor **5** artist
1 C **2** D **3** A **4** E **5** B

Ex 2 They are all places of work.
+ Students' own answers
Suggested answers: in a police station, on a farm, in a theatre

Ex 3

-er
farmer, waiter, server, bus driver, ambulance driver, office worker, manager, cleaner
-or
doctor, actor
-ist
dentist, receptionist, artist
-ant
flight attendant, shop assistant
other
chef, waitress, pilot, nurse, mechanic, secretary

+ Students' own answers

Exs 4 and 5 Students' own answers

Ex 6 **1** should **2** shouldn't (*mustn't* also possible) **3** mustn't (*shouldn't* also possible) **4** must
5 should **6** have to (*should* also possible) **7** mustn't **8** should (*have to* also possible)

Ex 7 Students' own answers

Ex 8 *Suggested answers:*
1 Shall I carry it for you? **2** Shall I explain it? **3** Shall I show you the way?
4 Shall I look online for the times? **5** Shall I make a sandwich?

4 SPRINGBOARD 2 > Pages 76 and 77

Ex 1 **1** friendly **2** unfriendly **3** polite **4** rude **5** clever **6** serious **7** kind **8** unkind

Ex 2 **Positive:** friendly, kind, polite (clever) **Neutral:** clever, serious **Negative:** rude, unfriendly, unkind
+ Students' own answers

Ex 3 Students' own answers

Ex 4 **1** is / 's always taking **2** are / 're always talking **3** am / 'm always forgetting **4** is / 's always arriving
5 are / 're always asking

Ex 5 **1** themselves **2** myself **3** herself **4** himself **1** C **2** D **3** A **4** B

Ex 6 **1** herself **2** itself **3** himself **4** myself **5** yourselves **6** ourselves **7** themselves

Exs 7 and 8 Students' own answers

ANSWERS

4.1 THE WORLD OF WORK > Pages 78 and 79

Ex 1 **1** Photo 1: conservation volunteer Photo 2: pet-sitter Photo 3: video game tester
2 Students' own answers
3 Students' own answers

Ex 2 **1** C **2** A **3** A **4** B

Exs 3 and 4 Students' own answers

Ex 5 **1** F **2** T **3** T **4** F

Ex 6 **1** interpreting **2** online **3** the application process **4** visit the office
5 has volunteered once **6** Tuesday

Ex 7 **1** 3 **2** 8.30; 5 **3** 2 **4** 9 **5** 080-3428-5692

4.2 FUTURE EMPLOYMENT PLANS > Pages 80 and 81

Ex 1 Students' own answers

Ex 2 **1** L **2** Z **3** O **4** O **5** Z **6** L

Ex 3 Students' own answers

Ex 4 **1** B **2** B **3** A
+ Students' own answers

Ex 5 **1** I am now writing to ask for more information about…
2 I would be grateful if…
3 Could you tell me when the next… starts?
4 Would you mind sending me…?
5 I appreciate your help with this.
6 I look forward to hearing from you.

Exs 6 and 7 Students' own answers

4.3 SKILLS FOR THE FUTURE WORKFORCE > Pages 82 and 83

Ex 1 Students' own answers

Ex 2 **1** F **2** T **3** T **4** F **5** T **6** T

Exs 3 and 4 Students' own answers

Ex 5 A

Ex 6 **1** analyse / look at **2** job / industry **3** different ways **4** language **5** creative
6 focused **7** work done **8** job opportunities **9** stress **10** flexible

Exs 7 and 8 Students' own answers

4.4 BUILDING A CV > Pages 84 and 85

Ex 1 Students' own answers

Ex 2 **1** Yes. **2** No, they're a bonus. **3** No, it's a bonus. **4** Yes.

Ex 3 **1** B **2** B **3** C **4** B

Ex 4 **1** D **2** C **3** A **4** F **5** E **6** B

Ex 5 *Suggested answers:*

Pros	Cons
Can speak Spanish Available in summer Reliable, good communication skills, organised Can teach sports Good at art Experience of working with children	Can't speak Arabic No first-aid qualification Can't play the guitar

Exs 6 and 7 Students' own answers

4.5 JOB APPLICATIONS > Pages 86 and 87

Ex 1 Students' own answers

Ex 2 **1** You read a job advert **2** You adapt your CV for the job **3** You complete the job application
4 You write a cover letter **5** You are selected for interview **6** You go for an interview
7 You are shortlisted **8** You are offered the job **9** You accept the job

Ex 3 **1** F **2** NG **3** T **4** T **5** T **6** F

Ex 4 **1** C **2** A **3** D **4** B

Ex 5
1 She is applying for the job at Adams Agency.
2 *Suggested answers:* In B, she should include more information about her experience, with examples. In C, she should include more information about her skills, with examples.
3 Paragraph B: c, Paragraph C: a
You wouldn't include b because it is very long, it doesn't have a clear purpose and the information is not all relevant.

Exs 6 and 7 Students' own answers

4.6 JOB INTERVIEWS: THE STAR METHOD > Pages 88 and 89

Ex 1 *Who's your favourite singer?* This question is not related to work.
+ Students' own answers

Ex 2 Questions 1 and 2

Ex 3 *Suggested answers:*
1 She found herself telling them a story about when she got lost on holiday.
2 She was nervous and misunderstood the question, so she described her physical appearance, not her personality.
3 She started watching a film. She didn't know how to prepare.
4 Examples of typical interview questions
5 Write answers to the typical questions, practise answering them and then practise doing an interview with someone
6 The STAR method

Ex 4 **1** F **2** T **3** T **4** F

Ex 5

S	His teacher suggested having an after-school sports club because there are no other sports facilities locally.
T	His teacher said the students had to raise some money to pay for equipment if they wanted to start the club.
A	He set up a meeting to discuss different ways to raise money. He offered to organise a sponsored run. He got permission to do it at school, got people to do the run and set up a Just Giving page for people to pay online.
R	The event was very successful. Over 30 students took part and they raised about USD $1,500. The club has been running for two years now, and around 60 students attended.

Exs 6 to 8 Students' own answers

4 EXAM PRACTICE: LISTENING > Pages 90 and 91

Ex 1 **a** C **b** B **c** A **d** C **e** A

Ex 2 **a** often **b** surprising **c** always **d** **i** adaptable / resilient **ii** adaptable / resilient

Ex 3 **a** 3 years / since she was 15 years old
b She was planning to go to college. / She had saved up to go to college.
c organise the kitchen / meet sales reps / spend time in the restaurant with customers
d about 10% / about ten percent
e You make all the important decisions. / You can work flexible hours. / You can follow your passion. / You can earn a lot.

4 EXAM PRACTICE: READING > Pages 92 and 93

Ex 1 A, D, F

Ex 2 **a** morning **b** ice cream **c** family **d** after **e** burgers

Ex 3 **a** years before looking for work
b volleyball / climbing / drama
c last September
d learning Spanish / not going to Spanish classes
e going to a careers fair
f many reps mentioned soft skills

Ex 4 **a** B **b** C

4 EXAM PRACTICE: WRITING > Pages 94 and 95

Exs 1 and 2 Students' own answers

4 EXAM PRACTICE: SPEAKING > Pages 96 and 97

Exs 1 to 4 Students' own answers

MODULE 5

5 SPRINGBOARD 1 > Pages 98 and 99

Ex 1 *Suggested answers:*
1 Scooter, because it doesn't carry passengers.
2 Boat, because it doesn't travel in the air.
3 Car, because it's got an engine.
4 Underground, because it's not above ground.
5 Ship, because it travels on water.

Ex 2 **1** go, will be; will be, walk **2** don't do, won't feel; ride, will get

Ex 3 **1** pack **2** book, get **3** rent **4** Learn **5** Go **6** cross **7** Carry **8** ask

Ex 4 **1** B **2** G **3** H **4** A **5** E **6** C **7** D **8** F

Ex 5 Students' own answers

5 SPRINGBOARD 2 > Pages 100 and 101

Ex 1 **1** been **2** tried **3** swum **4** ridden **5** watched **6** flown
7 caught **8** explored **9** bought **10** stayed **11** driven **12** spent
Regular: tried, watched, explored, stayed

Ex 2 Students' own answers

Ex 3 **Buy things:** bike shop, chemist, ice cream shop, market, post office
Entertainment / places to visit: beach, museum, park, theatre
Stay: campsite, hotel
Get help / money: bank, chemist, hospital, police station
Eat and drink: café, ice cream shop
Travel / get around: bus station, cycle lane, train station
+ Students' own answers

Exs 4 and 5 Students' own answers

5.1 DESTINATIONS > Pages 102 and 103

Ex 1 Students' own answers

Ex 2 **1** Washington DC **2** Prague **3** Rome **4** Cairo **5** Beijing **6** Budapest **7** Bogotá
8 Cartagena
They identify Budapest and Cartagena.

Ex 3 *Suggested answers:*

1 Which *PinWorld* game does Adam choose to play first?
2 Why can't the first city be in the USA?
3 Who went on a tour of Europe last year?
4 Where would Miriam go to if she could afford it?
5 How do they know the second location must be in Colombia?
6 What is unusual about Colombia's geography?

1 Guessing capital cities
2 Because the street signs aren't in English
3 Adam's aunt and uncle
4 To Cairo in Egypt
5 Because they see a photo of Shakira, a Colombian singer
6 It's the only country in South America that has a Pacific and an Atlantic coast

Ex 4 **1** D **2** C **3** B **4** E **5** A

Ex 5 **1** 2, 5 **2** 3, 5 **3** 5 **4** 1, 4 **5** 1, 4

Ex 6 Students' own answers

5.2 TRAVEL

> Pages 104 and 105

Ex 1 *Suggested answer:*

1 book a ticket **2** check in at the airport **3** get a boarding pass
4 go through security and passport control **5** go to the departure lounge **6** wait to board
7 board the plane **8** arrive at your destination **9** collect your baggage

Ex 2 **1** a shop to buy her favourite sandwich **2** her parents **3** her Russian visa **4** 2021
5 strangers / people that she met on her journey **6** about 51,500 km

Ex 3

1 started learning to fly
2 got a qualification to fly
3 started the trip; went to Iceland
4 arrived in Colombia
5 waited for a visa in Alaska
6 had to wait for better weather in Russia
7 flew over Asia
8 arrived home and saw family
9 got a favourite food
10 doing a course at university
11 hopes to get her dream job

Ex 4 2 and 4

Ex 5

	Jessica Watson	Rob Thomson
Main transport	boat / yacht	skateboard
Country of departure	Australia	Japan
Places visited / passed	South America, South Africa	Switzerland, the USA, China, Kyrgyzstan, Uzbekistan

	Jessica Watson	Rob Thomson
Distance travelled	42,500 km	12,200 km
Why the speaker admires him / her	She sailed around the world alone; when she was only 16 years old	He used an unusual form of transport that is tiring and slow
Other	Students' own answers	Students' own answers

Ex 6 Students' own answers

5.3 ACCOMMODATION

> Pages 106 and 107

Ex 1 Students' own answers

Ex 2 **1** H **2** I **3** H **4** I **5** M **6** M

Ex 3 **1** T **2** F **3** F **4** T **5** T

Ex 4 Students' own answers

Ex 5 *Suggested answers:*

absolutely filthy, stinks, rather unpleasant, a bit dirty, a real tip, disgusting, overflowing bin, musty

Ex 6

	Speaker 1	Speaker 2
Hotel in the past	Spotless	Used to have standards
Room overall	Rather dirty and messy	A real tip, absolutely filthy
Bed and sheets	Bed not made, sheets not clean	Bed not made, sheets look disgusting
Bin	Full, needs emptying	Overflowing, rubbish everywhere
Bathroom	Smells a bit musty, shower has got some hairs	Absolutely stinks, shower is full of hair

Exs 7 and 8 Students' own answers

5.4 RESPONSIBLE TOURISM

> Pages 108 and 109

Ex 1 Students' own answers

Ex 2 **1** E **2** D **3** C **4** B **5** F **6** A

Ex 3

1 55,000 people
2 Because they aren't in the guidebooks.
3 Damaging the site, climbing on things and even taking bits of the site home.
4 Because it damages the building.
5 The coral and wildlife wouldn't have recovered from tourism.
6 The population of elephants and other animals fell a lot.

Exs 4 and 5 Students' own answers

Ex 6 **1** B **2** A **3** B **4** A

Exs 7 and 8 Students' own answers

5.5 ADVANTAGES AND DISADVANTAGES OF A GAP YEAR

> Pages 110 and 111

Ex 1 Students' own answers

Ex 2

1 F. The writer says it's not OK to chill for a year and you need to plan carefully.
2 T
3 F. These are examples of skills you may learn.
4 T
5 T
6 F. In general the tone of the text is humorous and positive.

Ex 3 Students' own answers

Ex 4 B

Ex 5

Potential problem	Joe's response
1 Difficulty getting back into studying	• It was challenging, but taking a break gave him time to recharge and he was more motivated to study at university.
2 Staying in touch with friends	• Made sure to contact / stay in touch with friends. • Technology helps make it easy.
3 Being a year behind people who didn't take a gap year	• Gained new skills. • More serious about studies and able to study better. • Work experience meant he has more chance of getting a job.
4 Paying for your gap year	• Can keep costs down by booking cheaper tickets. • Organise a fundraiser event. • Work while travelling, e.g. in a hotel or look after children.
5 Dealing with emergencies	• Keep copies of important documents, e.g. passport, credit cards. • Let parents know travel plans.

Exs 6 and 7 Students' own answers

5.6 PLANNING A CITY TOUR > Pages 112 and 113

Ex 1 Students' own answers

Ex 2 **1** T **2** F **3** F **4** T **5** F

Ex 3 **1** (different) entertainment **2** a disco **3** sailing **4** (doing) a (boat) cruise **5** two / 2 **6** suggests booking

Ex 4 **1** Tahrir Square **2** the Citadel **3** the Fortress **4** a restaurant **5** Al-Azhar Park **6** the Egyptian Museum **7** the market **8** the hotel

Exs 5 and 6 Students' own answers

5 EXAM PRACTICE: LISTENING > Pages 114 and 115

Ex 1 C, D, F

Ex 2 **a** C **b** A **c** B **d** B **e** C

Ex 3 **a** B **b** C **c** A

Ex 4 **1** People make glass / Glass making
2 The history of the city / The history of Venice
3 A famous market / A market

5 EXAM PRACTICE: READING > Pages 116 and 117

Ex 1 **a** B **b** C **c** C **d** A **e** A **f** C

Ex 2 **a** B **b** B

Ex 3 **a** C **b** A

Ex 4 *Suggested answers:*
a Between 12 and 15 kilometres.
b There will be clean-ups and a campaign to tell local people about the problem.
c People will use less plastic.

5 EXAM PRACTICE: WRITING > Pages 118 and 119

Exs 1 and 2 Students' own answers

5 EXAM PRACTICE: SPEAKING > Pages 120 and 121

Exs 1 to 5 Students' own answers

MODULE 6

6 SPRINGBOARD 1 > Pages 122 and 123

Ex 1 **1** reuse **2** donate **3** reduce **4** waste **5** recycle **6** save **7** throw away **8** use up **9** repair **10** protect **11** ban **12** consume **13** destroy **14** pollute **15** clear up

Exs 2 and 3 Students' own answers

Ex 4 **1** The fish will die unless we clean the river.
2 We will destroy the planet unless we change our habits.
3 Unless we work together, we won't be able to save water.
4 Unless everyone stops buying so many products, we won't create less rubbish.
5 Unless we recycle our clothes, we won't save money.
6 Air quality won't get better unless we reduce our flying.

Ex 5 *Suggested answers:*
1 I wish he hadn't thrown his rubbish in the river.
2 I wish they hadn't cut down those trees.
3 I wish they hadn't spoilt that beach by building a hotel.
4 I wish they had used this packaging sooner.
5 I wish they had thrown the magazines in the correct recycling bin.

Ex 6 The speaker mentions 1, 3, 4, 5 and 7.

Ex 7 Students' own answers

ANSWERS

6 SPRINGBOARD 2 > Pages 124 and 125

Ex 1 *Suggested answers:*

1 wind (autumn and winter are seasons)
2 mountain (lakes and rivers are water)
3 flower (trees and grass are usually just green)
4 bird (rabbits and snakes don't have wings)
5 beach (forests and fields don't have sand)

Ex 2 Students' own answers

Ex 3 **1** Due **2** Because **3** For **4** Consequently **5** As

Ex 4 Students' own answers

6.1 SUSTAINABLE DEVELOPMENT GOALS > Pages 126 and 127

Exs 1 to 4 Students' own answers

Ex 5 **1** essential things, for example, food, cleaning and hygiene products, and replacements for things that break
2 non-essential items, for example, clothes, eating out, gifts, books or going abroad

Ex 6 **1** not **2** carbon footprint **3** household consumption **4** stop **5** difficult
6 meals **7** bicycle **8** break **9** camping **10** money

Exs 7 and 8 Students' own answers

6.2 ENVIRONMENTAL CHANGE > Pages 128 and 129

Ex 1 and Ex 2 **1** F **2** D **3** H **4** C **5** G **6** E **7** B **8** A

Ex 3
1 Greenhouse gases
2 Because the Earth acts like a huge greenhouse, letting sunlight in and trapping the heat inside
3 No. Without greenhouse gases, our planet would be too cold to support life as we know it.
4 Gas, oil and coal
5 By reducing the amount of carbon dioxide that we emit
6 A climate disaster

Ex 4 **A** droughts **B** heatwaves **C** melting ice caps **D** floods
+ Students' own answers

Ex 5 **1** The quotation means that we should *all* take action to protect the planet and we cannot afford to wait for other people to do it.
+ Students' own answers

Ex 6 *Suggested answers:*
1 To inspire people to protect the planet. To save the Antarctic.
2 He saw the melting ice caps on an expedition.
3 Encourages use of renewable energy and sustainability.
4 46 countries agreed to protect the Antarctic for scientific research.
5 Swan talks to people all around the world. I think he is doing an important job. He's hardworking.

Ex 7 If Swan hadn't witnessed the effects of climate change during his expeditions, the organisation probably wouldn't exist today.
If these countries hadn't signed this treaty, the continent would now be full of oil companies drilling and mining.

Ex 8 Students' own answers

6.3 GREEN PROJECTS > Pages 130 and 131

Ex 1 Students' own answers

Ex 2 Valencia = Spain, Manchester = UK, Wrocław = Poland

Ex 3 **1** M **2** W **3** M **4** V **5** W

Exs 4 and 5 Students' own answers

Ex 6 **1** NG **2** F **3** T **4** NG **5** T **6** F **7** T **8** NG

Ex 7 **1** will have been selling **2** will have been receiving **3** will have been producing

Ex 8 Students' own answers

6.4 GREENWASHING > Pages 132 and 133

Ex 1 Students' own answers

Ex 2 **1** E **2** F **3** B **4** A **5** D **6** C

Ex 3 **1** Sofia **2** Rakesh **3** Moira **4** Fatima **5** Aidan **6** Claude

Ex 4 They said that switching to bamboo cutlery would reduce their carbon footprint.
… it said that it would lead the way in green water production.

Exs 5 and 6 Students' own answers

Ex 7 **1** rules **2** greenwashing **3** 53 **4** environmentally friendly **5** true **6** worried

Ex 8 Students' own answers

6.5 THE OCEAN CLEANUP > Pages 134 and 135

Exs 1 and 2 Students' own answers

Ex 3 **1** F **2** G **3** D **4** H **5** E **6** A **7** C **8** B

Ex 4 … the organisation had a 528-page report published…
… they had different prototypes built. They had them tested …
They have the page updated…

Exs 5 to 6 Students' own answers

Ex 7 **A** 5 **B** 1 **C** 4 **D** 2 **E** 3 **F** 4 **G** 3 **H** 2

Ex 8 Students' own answers

6.6 THE CIRCULAR ECONOMY > Pages 136 and 137

Ex 1 Students' own answers

Ex 2 A circular economy is a system based on reusing and recycling items in order to reduce or eliminate waste.

Ex 3 **1** resources **2** manufacture **3** consume **4** dispose **5** environment **6** well-designed **7** long **8** repair **9** recycle

Ex 4 Students' own answers

Ex 5 **1** B **2** C **3** A **4** B **5** A **6** B

Ex 6 He needn't have bought so many things.
He shouldn't have spent so much money on fast fashion.
People needn't have thrown away so many things in the past.
People should have tried to fix their things first.

Ex 7 Students' own answers

6 EXAM PRACTICE: WRITING > Pages 138 and 139

Exs 1 to 4 Students' own answers

6 EXAM PRACTICE: SPEAKING > Pages 140 and 141

Exs 1 to 3 Students' own answers

Ex 4 In this presentation, I…
Firstly, …
Next, …
Lastly, …
In conclusion, …

Exs 5 to 8 Students' own answers

MODULE 7

7 SPRINGBOARD 1 > Pages 142 and 143

Ex 1

Print media	Broadcast media	Digital media
billboards magazines newspapers	documentaries the radio TV	blogs news websites podcasts social media vlogs

Ex 2 Students' own answers

Ex 3 **1** C **2** A **3** D **4** B

Ex 4 **1** the news **2** news **3** the (local) media **4** the mass media

Ex 5
1 I would rather watch a documentary than read a magazine.
2 I prefer looking at social media to watching the news on TV.
3 I prefer newspapers to magazines.
4 I would prefer to make a vlog than (to) write a blog.
5 I prefer the radio to TV.
6 I would rather work in the media than work in education.
+ Students' own answers

Ex 6 **1** look at **2** read **3** listen to **4** upload **5** follow **6** post **7** use **8** download

Ex 7 **1** Consequently, **2** As a result of **3** For this reason, **4** Due to

Ex 8 Students' own answers

7 SPRINGBOARD 2 > Pages 144 and 145

Ex 1 **1** had **2** had watched **3** hadn't ignored **4** weren't **5** hadn't missed **6** had talked

Ex 2 *Suggested answers:*

Yi-Joon: I wish I had charged my phone. If only my alarm had gone off! I wish I hadn't been late for school. I wish I had packed my bag the night before. If only I hadn't forgotten my homework. If only my teacher was / were happy with me. I wish I didn't have any extra homework. If only I wasn't / weren't staying behind after school to do it.

Jasmine: I wish I had tidied my room and I hadn't left my clothes on the floor. If only I hadn't stood on my guitar. I wish it wasn't / weren't broken and I could play it. I wish I hadn't stayed up late to finish my project. If only I wasn't / weren't so tired. I wish I enjoyed tidying my room. If only I didn't have to do it.

Ex 3 *Suggested answers:*

Positive: amusing, entertaining, exciting, fascinating, funny

Neutral: dramatic, interesting, normal, usual

Negative: awful, boring, sad, terrible

Ex 4 Students' own answers

Ex 5 **1** unless **2** if **3** Unless **4** if **5** unless **6** If **7** unless **8** if

Ex 6 *Suggested answers:*
1 I won't make a vlog unless you help me.
2 Unless I'd liked the photos, I wouldn't have printed them.
3 Unless reporters check the facts, the story could be wrong.
4 I don't buy the product unless I trust the influencer who's talking about it.
5 Newspapers will disappear unless we buy them and read them.
6 Unless the newsreader gives useful information, I don't listen.

7.1 MEDIA AND YOU > Pages 146 and 147

Ex 1 **1** A newspapers and magazines; print B TV; broadcast or digital C book; print D radio; broadcast or digital E social media; digital
2 Students' own answers

Ex 2 Digital trends following the introduction of the internet in the 1990s.

Ex 3
1 increasing popularity of e-readers
2 Students' own answer
3 online versions available
4 By 2050, readers will have stopped using print formats.
5 digital media taking over
6 By 2030, many viewers will have stopped viewing traditional broadcast TV, except perhaps for live events.
7 digital broadcasts
8 By 2030, radio will have become outdated.
9 most popular source of entertainment and information for younger people
10 By 2035, influencers will have dominated social media with their video content.

Ex 4 Students' own answers

Ex 5 The amount of time young people spend on average on screens, and the health issues this can cause.

Ex 6 **1** typical teen **2** online learning **3** (other) family members **4** blue light

Ex 7
1 Some teenagers spend an average of eight hours a day in front of screens.
2 Problems with concentration and stress. Also problems with back, neck and eyes from looking at screens for a long time, plus headaches and extreme tiredness connected with blue light. In addition, relationships, e.g. with other family members, can be affected.
3 Reduce the time little by little; take regular breaks (every 40 minutes or so); use the timer on your phone; decide on set times when you don't look at a screen at all; turn off notifications for non-essential apps; call friends, not text; do an activity that makes you move.

Exs 8 and 9 Students' own answers

7.2 MEDIA LANGUAGE

> Pages 148 and 149

Ex 1 Students' own answers

Ex 2 **1** newspaper report **2** letter to the editor of a newspaper **3** tweet **4** blog

Ex 3 *Suggested answers:*
Bullet points: my summary of…; a list of who attended; an analysis of all that went down
Contractions: couldn't; you've; Don't
Direct address: Pinch me!; You juz couldn't…; … could you?; if you've been counting down the days; y'all
Long / complex sentences: Attended by many distinguished guests, including royalty, it was held at the new and luxurious Marina Hotel.: It might be entertaining for some, but, quite frankly, the amount of space given to photographs and articles about who wore what is just wrong.
Passive voice: Attended by; it was held; too much coverage has been given…
Personal pronouns: Pinch me!; Am I really here?; Me all dressed up; You juz couldn't miss; I am writing; I think; like me
Punctuation for emphasis: Pinch me! Looking good!!!; … your wait is finally over!; The Gala Ball is on this weekend, y'all!; Rumour has it that royalty will be there!; Don't miss it!
Rhetorical questions: Am I really here?; How amazing is that?
Short / fragmented sentences: Fab event!; You went?; Looking good!!!
Slang / acronyms / abbreviations: all dressed up; fab; GTG; juz; Wicked; y'all

Ex 4
1 **Formal:** bullet points; long / complex sentences; passive voice
Informal: bullet points; contractions; direct address; personal pronouns; punctuation for emphasis; rhetorical questions; short / fragmented sentences; slang / acronyms / abbreviations
2 *Suggested answers:*
Formal: an official letter to or from a business, government department, etc.; a letter of complaint; a text book
Informal: email or letter to a friend; text or direct message; a personal post or comment on social media

Ex 5 Maha's article was for her school magazine, but the register wasn't suitable for the purpose (too much informal language and slang) so her teacher didn't publish it.

Ex 6 **1** T **2** T **3** F **4** T **5** T **6** T

Ex 7 Students' own answers

Ex 8
1 The writer is worried that the way social media is changing the spelling, grammar and even the meaning of some words will affect people's ability to read and write properly in the future.
2 Students' own answers

Ex 9 Students' own answers

ANSWERS

7.3 GETTING THE NEWS > Pages 150 and 151

Ex 1 Students' own answers

Ex 2 Over half of teenagers get their news from social networks.
+ Students' own answers

Ex 3 **1** F **2** T **3** NG **4** T **5** T

Ex 4 **1** community **2** matter **3** interesting **4** views **5** reliable **6** traditional

Ex 5 Both are serious, but disinformation is more serious.

Ex 6 **1** B **2** C **3** A

Ex 7 Make fact-checking a useful habit: check everything you read (where the information came from, who published it, how old is it, are there any updates); search for evidence to support claims and check they are valid (links, sources, photos and quotes); don't believe or share anything you're not sure about; check what other sources say and never rely on just one source

Exs 8 and 9 Students' own answers

7.4 PHOTOGRAPHS AND PHOTOJOURNALISM > Pages 152 and 153

Ex 1 Photo A shows the urban regeneration of Cheonggyecheon in Seoul, South Korea. It combines the need for public transport with green space.
Photo B juxtaposes elephants against a city habitat, perhaps alluding to humans taking over the natural world.
Photo C shows a peaceful human rights protest, highlighting several types of social injustice.
+ Students' own answers

Ex 2 She first became interested in photography as a child when her family moved around a lot.

Ex 3 **1** C **2** C **3** A **4** B **5** B

Ex 4
1 photojournalist; gender and environmental issues
2 she runs a photography school
3 40 years
4 India, to photograph changes to traditional customs
5 six months, because other work keeps getting in the way

Ex 5 Photographers take pictures of all kinds of things, and their photographs are usually staged for the camera or taken in a studio. Photojournalists report the news through photos and photograph things as they happen.

Ex 6 **1** F **2** T **3** F **4** T **5** T **6** T

Ex 7 **1** touched **2** respectful **3** dishonest **4** Framing **5** accolades **6** passion

Ex 8 Students' own answers

7.5 ADVERTISING > Pages 154 and 155

Ex 1 Students' own answers

Ex 2 Jingles are catchy and memorable. A telephone number or slogan can be made into one.

Ex 3 **1** T **2** NG **3** F **4** T **5** NG **6** NG

Ex 4 **A** 2 **B** 2, 3 **C** 3, 4, 5, 6 **D** 1, 4, 5

Ex 5 No, they don't. André doesn't think much of them or really believe them, while Gertrude is happier to listen to their recommendations, even if they are being paid to make them.

Ex 6 **1** isn't **2** doesn't trust **3** agrees **4** doubts **5** unsure **6** disapproves

Exs 7 and 8 Students' own answers

7.6 WORKING IN DIGITAL MEDIA > Pages 156 and 157

Ex 1 Students' own answers

Ex 2 Digital media is the main way many companies advertise, and digital media agencies provide the services for this.

Ex 3 **1** relationship **2** unwanted **3** creation **4** ideas **5** advertisements **6** artists

Ex 4 Naguib: no, not really; Margret: yes

Ex 5
1 Naguib: making cool content for different platforms; Margret: using computers and looking things up all day
2 Naguib (Social Media Marketer): the role requires lots of research, planning and communication with clients to help them get the most out of social media for their businesses; a lot of stress.
Margret (Search Engine Optimisation (SEO) Specialist): the role involves researching the keywords used on search engines to increase visits to a company's website; the job is important and detailed; people in the department were very busy.
3 Naguib: should have asked to work with creative departments and if he could work from home.
Margret: needn't have made her report so long; should have prepared better and asked for more information in meetings.
4 Naguib: No. He didn't enjoy the job and wishes he had been doing something more creative. He thinks the people in the office mustn't have been very impressed with his work because they asked him to get coffee and file documents most of the time.
Margret: Yes. Although her report was too long, she thinks she must have done something right because the people in her department bought doughnuts and thanked her for her hard work on her last day.
5 Naguib: Not sure marketing is for him, but thinks he would like to do something more creative.
Margret: Would be interested in being an SEO specialist because she enjoyed the experience.

Ex 6 Everyone works together as part of a team in the production process, so teamwork is very important.

Ex 7 **1** A **2** F **3** D **4** C **5** E **6** H **7** G **8** I **9** B **10** J

Exs 8 and 9 Students' own answers

7 EXAM PRACTICE: WRITING > Pages 158 and 159

Exs 1 to 3 Students' own answers

7 EXAM PRACTICE: SPEAKING > Pages 160 and 161

Exs 1 to 4 Students' own answers

Ex 5
I'm going to…
First, …
That's just one example.
However, …
Going back to…
To sum up, …

Exs 6 to 9 Students' own answers

MODULE 8

8 SPRINGBOARD 1 > Pages 162 and 163

Exs 1 to 4 Students' own answers

Ex 5
1 **Cause:** she had no chance of promotion; **Effect:** she decided to quit her job
2 **Cause:** she had lots of experience in the industry; **Effect:** she got the job
3 **Cause:** their nationality; **Effect:** they couldn't get work visas
4 **Cause:** the pressure at work; **Effect:** Juan had problems with his mental health
5 **Cause:** the comments the manager made; **Effect:** some people made complaints

Ex 6 *Suggested answers:*
1 He didn't get promoted because he didn't have enough experience.
2 They didn't save enough money, so they couldn't go on holiday.
3 An avalanche causes / caused widespread destruction.
4 Energy prices have risen by 200 per cent. As a result, it's difficult for people to pay their bills.
5 He was unable to work because of his injury. / Because of his injury, he was unable to work.
6 They couldn't enter the building in their wheelchair due to a lack of access ramps. / Due to a lack of access ramps, they couldn't enter the building in their wheelchair.

Ex 7 **1** healthcare **2** education **3** construction **4** science **5** engineering **6** information technology **7** politics **8** hospitality **9** agriculture

Ex 8 Students' own answers

8 SPRINGBOARD 2 > Pages 164 and 165

Ex 1
1 You'll fail unless you revise for the test. / Unless you revise for the test, you'll fail.
2 We'll arrive on time unless we get stuck in traffic. / Unless we get stuck in traffic, we'll arrive on time.
3 You won't be able to enter the country unless you get the vaccine. / Unless you get the vaccine, you won't be able to enter the country.
4 Society will become even more unequal unless we make changes. / Unless we make changes, society will become even more unequal.

Exs 2 to 5 Students' own answers

8.1 GENDER GAPS AND STEREOTYPES > Pages 166 and 167

Exs 1 to 5 Students' own answers

Ex 6
1 The idea that people have certain traits or act in a certain way because of their gender
2 Associating certain jobs with a certain gender, e.g. engineering with men; children are often given toys that people associate with their gender, e.g. cars for boys and make-up for girls
3 Things are changing for STEM. A study by UNESCO, which states that 57 per cent of STEM graduates in the Middle East last year were women
4 Having more female role models in STEM

Exs 7 to 9 Students' own answers

8.2 ABLEISM > Pages 168 and 169

Exs 1 to 4 Students' own answers

Ex 5 Examples of the challenges Ms McClean faced include: difficulty accessing the school; access points being far from her destination, leading to long, effortful journeys; access ramps were not well maintained; those without disabilities using facilities prioritised for those with disabilities; difficulty accessing and moving around the classroom due to the layout and furniture; disabled toilets being on a different floor; (on a tour with a student) raised paths, cracked pavements, busy and intimidating corridors, inaccessible fire alarms.

Ex 6 **1** T **2** F **3** F **4** T **5** T

Exs 7 and 8 Students' own answers

8.3 BIAS IN LANGUAGE > Pages 170 and 171

Ex 1 Students' own answers

Ex 2 *Suggested answer:*

Each term expresses gender bias in some way. Some terms do this more obviously than others, for example, *freshman*. For other terms, it may not be as easy to identify bias immediately, especially for learners whose first language is not English:

air stewardess = students may have learned this term, or recognise the *-ess* ending as denoting female

masterpiece = if students have not considered the origin of this word, they may not connect master as showing male gender bias

mother tongue = this uses an unnecessary familial term which causes bias

Ex 3 **1** first-year student **2** first language **3** work of genius **4** flight attendant

These terms are more gender neutral and sensitive, making the language on the whole more inclusive.

Ex 4 Students' own answers

Ex 5

1 This language is gender biased. It assumes that all players have woman partners. It is non-inclusive on other grounds, such as it also assumes players have partners. This could be avoided with language such as *All players and their guests*.

2 This language is gender biased, with the use of the term *man-made*. This could be replaced with *one of the worst disasters of human origin in history.*

3 This sentence is more gender sensitive, with the use of *themselves*. The sentence could also be rewritten to avoid the use of pronouns altogether, and also to be less confrontational in general: *Students who don't attend lectures may get poor grades*.

4 This sentence uses the gender-neutral term *firefighters* as opposed to a gendered term (e.g. *firemen*).

5 This famous quote from Neil Armstrong is gender biased. However, it is important to consider people's understanding of gender bias within the historical era they were speaking. This does not excuse the bias, but it does perhaps explain why language such as *mankind* was not considered inappropriate at the time. Indeed, this word is still in regular use today. Armstrong's use of *man* would also be gender biased. However, experts suggest that he actually said a *man*, referring specifically to himself, and that the original audio recording was ambiguous.

6 This language is gender neutral. In this context, the first voyage of a ship is often called its *maiden voyage*. A maiden is an unmarried woman, and in this context is used to mean *first time*, making it gender biased and also inappropriate. However, this word is in everyday use in this context.

7 This language makes an attempt to be more gender sensitive. Some guidance on avoiding gender bias in language does suggest *his or her* as a more inclusive alternative, but it is only inclusive in a binary sense. The use of *their* as a gender-neutral pronoun would be more inclusive, or rephrasing the sentence to omit the pronoun: *Your / Everyone's homework should be completed by tomorrow*.

Ex 6 **1** inclusive language **2** raise awareness **3** harmful impact **4** posters **5** pamphlet **6** assembly **7** meaningful conversations

Exs 7 and 8 Students' own answers

8.4 DISCRIMINATION IN THE WORKPLACE

> Pages 172 and 173

Ex 1 **1** E **2** D **3** A **4** C **5** B

Ex 2 Students' own answers

Ex 3 *Suggested answers:*

Appropriate: 1, 5, 6, 8

Not appropriate:

2 In some states in the US, it is illegal to ask candidates about their salary history. This step has been taken to help avoid gender-based pay discrimination.

3 It might lead to discrimination based on country of origin, citizenship, etc.

4 It might lead to discrimination based on disability.

7 It might lead to discrimination based on marital status.

9 It might lead to discrimination based on age. It is an indirect way of finding out somebody's age.

10 It might lead to discrimination based on political affiliations.

Ex 4 *Suggested answers:*

'Aged between 25 and 55'

This is ageist because some people under 25 or over 55 are still able to do this.

'Due to visa restrictions, we are unable to hire teachers aged over 60.'

This confirms the stating of the age range (25–55) is age discrimination. The country (we don't know which one) issues work visas up to the age of 60, however the school will not hire those above the age of 55.

'Must be a native speaker of English.'

This is discrimination. Given the role is for an ESL Teacher, it is fair to assume that a high level of proficiency in English is needed. However, there is no clear reason why candidates should be first language speakers only.

'Must hold a passport from one of the following countries: UK, USA, Australia, New Zealand, Canada, Republic of Ireland.'

This is discrimination based on country of origin or citizenship.

'Fit and healthy. No underlying health problems or disabilities.'

The mention of 'no… disabilities' makes this discriminatory.

'All applicants must include a recent photo in their application.'

This is discrimination. It is possible that the photo may be used to directly or indirectly discriminate based on some aspect of appearance (e.g. skin colour).

Exs 5 to 7 Students' own answers

8.5 SOCIAL INEQUALITY > Pages 174 and 175

Ex 1 Students' own answers

Ex 2
1 Economic inequality
2 The richest ten per cent of the world's population
3 The median wealth of Black families in the USA is 13 per cent that of White families; Black families are more likely to be unemployed, in debt or in poverty; White workers earn 25 per cent more than Black and Latinx/Hispanic workers on average.
4 Women earn around 20 per cent less than men on average; women are underrepresented in leadership roles; women are less likely to own land or property.
5 Life expectancy rates among lower-income countries decreased. This might have been due to fewer vaccines being available to this group.
6 Lack of funding or resources, fewer qualified teachers, and pressure on learners to leave school and earn income or support the family.
7 People have higher life satisfaction; populations are healthier and more educated; society is more sustainable.

Ex 3 Students' own answers

Ex 4
1 Huan mentions improving infrastructure, making technology more affordable, and improving levels of literacy and digital literacy in societies. + Students' own answers
2 Students' own answers

Ex 5 **1** C **2** B **3** D **4** A

Ex 6 *Suggested answers:*
Infrastructure: Private companies and governments need to work together to invest in infrastructure; Laying telephone lines and fibre optic cables, setting up wireless towers
Affordability: Cooperation from private companies in providing affordable internet; Service providers need to offer fair prices, hardware like routers need to be affordable, and other tech devices needed for connectivity need to be cheap enough; Governments can help internet operators by providing incentives such as tax breaks
Usability: Find ways to overcome low literacy rates
Empowerment: Help people develop digital literacy skills; Find ways to encourage the use of initiative and creativity

Exs 7 and 8 Students' own answers

8.6 WORKING FOR CHANGE > Pages 176 and 177

Exs 1 and 2 Students' own answers

Ex 3
1 People who had been out of work for a long time (note: there is no specific mention of the course being for neurodivergent people, this is only implied)
2 Workshops, talks, one-to-one coaching sessions, vocational training and work experience
3 He got a job working as a librarian.

Ex 4
1 Specialists and mentors who had taken the course before
2 How to look for inclusive employers
3 Time management, speaking in social situations
4 Dealing with customers
5 He applied for a job using a video CV.
6 He is more confident and he feels less anxious in certain situations (or can manage his feelings more).

Exs 5 and 6 Students' own answers

Ex 7
1 A social enterprise
2 To create a more inclusive society, in which neurodivergent people are valued, respected and empowered
3 To ensure that everyone, regardless of differences, can access fulfilling employment
4 Provide vocational training opportunities for neurodivergent young people; run two vocational training centres, coffee shops, etc.; offer tailored support to trainees; collaborate closely with parents, carers and education providers; offer training to schools; offer outreach services to the wider community
5 100 per cent of Steps graduates are in paid employment; it is likely that the community have benefitted from the outreach services, but this is not stated

Ex 8 Students' own answers

8 EXAM PRACTICE: WRITING > Pages 178 and 179

Exs 1 to 4 Students' own answers

8 EXAM PRACTICE: SPEAKING > Pages 180 and 181

Ex 1 *Suggested answers:*

Topic: Equality at homee		
Domestic responsibilities during the pandemic	**Changes made to the way we do housework**	**Impact on family members**
• Zain's mum was looking after the house while working as a freelance writer. • Zain realised how much his mother was doing: emptying the dishwasher, sweeping, preparing food, emptying the bins, doing laundry.	• The family decided to share the responsibilities between them more. • They created a rota for different household duties.	• Zain's mum said that having everyone chip in is really helpful and gives her more time to build her business. • Zain's dad decided to work from home two days a week after lockdown, even though the office is now open. It makes it easier for him to help around the house. He gets to practise his cooking skills a bit more.

Ex 2 *Suggested answers:*

The past simple	• My mum was also at home • Being at home more made me realise just how much work my mum did around the house
The past perfect	• I just hadn't noticed that she did so much
The past continuous	• we were learning from home • My dad was working from home too
The present perfect	• changes we've made • What's been the impact of this rota?
The future simple	• I'll describe something our family noticed about domestic responsibilities during the pandemic • I'm sure he'll improve though!
Topic specific language	• Gender equality, equality, domestic responsibilities

Exs 3 to 7 Students' own answers

REVISION

1 REVISION > Pages 182 and 183

Exs 1 and 2 Students' own answers

Ex 3
1 on a coastal path in North Wales, right next to the beach, looking out to sea
2 tiny
3 bedrooms: 3; bathrooms: 1; toilets: 1
4 seven or eight: six family members (Rosie, her parents, her sister, her two brothers) and one or two friends
5 in the living room because there are lots of people
6 camping
7 relaxed and happy

Exs 4 to 7 Students' own answers

ANSWERS

Ex 8 **Sami:** Cairo
☺ local high street has lots of shops and is full of life; cinemas and park; all his friends live nearby so he can hang out with them after school and they can go to each other's houses, interesting life
☹ traffic, busy roads, unclean air, messy streets, rubbish everywhere, noisy

Hoda: a country town, a long way from Cairo
☺ quite good facilities: swimming pool, youth centre, cinema, small theatre; countryside: can go mountain biking in the hills (so she's fit and healthy); not as expensive as the city to live in
☹ boring in the evenings; long way from the nearest city so doesn't go there often

Ex 9 **1** T **2** T **3** T **4** F **5** F **6** T **7** F **8** F

2 REVISION

> Pages 184 and 185

Exs 1 to 3 Students' own answers

Ex 4 **1** watching **2** favourite **3** autographs **4** playing **5** tournaments

Ex 5 Students' own answers

Ex 6 Students' own answers

Ex 7 *Suggested answers:*
estimated = approximately
streamed = viewed a continuous transfer of data over the internet, which allows people to watch events in real time
spectators = people watching an event
highest earners = the people who make the most money (in a profession)
multiplayer = a game which allows several or many people to play at once
sponsored = money provided in return for advertising
professional = doing something for a job rather than a hobby
upcoming = happening soon

Exs 8 and 9 Students' own answers

3 REVISION

> Pages 186 and 187

Exs 1 to 3 Students' own answers

Ex 4 **1** learning **2** late **3** have to **4** hand **5** mustn't **6** need **7** necessary

Ex 5 **1** corridors **2** indoor shoes **3** beautifully **4** lots **5** 20 / twenty **6** English **7** Europe and Asia

Exs 6 to 9 Students' own answers

4 REVISION

> Pages 188 and 189

Exs 1 to 3 Students' own answers

Ex 4 **1** had / 'd been thinking **2** saw **3** was **4** have / 've ridden **5** had / 'd been repairing **6** had / 'd done / did **7** had **8** worked / had / 'd been working **9** had / 'd only completed **10** helped

Ex 5 **1** F **2** T **3** T **4** F **5** F **6** T

Ex 6 Students' own answers

Ex 7 **1** H **2** Z **3** H **4** A **5** K **6** A **7** Z **8** K

Ex 8 Students' own answers

Ex 9 **1** school **2** internship **3** programming **4** customers **5** pleased **6** September

5 REVISION

> Pages 190 and 191

Ex 1 Students' own answers

Ex 2 *Suggested answers:*

Name	Accommodation	How they travelled	What they did
Pablo	Campsite	By train	Went to a water park, visited an old city, did water sports, learned to sail a boat
Amelia	Guest house	By plane	Lots of day trips, visited local museums and galleries, had meals on the beach
Hassan	Hotel	By car	Visited a market, went to the beach, went snorkelling and swimming, trip to the desert

Ex 3 Students' own answers

Ex 4 **1** must **2** can't **3** must **4** can't **5** could / might **6** could / might

Ex 5 *Suggested answers:*

1 Being the first African American woman and the first woman with Cherokee ancestry to get her pilot's licence
2 Because at the time it wasn't possible for her to learn in the USA
3 In 1921
4 She wanted to have her own plane and start a flight school.
5 She gave flying lessons.
6 She died in a plane accident when she was 34 years old.

Ex 6 **1** campsite **2** in a tent **3** holiday resort **4** swimming pools **5** bike **6** September

Ex 7 Students' own answers

Ex 8 **1** I **2** M **3** A **4** I **5** A **6** M + Students' own answers

Ex 9 Students' own answers

6 REVISION

> Pages 192 and 193

Exs 1 to 3 Students' own answers

Ex 4

1 By 2030
2 Zero Hunger
3 To protect the oceans and all the creatures that live there
4 To protect ecosystems on land
5 To protect the environment by taking action on climate change
6 193 countries
7 Creating partnerships between countries and organisations so that they can work together to bring about the changes in the SDGs
8 On the internet

Ex 5 Students' own answers

Ex 6 **1** rainfall **2** flooding **3** inhabitants **4** solutions **5** mitigated **6** excess **7** Projects **8** parks

Ex 7 Students' own answers

Ex 8 **1** A **2** C **3** B **4** B **5** A **6** C

Ex 9 **1** D **2** B **3** C **4** F **5** E **6** A

7 REVISION

> Pages 194 and 195

Exs 1 to 3 Students' own answers

Ex 4 **1** a tablet **2** Zoe's sister **3** would like **4** rarely **5** die out **6** regularly **7** doesn't do anything

Ex 5 Students' own answers

ANSWERS

Ex 6 *Suggested answers*

1 As more and more news is presented digitally, there are fewer printed newspapers available for them at home to pick up and read as a result.
2 Easy to access; presentation is quick and easy to understand; available all the time; interesting / not boring
3 Because algorithms are choosing the news to present according to the user's own preferences
4 Users will only see things they like or agree with, never a different opinion. This means they don't see the other side of an argument and so their own views are confirmed (repeated back to them like an echo), not challenged in any way. This acts like a bubble, cutting them off from other views.
5 It's comforting to interact with people with similar opinions and to hear that people agree with us, and to feel that we are right about something.
6 We never hear other views, or need to properly think about and discuss the issues and our own opinions, and are lead to believe we are always right and that other, opposite views are always wrong.
7 Journalists will always check their sources to avoid spreading fake news.
8 Check sources and change social media settings to ensure you see posts from a wider range of people.

Ex 7 Students' own answers

Ex 8 **1** D **2** F **3** A **4** C **5** E
B is not used.

Ex 9 Students' own answers

8 REVISION

> Pages 196 and 197

Exs 1 and 2 Students' own answers

Ex 3 **1** discriminatory **2** autistic **3** accessible

Ex 4 **1** leadership **2** childcare **3** the elderly **4** politics **5** STEM **6** engineering

Ex 5 Students' own answers

Ex 6 **1** theirs **2** partner **3** police officer **4** humankind

Ex 7 Students' own answers

Ex 8
1 C, gender economic inequality
2 D, racial economic inequality
3 A, wealth inequality
4 B, unequal access to healthcare

Ex 9 Students' own answers

GRAMMAR REFERENCE AND PRACTICE

1.1 *like, alike, slightly, the same as, the same*

> Pages 201

Ex 1 **1** like **2** the **3** similar **4** slightly; same **5** as **6** like; same

Ex 2 **1** as **2** alike **3** like **4** slightly **5** as **6** the same

1.2 *wh-* questions

> Pages 202

Ex 1
1 How long have you lived here?
2 Where did your parents meet?
3 Who is your favourite singer?
4 What time did you get up this morning?
5 Who are you texting?
6 What is everyone looking at?
7 Why is the shop closed?
8 When can we go home?

Ex 2
1 What colour are your new shoes?
2 Hi, Anita! Where are you going?
3 Who did Bea invite to her party?
4 When will we get our exam results?
5 What does your dad teach?

Ex 3
1 How much is the chocolate cake?
2 Where do you live?
3 Why were you late?
4 What did you say?
5 Who is your French teacher? / Who is Madame Mercier?
6 When do you meet your friends?

1.3 *going to* + infinitive for future plans

> Pages 203

Ex 1 **1** is **2** to **3** going **4** not **5** Are **6** is

Ex 2
1 What are you going to do next summer?
2 I am going to meet my friends soon.
3 Maria is not going to come to the party on Saturday.
4 We are going shopping tomorrow.
5 When are they going to get married?
6 Where are we going to have dinner tonight?

Ex 3
1 is / 's going to happen
2 am / 'm going to do
3 are you going to do
4 am / 'm going to get
5 are you going (to go)
6 are / 're going to stay
7 am / 'm not going to enjoy
8 is / 's going to be

1.4 Adjectives ending in *-ing* and *-ed*

> Pages 204

Ex 1 **1** amusing **2** frightening **3** confusing **4** shocked **5** interesting **6** relaxed **7** surprised **8** disappointed

Ex 2 **1** embarrassed **2** excited **3** interested **4** annoying **5** shocking **6** terrified

Ex 3 **1** pleased **2** hard-working **3** worried **4** relaxing **5** amazing

1.5 Comparative and superlative of irregular adjectives and *as... as*

> Pages 205

Ex 1 **1** busy as **2** the best **3** the worst **4** as expensive **5** better **6** farthest / furthest

Ex 2 *Suggested answers:*
1 Flu is worse than a cold.
2 Saturn is farther / further away than the Moon.
3 The winning song was the best in the competition.
4 Bicycles aren't as fast as cars.

1.6 Passive voice with present tenses

> Pages 206

Ex 1 **1** spoken **2** has been **3** being pulled **4** been **5** grown **6** 're being

Ex 2 **1** Are; by **2** have; been **3** Has; been **4** is being **5** is; by **6** are **7** have / 've been **8** have; been

2.1 Verb + gerund and *to* infinitive

> Pages 207

Ex 1 **1** playing **2** eating **3** trying **4** to do **5** to eat **6** to walk

Ex 2 **1** to arrive **2** to say **3** spending **4** brushing **5** to do **6** whistling

Ex 3 Students' own answers

2.2 Past perfect

> Pages 208

Ex 1
1 By the time we arrived at the stadium, the concert had already started.
2 The moment I entered the house, I realised that someone had broken in.
3 Everyone had finished eating by the time she arrived.
4 He couldn't pay for the taxi because he'd left his wallet and phone at home.
5 She'd played over 500 league games before signing for Chelsea.
6 They hadn't studied for the test, so they got a very low mark.

Ex 2 **1** hadn't met **2** hadn't practised **3** had / 'd forgotten **4** had / 'd broken **5** had / 'd left **6** hadn't read

Ex 3 Students' own answers

2.3 Question tags

> Pages 209

Ex 1 **1** doesn't **2** do **3** haven't **4** aren't **5** will **6** can

Ex 2 **1** isn't it **2** can't you **3** does it **4** couldn't you **5** can he **6** did you

Ex 3 Students' own answers

2.4 Prepositional phrases

> Pages 210

Ex 1 **1** in **2** by **3** at **4** in **5** over **6** out

Ex 2 Students' own answers

ANSWERS

2.5 *be able to do* something

> Pages 211

Ex 1

1 *wasn't able to* can be changed to *couldn't*.
2 *wasn't* able *to* can be changed to *couldn't*.
3 We cannot change was *able to* to *could* in this sentence. It indicates a past achievement.
4 We cannot change *will be able to* to *can* in this sentence, because it indicates a future moment in time.
5 We cannot replace *have been able to* with *can / could*. We can use *be able to* with perfect forms.
6 We can replace *am not able to* with *can't* in this sentence.

Ex 2

1 were able to
2 Will you be able to / Are you able to
3 is / 's able to
4 been able to
5 is / 's able
6 won't be able to

Ex 3 Students' own answers

2.6 *be used to / get used to* (+ *-ing*)

> Pages 212

Ex 1 **1** C **2** B **3** D **4** A

Ex 2 **1** eating **2** get used to **3** not used to it **4** got **5** will get used to it **6** working

Ex 3 Students' own answers

3.1 Modal verbs of obligation

> Pages 213

Ex 1

1 I have to wear a school uniform.
2 I must visit my parents.
3 We have to take our own sandwiches to school.
4 She needs to get up early to catch the first bus.
5 He must study a lot to pass his exams.
6 Sonja has to wear glasses to read.

Ex 2 **1** mustn't **2** don't have to **3** don't have to **4** doesn't have to **5** mustn't **6** mustn't

3.2 Modal verbs of possibility

> Pages 214

Ex 1 **1** might not / mightn't **2** might / could **3** might / could **4** might not / mightn't

Ex 2 **1** might read **2** might break **3** might rain **4** might come

Ex 3

1 I might take the dog for a walk.
2 She may arrive late.
3 She might not / mightn't buy a new laptop.
4 We might go to Bali for our holidays next summer.

3.3 Passive voice in past tenses

> Pages 215

Ex 1 **1** wrote **2** was being repaired **3** was taking **4** Was **5** has been sold **6** had broken

Ex 2

1 were arrested
2 has been repaired
3 haven't been / wasn't invited
4 Was; caused
5 was being recorded
6 had been sold

3.4 Passive voice in future tenses

> Pages 216

Ex 1 **1** will pass **2** will be repaired **3** Will; made **4** won't be finished **5** won't take **6** will find

Ex 2

1 will be released
2 will be delivered
3 will not / won't be finished
4 will be sent
5 will not / won't be considered
6 will be given

Ex 3

1 The museum will be visited by thousands of people next month.
2 The contract will be signed as soon as we receive the first payment.
3 Will we be picked up at the airport (by a taxi driver)?
4 Any questions will be answered by the president after his speech.
5 The meeting won't be cancelled because it is too important.
6 Those seeds won't be eaten (by the birds) because they are too big.

3.5 Future continuous

> Pages 217

Ex 1

1 Will we be relaxing
2 'll phone
3 'll be watching
4 will cost
5 won't be studying
6 'll win

Ex 2
1 Will Josefina be doing her final exams this time next week?
2 I will / 'll be watching a Netflix series all weekend.
3 We will / 'll be catching a plane to Mumbai this time next month.
4 I hope that I will / 'll be living in my own home in ten years' time.
5 This time tomorrow we will / 'll be celebrating my birthday.
6 Mateusz won't be working as a swimming pool monitor all year, only in the summer.

3.6 Conditionals: second conditional

> Pages 218

Ex 1 1 C 2 A 3 A 4 B 5 A 6 C

4.1 Past perfect continuous

> Pages 219

Ex 1
1 had / 'd been waiting
2 had / 'd been studying
3 had / 'd been working
4 had been thinking
5 had / 'd been looking
6 had / 'd been walking

Ex 2
1 I had been watching TV for hours when Alex arrived.
2 Before the competition started, we had / 'd been eating healthy food and we had / 'd been practising every day.
3 Sunita was tired because she had / 'd been studying for a long time.
4 I had / 'd been looking for a summer job for weeks when I found the perfect job.
5 Fatima knew lots of vocabulary because she had / 'd been learning ten new words every day.

4.2 Modal verbs for polite requests

> Pages 220

Ex 1
1 Could you give me some information?
2 Would you mind explaining that again?
3 Can I ask some questions?
4 Would you mind helping me?
5 Can you give this to José, please?
6 May I help you?

Ex 2 1 opening 2 show 3 leave 4 give 5 passing 6 have

Ex 3 *Suggested answers:*
1 May I ask you about apprenticeships? / Could you give me some information about apprenticeships?
2 Can I turn the radio down? / Could you turn the radio down, please?
3 Would you mind explaining that again? / Could you explain that again, please?
4 Can / May I have a glass of water? / Would you mind getting me some water?

4.3 *will* and *going to* for prediction

> Pages 221

Ex 1 1 isn't going to come 2 will use 3 will work 4 will pass 5 are going to be

Ex 2 1 are going to; will 2 will; are going to 3 will; are going to 4 is going to; will

4.4 Modal verbs: *have got to* for obligation

> Pages 222

Ex 1 1 have / 've got to 2 have / 've got to 3 has got to 4 have / 've got to 5 have / 've got to 6 has got to

Ex 2
1 Have you got to wear a uniform at school?
2 What time have your and your friends got to be home during the week?
3 Has your teacher got to give a class in the evening?
4 Why have you got to write a CV before you apply for a job?
5 Have your parents got to work at the weekend?
6 Has your best friend got to do any homework tonight?

Ex 3 Students' own answers

4.5 Reported speech

> Pages 223

Ex 1 Marta said that the day before, she had got up late because her alarm clock hadn't gone off. It had never happened before and she was always on time. She couldn't understand what had happened. She had hurt her leg, too. She had been running for the bus when she had fallen over. It hadn't been a good day so she was going to bed early. She hoped that the next day would be better!

ANSWERS

4.6 Reported questions > Pages 224

Ex 1
1 what I had been doing
2 what time I got up
3 who I had met
4 if I was doing
5 whether I had ever been
6 if I had seen

Ex 2
1 They asked (me) where my sister worked.
2 He asked (me) if / whether I had been studying at 8 p.m. the day before.
3 She asked (me) if / whether my friend had ever been to England.
4 They asked (him) what experience he had.
5 Salim asked (her) if / whether she had passed all her exams.
6 The interviewer asked (me) what challenges I thought the job would have.

Ex 3
1 … asked (me) if / whether I liked working at weekends.
2 … asked (me) if / whether I had a part-time job.
3 … asked (me) if / whether I had ever worked in the holidays.
4 … asked (me) where I would work in the future.
5 … asked (me) which job I thought was the most difficult.
+ Students' own answers

5.1 Modal verbs for deduction and speculation > Pages 225

Ex 1 1 must 2 can't 3 might not 4 might 5 could 6 must

Ex 2
1 could / might; might / could
2 can't
3 must
4 might not
5 can't
6 might / could

Ex 3 Students' own answers

5.2. Relative clauses > Pages 226

Ex 1 1 C 2 D 3 A 4 F 5 E 6 B

5.3 Past tenses: *used to, would* > Pages 227

Ex 1 1 would 2 would 3 would 4 used to 5 used to

Ex 2
1 ✓
2 When I was younger, I **used to live** in the countryside, but now I live in a city.
3 What did you **use** to do in your free time when you were younger?
4 On holiday, I would swim in the sea every day, but one day, I **didn't go** to the beach.
5 ✓

5.4 Conditionals: third conditional > Pages 228

Ex 1
1 would have known
2 had left
3 had had
4 wouldn't have seen

Ex 2
1 If we hadn't seen the poster, we wouldn't have known about the concert.
2 The coral would have died if they hadn't closed the beach.
3 If we hadn't watched the documentary, we wouldn't have known about overtourism.
4 If they had lived in China, they would / might / could have learned Chinese.

Ex 3 *Suggested answers:*
1 If we hadn't cleaned up the beach, it wouldn't have looked good.
2 If I had done my homework, my teacher would have been happy.
3 If I hadn't forgotten my password, I would have been able to get into my account.

5.5 Verb + bare infinitive > Pages 229

Ex 1 1 go 2 do / doing 3 catch 4 work

Ex 2 1 made 2 would / 'd 3 had / 'd 4 rather 5 let

5.6 Verb + gerund after reporting verbs

> Pages 230

Ex 1 **1** having **2** shopping **3** not buying **4** staying **5** not going **6** trying

Ex 2
1 Salim mentioned enjoying the holiday in Thailand.
2 Maria recommended going to that new restaurant.
3 Marek mentioned having some delicious local food.
4 Marta suggested having lunch early.
5 Sarita suggested looking at the itinerary.
6 Liam recommended going to the water park.

6.1, 7.1 and 8.1 Future perfect

> Pages 231

Ex 1
1 will have made
2 will be
3 will have done
4 will have decided
5 'll start
6 will have made

Ex 2
1 will / 'll have left
2 will / 'll have built
3 won't have arrived
4 will / 'll have written
5 will / 'll have travelled
6 will have found

6.2, 7.2, 8.6 Conditionals: Mixed conditionals

> Pages 232

Ex 1 **1** D **2** F **3** A **4** E **5** B **6** C

Ex 2
1 had / 'd won
2 had / 'd studied
3 wouldn't be
4 hadn't emigrated
5 had / 'd put; wouldn't taste
6 wouldn't be

Ex 3 *Suggested answers:*
1 If I had worked hard at school, I would have a good job now.
2 If I hadn't missed the bus, I would be in class now.
3 If I had saved money, I would be on holiday with my friends now.
4 If they had gone by train, they wouldn't be stuck in traffic now.

6.3, 7.4 and 8.2 Future perfect continuous

> Pages 233

Ex 1
1 will / 'll have been collecting
2 will / 'll have been playing
3 will / 'll have been looking
4 will / 'll have been waiting
5 will you have been studying
6 will / 'll have been sleeping

Ex 2
1 will have made
2 'll have been writing
3 'll have been painting
4 'll have left
5 will have sold
6 'll have been reading

Ex 3
1 By the end of this course, I will have been learning Japanese for six months.
2 We will have been walking for eight hours when we get to our destination.
3 By next year, he will have been teaching at the school for ten years.
4 How long will you have been playing the guitar by next year?

6.4, 7.3 and 8.5 Future tenses: Reported speech

> Pages 234

Ex 1 **1** told me **2** was **3** said **4** if **5** would **6** were

Ex 2 **1** that **2** told / asked **3** would **4** if / whether **5** was **6** were

Ex 3 *Suggested answers:*
1 Nahla said (that) she wouldn't be there until eight.
2 They said (that) they were going to watch a film on TV.
3 Henri asked us when they were arriving.
4 He asked me if / whether I was going to study Arabic.
5 Leo said (that) they would probably buy a new car.
6 He told us (that) he was going to get a taxi.

6.5, 7.5 and 8.3 *have something done*

> Pages 235

Ex 1

1 have my car serviced
2 have my hair cut
3 have them painted
4 had / 've had a house built
5 had / 've had one made
6 'm going to have / 'm having some photographs taken

Ex 2

1 I had it fixed / done
2 I'm going to have it cut / done
3 He had it installed / done
4 I'll have it printed / done
5 She had it programmed / done
6 We are going to have them cleaned / done

Ex 3

1 I'm going to have my tooth taken out tomorrow (by a dentist).
2 She had her washing machine fixed (by a plumber).
3 I had all the food for my party prepared by professional cooks.
4 They had shopping delivered to their house (by the supermarket).
5 He will have his stolen bike replaced by the insurance company.
6 I am going to have some trees planted in my garden (by a gardener).

6.6, 7.6 and 8.4 Modal verbs: *should have done / needn't have done / must have done*

> Pages 236

Ex 1

1 needn't wash
2 needn't have put
3 must be
4 must have forgotten
5 should be
6 should have studied

Ex 2

1 must have **2** needn't have **3** must have **4** needn't have **5** shouldn't have **6** should have

WORDLIST

Note that * shows key vocabulary from the specification.

MODULE 1

People and relationships	CEFR level	*International Phonetic Alphabet*
aunt*	A2+	/ɑːnt/
baby*	A1	/ˈbeɪbi/
behaviour*	A2+	/bɪˈheɪvjə/
biology*	B2	/baɪˈɒlədʒi/
birthday*	A1	/ˈbɜːθdeɪ/
boy*	A1	/bɔɪ/
bride*	B1+	/braɪd/
brother*	A1	/ˈbrʌðə/
celebration*	B1	/ˌselə'breɪʃən/
child*	A1	/tʃaɪld/
childhood*	B1+	/ˈtʃaɪldhʊd/
classmate*	B1	/ˈklɑːsmeɪt/
community*	A2	/kəˈmjuːnəti/
connection*	B2	/kəˈnekʃən/
cousin*	A2+	/ˈkʌzən/
dad*	A1	/dæd/
daughter*	A1	/ˈdɔːtə/
effect*	B1+	/ɪˈfekt/
engagement*	B1+	/ɪnˈgeɪdʒmənt/
family*	A1	/ˈfæməli/
father (dad)*	A1	/ˈfɑːðə/
Fathers' Day*	B1	/ˈfɑːðəz ˈdeɪ/
fiancé(e)	A1	/fiˈɒnseɪ/
flower*	A1	/ˈflaʊə/
friend*	B1	/frend/
friendship*	B2	/ˈfrendʃɪp/
girl*	A1	/gɜːl/
grandfather*	A2+	/ˈgrænd,fɑːðə/
grandmother*	A2+	/ˈgræn,mʌðə/
grandparent*	A2+	/ˈgræn,peərənt/
groom*	B2	/gruːm/
group*	A1	/gruːp/
grown-up*	B2	/grəʊn ʌp/
guest*	A2	/gest/
half-brother	B2+	/hɑːf ˈbrʌðə/
half-sibling*	B2+	/hɑːf ˈsɪblɪŋ/
half-sister*	B2+	/hɑːf ˈsɪstə/
history*	A2	/ˈhɪstəri/
husband*	A1	/ˈhʌzbənd/
influence*	B1+	/ˈɪnfluəns/
inspiration*	B2+	/ˌɪnspɪˈreɪʃən/
man*	A1	/mæn/
mental health*	B2	/ˈmentl helθ/
mother*	A1	/ˈmʌðə/
Mothers' Day*	B1	/ˈmʌðəz deɪ/
mum*	A1	/mʌm/
neighbour*	A2	/ˈneɪbə/
nephew	B1	/ˈnefjuː/
niece	B1+	/niːs/
occasion*	B1+	/əˈkeɪʒən/
only child*	B1+	/ˌəʊnli ˈtʃaɪld/
parent*	B1+	/ˈpeərənt/
partner*	A2	/ˈpɑːtnə/
party*	A2	/ˈpɑːti/
pen pal	C1	/ˈpen pæl/
people*	A2+	/ˈpiːpəl/
recording*	B1+	/rɪˈkɔːdɪŋ/
relative*	B1	/ˈrelətɪv/
ring (wedding / engagement)*	A2+	/rɪŋ/
romance*	B1	/rəʊˈmæns/
sibling*	B2+	/ˈsɪblɪŋ/
sister*	A1	/ˈsɪstə/
situation*	A2+	/ˌsɪtʃuˈeɪʃən/
son*	A1	/sʌn/
team*	A1	/tiːm/
tradition*	B1+	/trəˈdɪʃən/
twin*	B1+	/twɪn/
uncle*	A2+	/ˈʌŋkəl/
video*	A2+	/ˈvɪdiəʊ/
wedding*	A2	/ˈwedɪŋ/
welcome*	A1	/ˈwelkəm/
wife*	A1	/waɪf/

Describing people	CEFR level	*International Phonetic Alphabet*
address	A1	/əˈdres/ /ˈædres/
adopted	B2	/əˈdɒptɪd/
advice*	B1	/ədˈvaɪs/
age*	A1	/eɪdʒ/
arrogant*	B2	/ˈærəgənt/
athletic*	B2	/æθˈletɪk/
bald*	B1	/bɔːld/
barber*	B2+	/ˈbɑːbə/
be fifteen years old*		/bi ˌfɪfˌtiːn jɪəs ˈəʊld/
beard	A1	/bɪəd/
blog*	B1+	/blɒg/
business*	A1	/ˈbɪznəs/
butcher*	B1+	/ˈbʊtʃə/
challenge*	B2	/ˈtʃæləndʒ/
character*	A2	/ˈkærəktə/
characteristic*	B2	/ˌkærəktəˈrɪstɪk/
charming*	B1	/ˈtʃɑːmɪŋ/
chatty*	C1	/ˈtʃæti/
chef*	B1	/ʃef/
chest*	B1	/tʃest/
clothes*	A1	/kləʊðz/
club (society, e.g. youth club)*	B1	/klʌb/
college*	B1+	/ˈkɒlɪdʒ/
comedy (genre)*	B1	/ˈkɒmədi/
communication*	B1+	/kəˌmjuːnɪˈkeɪʃən/
compliment	B2+	/ˈkɒmpləmənt/
crazy	A2	/ˈkreɪzi/
curly	B1	/ˈkɜːli/
development*	B1+	/dɪˈveləpmənt/
different*	A1	/ˈdɪfərənt/
disability*	B1+	/ˌdɪsəˈbɪləti/
divorced	B1	/dəˈvɔːst/
doctor*	A1	/ˈdɒktə/
dress*	A1	/dres/
education*	A2	/ˌedjʊˈkeɪʃən/
elderly*	B1	/ˈeldəli/
engaged*	B1	/ɪnˈgeɪdʒd/
example*	A2	/ɪgˈzɑːmpəl/
experience*	B1+	/ɪkˈspɪəriəns/
eyes*	A1	/aɪz/
fashion*	B1+	/ˈfæʃən/
fat*	A1	/fæt/
first name*	A2	/fɜːst neɪm/
French*		/frentʃ/
generous*	B1	/ˈdʒenərəs/
goodwill*	B2+	/ˌgʊdˈwɪl/
greedy	B2	/ˈgriːdi/
hair*	A1	/heə/
haircut*	B1	/ˈheəkʌt/
hairdresser*	B2	/ˈheəˌdresə/
happy*	A1	/ˈhæpi/
hard-working*	B2+	/ˌhɑːdˈwɜːkɪŋ/
have blonde hair*		/hæv blɒnd heə/
infant school (elementary school)*	B1+	/ˈɪnfənt skuːl/
information*	A1	/ˌɪnfəˈmeɪʃən/
interest*	A2+	/ˈɪntrɪst/
kind*	A1	/kaɪnd/
language*	A1	/ˈlæŋgwɪdʒ/
late*	A1	/leɪt/
lazy*	A2	/ˈleɪzi/
married*	A2	/ˈmærid/

person*	A1	/ˈpɜːsən/
personality*	B2	/ˌpɜːsəˈnæləti/
picture*	A1	/ˈpɪktʃə/
podcast*	B2+	/ˈpɒdkɑːst/
polite*	A2	/pəˈlaɪt/
programme*	A1	/ˈprəʊgræm/
pronunciation*	B1+	/prəˌnʌnsiˈeɪʃən/
psychologist*	B2	/saɪˈkɒlədʒɪst/
question*	A1	/ˈkwestʃən/
respectful*	B2+	/rɪˈspektfəl/
result*	A2	/rɪˈzʌlt/
romance (genre)*	B2	/rəʊˈmæns/
same*	A1	/seɪm/
science*	A2	/ˈsaɪəns/
scientist*	A2	/ˈsaɪəntɪst/
self-confident*	C1	/ˌselfˈkɒnfɪdənt/
selfish*	B1	/ˈselfɪʃ/
shy	B1	/ʃaɪ/
silly*	B1	/ˈsɪli/
similar*	B1	/ˈsɪmələ/
skill*	A2	/skɪl/
slim	A1	/slɪm/
small*	A1	/smɔːl/
social*	B1	/ˈsəʊʃəl/
social network*	B1+	/ˈsəʊʃəl ˈnetwɜːk/
society*	A2	/səˈsaɪəti/
sporty*	B2	/ˈspɔːti/
strength*	B1	/streŋθ/
stress*	A2	/stres/
strong*	A2	/strɒŋ/
study*	B1	/ˈstʌdi/
subject*	A2	/ˈsʌbdʒɪkt/
surname	A2	/ˈsɜːneɪm/
talkative*	B2	/ˈtɔːkətɪv/
tall*	A1	/tɔːl/
teamwork*	B2	/ˈtiːmwɜːk/
teenager*	B1+	/ˈtiːneɪdʒə/
thin*	A2	/θɪn/
together*	A1	/təˈgeðə/
waiter*	B1	/ˈweɪtə/
weakness*	B2	/ˈwiːknəs/
work*	A1	/wɜːk/
writer*	A2+	/ˈraɪtə/
younger*	A1	/ˈjʌŋgə/

At home	**CEFR level**	***International Phonetic Alphabet***
advantage*	A2+	/ədˈvɑːntɪdʒ/
air conditioning*	B2+	/ˌeə kənˈdɪʃənɪŋ/
allowance*	B2	/əˈlaʊəns/
area*	A2	/ˈeəriə/
armchair*	B2	/ˈɑːmtʃeə/
attic	B2	/ˈætɪk/
back garden*	B1+	/bæk ˈgɑːdn/
balcony*	B1	/ˈbælkəni/
basement*	B1+	/ˈbeɪsmənt/
bath*	A1	/bɑːθ/
bathroom*	A2	/ˈbɑːθrʊm/ /ˈbɑːθruːm/
bed*	A1	/bed/
bedroom*	A1	/ˈbedrʊm/ /ˈbedruːm/
blanket*	B1+	/ˈblæŋkɪt/
book*	A1	/bʊk/
broadband*	B1+	/ˈbrɔːdbænd/
bunk bed	B2+	/bʌŋk bed/
carpet*	B1+	/ˈkɑːpɪt/
cat (pet)*	A1	/kæt/
ceiling*	B1+	/ˈsiːlɪŋ/
chair*	A1	/tʃeə/
chest of drawers*	B2+	/ˌtʃest əv ˈdrɔːz/
competition*	A2*	/ˌkɒmpəˈtɪʃən/
coffee*	A1	/ˈkɒfi/
cooker*	A2+	/ˈkʊkə/
cost*	A2+	/kɒst/
cup	A1	/kʌp/
cupboard*	A2+	/ˈkʌbəd/
curtain*	B1	/ˈkɜːtn/
desk*	A1	/desk/
detached house*	B2+	/dɪˌtætʃt ˈhaʊs/
dining room*	B1	/ˈdaɪnɪŋ rʊm/ /ˈdaɪnɪŋ ruːm/
disadvantage*	B1+	/ˌdɪsədˈvɑːntɪdʒ/
dishwasher*	B2	/ˈdɪʃˌwɒʃə/
dog (pet)*	A1	/dɒg/
door*	A1	/dɔː/
double bed*	A2	/ˌdʌbəl ˈbed/
dressing table	C1	/ˈdresɪŋ ˌteɪbəl/
driveway*	B2	/ˈdraɪvweɪ/
dustbin*	B2+	/ˈdʌstbɪn/
DVD player*	B	/ˌdiː viː ˈdiː ˈpleɪə/
equipment*	B1+	/ɪˈkwɪpmənt/
exit*	A1	/ˈegzɪt/
facilities*	B1+	/fəˈsɪlətiz/
film*	A1	/fɪlm/
fitted kitchen	A1	/ˌfɪtɪd ˈkɪtʃɪn/
floor*	B1+	/flɔː/
freezer*	A2+	/ˈfriːzə/
fridge (refrigerator)*	A2	/frɪdʒ/
front garden*	B2+	/frʌnt ˈgɑːdn/
frying pan*	A2+	/ˈfraɪŋ pæn/
furniture*	A1	/ˈfɜːnɪtʃə/
garden*	B1	/ˈgɑːdn/
gas	A1	/gæs/
glass*	B2+	/glɑːs/
goldfish (pet)*	B1+	/ˈgəʊldˌfɪʃ/
hallway*	A1	/ˈhɔːlweɪ/
home*	A2+	/həʊm/
hot chocolate*	A1	/hɒt ˈtʃɒklət/
house*	A1	/haʊs/
internet*	B1+	/ˈɪntənet/
kettle*	A1	/ˈketl/
kitchen*	B1	/ˈkɪtʃɪn/
kitchen sink*	A1	/ˌkɪtʃɪn ˈsɪŋk/
knife	B1	/naɪf/
lamp*	B1+	/læmp/
lawn*	C1	/lɔːn/
letterbox	B1	/ˈletəbɒks/
level*	A1	/ˈlevəl/
lift (elevator)*	B2	/lɪft/
loft (attic)*	A2	/lɒft/
lounge*	A2	/laʊndʒ/
living room*	A2+	/ˈlɪvɪŋ rʊm/ /ˈlɪvɪŋ ruːm/
magazine*	A1	/ˌmægəˈziːn/
meat*	A2	/miːt/
medicine*	B1+	/ˈmedsən/
microwave*	A1	/ˈmaɪkrəweɪv/
mobile phone*	A1	/ˈməʊbaɪl fəʊn/
music*	A1	/ˈmjuːzɪk/
news*	B2	/njuːz/
novel*	B1	/ˈnɒvəl/
oven*	A2+	/ˈʌvən/
part*	A1	/pɑːt/
patio	A1	/ˈpætiəʊ/
pet*	B1	/pet/
piano*	B1	/piˈænəʊ/
pillow*	B1	/ˈpɪləʊ/
pizza*	A1	/ˈpiːtsə/
plant*	A1	/plɑːnt/
rabbit (pet)*	A2+	/ˈræbɪt/
radiator*	B2	/ˈreɪdieɪtə/
radio*	A1	/ˈreɪdiəʊ/
reason*	B1	/ˈriːzən/
reception area*	A2+	/rɪˈsepʃən ˌeəriə/
recipe*	B1	/ˈresəpi/
rent*	B1	/rent/
roof*	A2+	/ruːf/
room*	A1	/ruːm/ /rʊm/
settee*	B1	/seˈtiː/
shower*	A2+	/ˈʃaʊə/
sleeping bag*	B2	/sliːpɪŋ bæg/

sofa*	B1	/ˈsəʊfə/
stairs*	A1	/steəz/
stereo system*	B2+	/ˈsteriəʊ ˈsɪstɪm/
storey (floor)*	B2	/ˈstɔːri/
stove*	A2+	/stəʊv/
studio flat*	B1+	/ˈstjuːdiəʊ flæt/
study*	B1+	/ˈstʌdi/
table*	A1	/ˈteɪbəl/
tap	B1+	/tæp/
toilet*	A1	/ˈtɔɪlɪt/
tour*	B1	/tʊə/
toy*	A2+	/tɔɪ/
vegetable*	A2	/ˈvedʒtəbəl/
wall*	A1	/wɔːl/
wardrobe	B1	/ˈwɔːdrəʊb/
washbasin (bathroom sink)*	B1	/ˈwɒʃˌbeɪsən/
washing machine*	B1	/ˈwɒʃɪŋ məˌʃiːn/
water*	A1	/ˈwɔːtə/
wheel*	A2	/wiːl/
Wi-Fi	B2+	/ˈwaɪfaɪ/
window*	A1	/ˈwɪndəʊ/

In town	**CEFR level**	***International Phonetic Alphabet***
administrative district	B2	/ədˈmɪnəstrətɪv ˌdɪstrɪkt/
apartment*	A2	/əˈpɑːtmənt/
area*	A2	/ˈeəriə/
baker	B2	/ˈbeɪkə/
bakery	B2	/ˈbeɪkəri/
bank*	A1	/bæŋk/
banker	B2	/ˈbæŋkə/
beach*	A2	/biːtʃ/
bookshop	B1	/ˈbʊkʃɒp/
boutique*	B2+	/buːˈtiːk/
bowling alley	B2+	/ˈbəʊlɪŋ ˌæli/
building*	A1	/ˈbɪldɪŋ/
business district*	B2	/ˈbɪznəs ˌdɪstrɪkt/
bus stop*	B1+	/bʌs stɒp/
butcher's shop*	B2	/ˈbʊtʃəz ʃɒp/
cake shop*		/ˈkeɪk ʃɒp/
car park*	A1	/kɑː pɑːk/
centre (of town, downtown)*	A2	/ˈsentə/
city*	A1	/ˈsɪti/
coffee shop		/ˈkɒfi ʃɒp/
corner*	A2	/ˈkɔːnə/
corner shop*	B2+	/ˈkɔːnə ʃɒp/
department store*	B1	/dɪˈpɑːtmənt stɔː/
disco*	B2	/ˈdɪskəʊ/
district*	B2	/ˈdɪstrɪkt/
dustbins	B2+	/ˈdʌstbɪnz/
fishmonger	C1	/ˈfɪʃmʌŋgə/
flat (apartment)*	A2	/flæt/
fountain*	B2	/ˈfaʊntɪn/
gallery*	B1+	/ˈgæləri/
gift shop*	A2+	/gɪft ʃɒp/
gym*	A2+	/dʒɪm/
hospital*	A2	/ˈhɒspɪtl/
ice rink	C1	/ˈaɪs rɪŋk/
industrial park	B2+	/ɪnˈdʌstriəl pɑːk/
infants' school*		/ˈɪnfənts skuːl/
inn*	B2+	/ɪn/
lake*	A1	/leɪk/
library*	A1	/ˈlaɪbrəri/
market (part of a city)*	A1	/ˈmɑːkɪt/
market square	B1+	/ˈmɑːkɪt skweə/
money*	A1	/ˈmʌni/
museum*	A2	/mjuːˈziəm/
neighbourhood*	B2	/ˈneɪbəhʊd/
newsagent's	B2	/ˈnjuːzˌeɪdʒənts/
nightclub	B2	/ˈnaɪtklʌb/
office*	A1	/ˈɒfɪs/
park*	A1	/pɑːk/
pedestrian*	B2	/pəˈdestriən/
pedestrianised area*	B2+	/pəˌdestriənaɪzd ˈeəriə/
pharmacy*	B1	/ˈfɑːməsi/
police station	B1	/pəˈliːs ˌsteɪʃən/
post office	A1	/pəʊst ˈɒfɪs/
public gardens	A1	/ˈpʌblɪk ˈgɑːdnz/
river*	A1	/ˈrɪvə/
shop*	A1	/ʃɒp/
shopping mall*	B1	/ˈʃɒpɪŋ mɔːl/
sports centre*	B2	/spɔːts ˈsentə/
square*	B2	/skweə/
stadium	B1	/ˈsteɪdiəm/
suburb*	B2	/ˈsʌbɜːb/
sunshine*	B1	/ˈsʌnʃaɪn/
supermarket	A1	/ˈsuːpəˌmɑːkɪt/
swimming pool*	A2	/ˈswɪmɪŋ puːl/
theatre*	A2+	/ˈθɪətə/
tower*	B1	/ˈtaʊə/
town*	A1	/taʊn/
town centre*	A2	/taʊn ˈsentə/
town hall*	B2	/taʊn ˈhɔːl/
tree*	A1	/triː/
underground*	B2	/ˈʌndəgraʊnd/
view (of)*	B1+	/vjuː/
waterpark*	B2	/ˈwɔːtə pɑːk/
youth club*		/ˈjuːθ klʌb/

Transport	**CEFR level**	***International Phonetic Alphabet***
bicycle*	A1	/ˈbaɪsɪkəl/
boot*	B2	/buːt/
bridge	A2+	/brɪdʒ/
bus*	A1	/bʌs/
bus stop*	B1+	/ˈbʌs stɒp/
car*	A1	/kɑː/
car park*	A1	/ˈkɑː pɑːk/
choice*	B1	/tʃɔɪs/
connection*	B1	/kəˈnekʃən/
country*	A1	/ˈkʌntri/
crossroads*	B2	/ˈkrɒsrəʊdz/
diesel*	B1+	/ˈdiːzəl/
door (of vehicle)*	A1	/dɔː/
driving licence	B2+	/ˈdraɪvɪŋ ˌlaɪsəns/
engine*	A2+	/ˈendʒɪn/
ferry*	B1+	/ˈferi/
fumes*	B2+	/fjuːmz/
guide (for tourists)*	A2+	/gaɪd/
hill*	A1	/hɪl/
line*	B1+	/laɪn/
lorry	B1+	/ˈlɒri/
main road	B1+	/meɪn rəʊd/
motorbike*	B1	/ˈməʊtəbaɪk/
motorway*	B2	/ˈməʊtəweɪ/
one-way system*	B1+	/ˌwʌnweɪ ˈsɪstɪm/
one-way ticket*	B1+	/wʌnweɪ ˈtɪkɪt/
public transport*	B1+	/ˌpʌblɪk ˈtrænspɔːt/
railway station	A1	/ˈreɪlweɪ ˌsteɪʃən/
road*	A1	/ˈrəʊd/
roundabout*	B2	/ˈraʊndəbaʊt/
rush hour*	B2	/rʌʃ aʊə/
sea*	A1	/siː/
service*	A2	/ˈsɜːvɪs/
service station*	B2+	/ˈsɜːvɪs ˌsteɪʃən/
speed*	A2+	/spiːd/
street*	A1	/striːt/
traffic*	A2+	/ˈtræfɪk/
traffic jam*	B2+	/ˈtræfɪk dʒæm/
traffic lights*	B2	/ˈtræfɪk laɪts/
tram*	B2+	/træm/
tyre*	B1+	/taɪə/
village*	A2	/ˈvɪlɪdʒ/

Verbs	CEFR level	*International Phonetic Alphabet*
accept*	B1	/ək'sept/
achieve*	B1+	/ə'tʃiːv/
add*	A2	/ˌæd/
admire*	B2	/əd'maɪə/
advertise*	B1+	/'ædvətaɪz/
advise*	B1+	/əd'vaɪz/
agree*	A2+	/ə'griː/
answer (a question)*	A1	/'ɑːnsə/
ask*	A1	/ɑːsk/
attend*	B1+	/ə'tend/
be*	A1	/biː/
be able to*	A2	/bi 'eɪbəl tuː/
be bored*	B2	/bi bɔːd/
be born*	B2	/bi bɔːn/
be necessary*	B2	/bi 'nesəsəri/
be supposed to*	B1+	/biː sə'pəʊzd tuː/
become angry*	B2+	/bɪ'kʌm 'æŋgri/
begin to*	A1	/bɪ'gɪn tuː/
behave*	B1+	/bɪ'heɪv/
believe*	A2	/bə'liːv/
belong to (be a part of)*	B1+	/bɪ'lɒŋ tuː/
borrow*	A2+	/'bɒrəʊ/
bring*	A1	/brɪŋ/
browse*	B1+	/braʊz/
brush (hair or teeth)*	A2	/brʌʃ/
build*	A1	/bɪld/
buy*	A1	/baɪ/
call (telephone)*	A1	/kɔːl/
celebrate*	B1	/'seləbreɪt/
change*	A2	/tʃeɪndʒ/
check*	A2	/tʃek/
choose*	A2	/tʃuːz/
clean*	A1	/kliːn/
close*	A1	/kləʊz/
conclude*	B2	/kən'kluːd/
conduct (an experiment)*	B2+	/kən'dʌkt/
connect*	B1	/kə'nekt/
continue*	A2	/kən'tɪnjuː/
copy*	A2	/'kɒpi/
create*	B1+	/kri'eɪt/
cry*	A2+	/kraɪ/
decide*	A2	/dɪ'saɪd/
describe*	A2	/dɪ'skraɪb/
deserve*	B1+	/dɪ'zɜːv/
design*	B1+	/dɪ'zaɪn/
develop*	A2+	/dɪ'veləp/
dial (a telephone number)*	B2	/daɪəl/
die	A2	/daɪ/
do* (something)	A1	/duː/
do the housework*	B1+	/duː ðə 'haʊswɜːk/
do the laundry*	B2	/duː ðə 'lɔːndri/
do the washing up*	B2	/duː ðə 'wɒʃɪŋ ʌp/
draw*	A1	/drɔː/
drive*	A1	/draɪv/
eat*	A1	/iːt/
email*	A2	/'iː meɪl/
enjoy*	A1	/ɪn'dʒɔɪ/
enjoy oneself*	A1	/ɪn'dʒɔɪ wʌn'self/
enter*	A2+	/'entə/
entertain*	B2	/ˌentə'teɪn/
exchange*	B1+	/ɪks'tʃeɪndʒ/
exercise*	A2	/'eksəsaɪz/
expect*	B1	/ɪk'spekt/
explain*	A2+	/ɪk'spleɪn/
feel*	A1	/fiːl/
find*	A2	/faɪnd/
focus*	B1+	/'fəʊkəs/
follow*	A2+	/'fɒləʊ/
fulfil*	B2+	/fʊl'fɪl/
get*	A1	/get/
get angry*	A1	/get 'æŋgri/
get dressed*	A2+	/get drest/
get off*	B2	/get ɒf/
get on*	B1+	/get ɒn/
get out*	B1	/get aʊt/
get up*	A1	/get 'ʌp/
give*	A1	/gɪv/
go*	A1	/gəʊ/
go downstairs*	A2	/gəʊ ˌdaʊn'steəz◂/
go out*	A1	/gəʊ aʊt/
go shopping*	A1	/gəʊ 'ʃɒpɪŋ/
go upstairs*	A2+	/gəʊ ˌʌp'steəz◂/
greet*	B2	/griːt/
grow up*	B1	/grəʊ 'ʌp/
hang out*	B2	/hæŋ 'aʊt/
happen*	A2+	/'hæpən/
hate*	A2	/heɪt/
have*	A1	/hæv/
have breakfast	A1	/hæv 'brekfəst/
have fun*	A2	/hæv fʌn/
have to*	A2+	/hæv tuː/
hear*	A1	/hɪə/
help*	A2	/help/
hide*	A2+	/haɪd/
hold*	B1+	/həʊld/
hope*	A2	/həʊp/
hug*	B2	/hʌg/
identify*	B1+	/aɪ'dentɪfaɪ/
imitate*	B2+	/'ɪmɪteɪt/
improve*	B1	/ɪm'pruːv/
include*	B1	/ɪn'kluːd/
iron (do the ironing)*	B2	/'aɪən/
keep*	A1	/kiːp/
kill*	A2	/kɪl/
kiss*	A2+	/kɪs/
know*	A1	/nəʊ/
laugh*	A2	/lɑːf/
lay (the table)*	B2	/leɪ/
lead*	A2+	/liːd/
learn*	A1	/lɜːn/
lend*	B1+	/lend/
let (allow)*	A2+	/let/
lie*	A2	/laɪ/
like*	A1	/laɪk/
listen*	A1	/'lɪsən/
live (at a place)*	A1	/lɪv/
login*	B1+	/lɒg ɪn/
look after*	A2	/lʊk 'ɑːftə/
love*	A1	/lʌv/
make someone's acquaintance*	B2+	/meɪk 'sʌmwʌnz ə'kweɪntəns/
make the bed*	A1	/meɪk ðə bed/
marry	A2	/'mæri/
mean*	A1	/miːn/
meet*	A1	/miːt/
mention*	B2	/'menʃən/
move*	A2	/muːv/
need*	A2+	/niːd/
open*	A1	/'əʊpən/
order*	B1	/'ɔːdə/
organise*	B1+	/'ɔːgənaɪz/
overlook*	B2+	/ˌəʊvə'lʊk/
park*	A2+	/pɑːk/
play*	A1	/pleɪ/
pour*	B1	/pɔː/
prefer*	A2+	/prɪ'fɜː/
provide*	B1+	/prə'vaɪd/
push*	A2	/pʊʃ/
put*	A1	/pʊt/
put away*	A2	/pʊt ə'weɪ/
question*	A2	/'kwestʃən/
reach*	B1	/riːtʃ/
read*	A1	/riːd/

recall*	B2+	/rɪ'kɔːl/
relax*	A1	/rɪ'læks/
remain*	B1+	/rɪ'meɪn/
remember*	A1	/rɪ'membə/
require*	B2	/rɪ'kwaɪə/
research*	B1+	/rɪ'sɜːtʃ/
return*	A2+	/rɪ'tɜːn/
ring*	A1	/rɪŋ/
run*	A1	/rʌn/
save*	A2	/seɪv/
say*	A1	/seɪ/
see*	A1	/siː/
seem*	B1+	/siːm/
sell*	A1	/sel/
send*	A1	/send/
serve*	A2	/sɜːv /
share*	A2+	/ʃeə/
show*	A1	/ʃəʊ/
shower*	A2+	/'ʃaʊə/
sit down*	A1	/sɪt 'daʊn/
sleep*	A1	/sliːp/
slow down*	B1+	/sləʊ 'daʊn/
smell*	A2+	/smel/
smile*	A2	/smaɪl/
speak*	A1	/spiːk/
spend*	A1	/spend/
stay*	A1	/steɪ/
stop*	A1	/stɒp/
succeed*	A2+	/sək'siːd/
suggest*	B1	/sə'dʒest/
sulk	C1	/sʌlk/
take*	A1	/teɪk/
take out*	B1+	/teɪk aʊt/
take place*	B1+	/teɪk pleɪs/
talk*	A1	/tɔːk/
tell (a story)*	A1	/tel/
think*	A1	/θɪŋk/
travel*	A1	/'trævəl/
try*	A1	/traɪ/
understand*	A1	/ˌʌndə'stænd/
upset*	B2	/ˌʌp'set/
use*	A1	/juːz/
vacuum*	B2	/'vækjuəm/
visit*	A1	/'vɪzɪt/
wait*	A2+	/weɪt/
wake up*	A2+	/weɪk ʌp/
walk*	A1	/wɔːk/
want*	A1	/wɒnt/
want to (do something)*	B1+	/wɒnt tuː/
wash*	A1	/wɒʃ/
waste*	B1	/weɪst/
watch*	A1	/wɒtʃ/
work*	A1	/wɜːk/
write*	A1	/raɪt/

Adjectives / Adverbs	**CEFR level**	***International Phonetic Alphabet***
able*	A2+	/'eɪbəl/
accessible*	B2	/ək'sesəbəl/
ago*	A2+	/ə'gəʊ/
alone	B1	/ə'ləʊn/
already*	A2	/ɔːl'redi/
annual*	B1+	/'ænjuəl/
approximately* (adv)	B1+	/ə'prɒksəmətli/
around the world*	A1	/ə'raʊnd ðə wɜːld/
as a family*	B2+	/əz eɪ 'fæməli/
available*	B1	/ə'veɪləbəl/
awful*	B1	/'ɔːfəl/
bad*	A1	/bæd/
beautiful*	A2	/'bjuːtəfəl/
best friend*	A1	/best frend/
better*	A1	/'betə/
big*	A1	/bɪg/
blonde*	B2	/blɒnd/
bold*	B2	/bəʊld/
brave*	B2	/breɪv/
brief*	B1+	/briːf/
cheap*	A1	/tʃiːp/
chic*	B2	/ʃiːk/
clear*	A2+	/klɪə/
coastal*	B1+	/'kəʊstl/
cold*	A1	/kəʊld/
comfortable*	A2	/'kʌmftəbəl/
complex*	B1	/'kɒmpleks/
confident*	B1+	/'kɒnfɪdənt/
constant*	B2+	/'kɒnstənt/
correct (right)*	A2	/kə'rekt/
currently	B1+	/'kʌrəntli/
cute*	B1+	/kjuːt/
dead*	A1	/ded/
decent*	B1+	/'diːsənt/
dedicated*	B2+	/'dedɪkeɪtɪd/
delicious*	B2	/dɪ'lɪʃəs/
difficult*	A1	/'dɪfɪkəlt/
digital*	B1+	/'dɪdʒətl/
dirty*	A2	/'dɜːti/
disabled*	B1	/dɪs'eɪbəld/
dishonest*	B2	/dɪs'ɒnɪst/
diverse*	B2	/daɪ'vɜːs/
early*	A1	/'ɜːli/
easy*	A1	/'iːzi/
emotional*	B2	/ɪ'məʊʃənəl/
enormous*	B1+	/ɪ'nɔːməs/
especially*	B1+	/ɪ'speʃəli/
everywhere*	A2	/'evriweə/
expensive*	A1	/ɪk'spensɪv/
false*	A2	/fɔːls/
famous*	A2+	/'feɪməs/
far*	A1	/fɑː/
fast*	A1	/fɑːst/
fine*	A1	/faɪn/
foolish*	B2	/'fuːlɪʃ/
for a long time*	A2	/fɔː ə lɒŋ taɪm/
free*	A1	/friː/
fresh*	A2	/freʃ/
friendly*	A2	/'frendli/
full*	A1	/fʊl/
funny*	A2	/'fʌni/
genuine*	B2	/'dʒenjuɪn/
good*	A1	/gʊd/
great*	A1	/greɪt/
handsome*	B1	/'hænsəm/
hard*	A2	/hɑːd/
healthy*	A1	/'helθi/
heavy*	A2+	/'hevi/
helpful*	A2+	/'helpfəl/
high*	A1	/haɪ/
historic*	B1+	/hɪ'stɒrɪk/
honest*	A2	/'ɒnɪst/
hopeless*	B2	/'həʊpləs/
hot*	A1	/hɒt/
however* (adv)	B1+	/haʊ'evə/
important*	A2	/ɪm'pɔːtənt/
in a good mood*	B2	/ɪn ə gʊd muːd/
in writing*	B1+	/ɪn 'raɪtɪŋ/
independent*	A2+	/ˌɪndə'pendənt◂/
injured*	B1+	/'ɪndʒəd/
instead* (adv)	B1	/ɪn'sted/
interesting*	A1	/'ɪntrəstɪŋ/
large*	A2	/lɑːdʒ/
late*	A1	/leɪt/
little*	A1	/'lɪtl/
local*	A2+	/'ləʊkəl/
long*	A1	/lɒŋ/
lost*	A2+	/lɒst/
lucky*	A2	/'lʌki/
main*	B1	/meɪn/

married*	A2	/'mærid/
mature (age / attitude)*	B2+	/mə'tʃʊə/
modern*	B1	/'mɒdn/
modest*	B2+	/'mɒdɪst/
moving*	B2	/'muːvɪŋ/
necessary*	A2+	/'nesəsəri/
new*	A1	/njuː/
next*	A1	/nekst/
nice*	A1	/naɪs/
noisy*	B1	/'nɔɪzi/
normal*	A1	/'nɔːməl/
obvious*	B1	/'ɒbviəs
odd (strange)*	B2	/ɒd/
often* (adv)	A2	/'ɒfən/
old*	A1	/əʊld/
one-way*	B1+	/wʌn weɪ/
only*	B2	/'əʊnli/
other*	A1	/'ʌðə/
outdoors*	B2	/ˌaʊt'dɔːz/
passionate*	B2+	/'pæʃənət/
perfect*	B2+	/'pɜːfɪkt/
perhaps* (adv)	A2+	/pə'hæps/
pleasant*	B1+	/'plezənt/
political*	B1	/pə'lɪtɪkəl/
popular*	B1	/'pɒpjələ/
positive*	B1	/'pɒzətɪv/
possible (good / acceptable)*	A2	/'pɒsəbəl/
present day*	B2+	/'prezənt deɪ/
pretty*	A2+	/'prɪti/
professional*	B2	/prə'feʃənəl/
public*	A2	/'pʌblɪk/
real*	A2+	/rɪəl/
remote*	B2	/rɪ'məʊt/
rental*	B2	/'rentl/
round trip*	B1	/raʊnd trɪp/
rural*	B1+	/'rʊərəl/
sad*	A2	/sæd/
serious*	B1	/'sɪəriəs/
short*	A2	/ʃɔːt/
sick*	B2+	/sɪk/
significant*	B1+	/sɪg'nɪfɪkənt/
silent*	B1	/'saɪlənt/
single (not in a relationship)*	A2	/'sɪŋgəl/
slow*	A1	/sləʊ/
smooth*	B1	/smuːð/
soft*	A2	/sɒft/
sometimes*	A1	/'sʌmtaɪmz/
sorry*	A2	/'sɒri/
spacious*	B2	/'speɪʃəs/
still* (adv)	B1	/stɪl/
stupid*	B1	/'stjuːpɪd/
successful*	A2+	/sək'sesfəl/
sufficient*	B2+	/sə'fɪʃənt/
sure*	A2	/ʃɔː/
sweet*	B1+	/swiːt/
thick*	A2+	/θɪk/
tidy	B1	/'taɪdi/
together* (adv)	B1	/tə'geðə/
tough (personality trait)*	B2+	/tʌf/
traditional*	B1	/trə'dɪʃənəl/
true*	A2+	/truː/
unpopular*	B2	/ʌn'pɒpjələ/
useless*	B1+	/'juːsləs/
usually* (adv)	A1	/'juːʒuəli/
valuable*	B1+	/'væljuəbəl/
very*	B2+	/'veri/
weak*	B1+	/wiːk/
well* (adv)	A2	/wel/
worse*	A2+	/wɜːs/
young*	A1	/jʌŋ/

Prepositions	**CEFR level**	***International Phonetic Alphabet***
about*	A1	/ə'baʊt/
above*	A2	/ə'bʌv/
according to*	B2	/ə'kɔːdɪŋ tuː/
after*	A1	/'ɑːftə/
against*	A2	/ə'genst/
amongst*	B2	/ə'mʌŋst/
at*	A1	/æt/
because*	A1	/bɪ'kɒz/
before*	A1	/bɪ'fɔː/
behind*	A1	/bɪ'haɪnd/
below*	A1	/bɪ'ləʊ/
beneath*	B1+	/bɪ'niːθ/
between*	A1	/bɪ'twiːn/
by*	A1	/baɪ/
down*	A1	/daʊn/
during*	A1	/'djʊərɪŋ/
except*	B1+	/ɪk'sept/
for*	A1	/fə/ /fɔː/
from*	A1	/frəm/
in*	A1	/ɪn/
in front of*	B2	/ɪn frʌnt əv/
into*	A1	/'ɪntə/ /'ɪntʊ/ /'ɪntuː/
near*	A1	/nɪə/
now*	B2+	/naʊ/
off*	A1	/ɒf/
on*	A1	/ɒn/
out*	B1+	/aʊt/
outside*	A2+	/aʊt'saɪd/
over*	A1	/'əʊvə/
past (beyond)*	A2+	/pɑːst/
since*	B1+	/sɪns/
through*	A1	/θruː/
to*	B2+	/tə/ /tʊ/ /tuː/
towards*	B1	/tə'wɔːdz/
under / underneath*	A1	/'ʌndə/ /ˌʌndə'niːθ/
until*	A2	/ʌn'tɪl/
with*	A1	/wɪð/
without*	A2+	/wɪð'aʊt/

Pronouns, articles and determiners	**CEFR level**	***International Phonetic Alphabet***
a*	A1	/ə/ /eɪ/
all*	A1	/ɔːl/
an*	A1	/ən/ /æn/
another*	A1	/ə'nʌðə/
any*	A1	/'eni/
both*	A2	/bəʊθ/
each*	A2	/iːtʃ/
either*	B1	/'aɪðə
every*	A1	/'evri/
few*	A2	/fjuː/
he / him / his*	A1	/hi/ /hɪm/ /hɪz/
I / me / my*	A1	/aɪ/ /mi/ /maɪ/
it / its*	A1	/ɪt/ /ɪts/
less*	A2+	/les/
many*	A1	/'meni/
more*	A1	/mɔː/
most*	A1	/məʊst/
much*	A1	/mʌtʃ/
neither*	B1	/'naɪðə/
no*	A1	/nəʊ/
own*	B1	/əʊn/
same*	A2	/seɪm/
she / her / hers*	A1	/ʃi/ /hɜː/ /hɜːz/
such*	B1	/sʌtʃ/
that*	A1	/ðæt/
the*	A1	/ðə/
them / theirs*	A1	/ðəm/ /ðeəz/
these*	A1	/ðiːz/
they / their / theirs*	A1	/ðeɪ/ /ðeə/ /ðeəz/
this*	A1	/ðɪs/

those*	A1	/ðəʊz/
we / us / ours*	A1	/wi/ /ʌs/ /aʊəz/
what*	A1	/wɒt/
which*	A1	/wɪtʃ/
who*	A2	/huː/
whom*	B2	/huːm/
whose*	A2+	/huːz/
you / your*	A1	weak form /jə/, strong form /juː/ strong form /jɔː/, weak form /jə/

Questions and interrogatives	**CEFR level**	***International Phonetic Alphabet***
how?*	A1	/haʊ/
how are you?*	A1	/haʊ ə ju/
how much? / how many?*	A1	/haʊ mʌtʃ/ /haʊ 'meni/
what?*	A1	/wɒt/
when?*	A1	/wen/
where?*	A1	/weə/
which?*	A1	/wɪtʃ/
who?*	A1	/huː/
why?*	A1	/waɪ/

Conjunctions	**CEFR level**	***International Phonetic Alphabet***
after*	A1	/'ɑːftə/
also*	A1	/'ɔːlsəʊ/
although*	A2+	/ɔːl'ðəʊ/
and*	A1	/ənd/ /ænd/
as*	B1	/əz/ /æz/
because*	A1	/bɪ'kɒz/
but*	A1	/bət/
how*	A1	/haʊ/
however*	B1	/haʊ'evə/
if*	A2	/ɪf/
once*	A2	/wʌns/
or*	A1	/ɔː/
so (therefore)*	B1	/səʊ/
that*	A1	/ðæt/
then*	A1	/ðen/
too*	A2	/tuː/
until*	A2	/ʌn'tɪl/
what*	A1	/wɒt/
when*	A1	/wen/
whenever*	B2	/wen'evə/
where*	A1	/weə/
which*	A1	/wɪtʃ/
while*	B1	/waɪl/
who*	A2	/huː/

High frequency items (HFI): numbers	**CEFR level**	***International Phonetic Alphabet***
first*	A1	/fɜːst/
five*	A1	/faɪv/
four*	A1	/fɔː/
last*	A2	/lɑːst/
one*	A1	/wʌn/
second*	A1	/'sekənd/
six*	A1	/sɪks/
three*	A1	/θriː/
two*	A1	/tuː/

HFI: quantities and measures	**CEFR level**	***International Phonetic Alphabet***
a lot*	A1	/ə lɒt/
enough*	A2	/ɪ'nʌf/
little*	A1	/'lɪtl/
metre*	A2	/'miːtə/
number*	A1	/'nʌmbə/
piece*	B1	/piːs/
several*	A2	/'sevərəl/
some*	A1	/sʌm/
whole*	B1	/həʊl/

HFI: expressions of time	**CEFR level**	***International Phonetic Alphabet***
afternoon*	A1	/ˌɑːftə'nuːnˑ/
always*	A1	/'ɔːlweɪz/
century*	B1	/'sentʃəri/
day*	A1	/deɪ/
end*	A1	/end/
evening*	A1	/'iːvnɪŋ/
every day*	A2	/'evri deɪ/
morning*	A1	/'mɔːnɪŋ/
night*	A1	/naɪt/
period (length of time)*	B1+	/'pɪəriəd/
soon*	A2	/suːn/
start*	A1	/stɑːt/
today*	A1	/tə'deɪ/
tomorrow*	A1	/tə'mɒrəʊ/

HFI: months and seasons	**CEFR level**	***International Phonetic Alphabet***
month*	A1	/mʌnθ/
October*	A1	/ɒk'təʊbə/
summer*	A1	/'sʌmə/
week*	A1	/wiːk/
weekend*	A1	/ˌwiːk'endˑ/ /'wiːkend/
winter*	A1	/'wɪntə/
year*	A1	/jɪə/

HFI: countries, continents and nationalities	**CEFR level**	***International Phonetic Alphabet***
Africa*		/'æfrɪkə/
American*		/ə'merɪkən/
Asia*		/'eɪʃə/
China*		/'tʃaɪnə/
Chinese*		/ˌtʃaɪ'niːz/
Egypt*		/'iːdʒɪpt/
English*		/'ɪŋglɪʃ/
Europe*		/'jʊərəp/
Greek*		/griːk/
Italian*		/ɪ'tæliən/
Italy*		/'ɪtəli/
South America / Latin America*		/saʊθ ə'merəkə/ /'lætɪn ə'merəkə/
Wales*		/weɪlz/
world*	A1	/wɜːld/

HFI: social conventions	**CEFR level**	***International Phonetic Alphabet***
hello*	A1	/hə'ləʊ/
hi*	A1	/haɪ/
what's up?*	B1+	/'wɒts 'ʌp/

HFI: colours	**CEFR level**	***International Phonetic Alphabet***
black*	A1	/blæk/
blue*	A1	/bluː/
green*	A1	/griːn/
red*	A1	/red/
white*	A1	/waɪt/

HFI: abbreviations/ acronyms	**CEFR level**	***International Phonetic Alphabet***
Dr*	A1	/'dɒktə/

Phrases	**CEFR level**	***International Phonetic Alphabet***
a bit*	A2	/ə bɪt/
a bit of a*	B2	/ə bɪt ɒv ə/
a couple of*	A2	/ə 'kʌpəl əv/
a few*	A1	/ə fjuː/
a good idea*	A1	/ə gʊd aɪ'dɪə/
a long way*	A2	/ə lɒŋ weɪ/

a variety of*	B1	/ə və'raɪəti ɒv/
agree with*	A1	/ə'gri: wɪð/
all day*	A1	/ɔ:l deɪ/
anything else?*	A1	/'eniθɪŋ els/
as a result*	A2	/æz ə rɪ'zʌlt/
as long as*	B2	/æz lɒŋ æz/
as soon as possible*	B1	/æz su:n æz 'pɒsəbəl/
at the end of the day*	B2	/æt ði end ɒv ðə deɪ/
at the time*	A2	/æt ðə taɪm/
at the weekend*	A1	/æt ðə ˌwi:k'end/
be about to*	B2	/bi ə'baʊt tu:/
be better than*	A2	/bi 'betə ðən/
believe in*	A2	/bə'li:v ɪn/
by the seaside		/baɪ ðə 'si:saɪd/
choose to do	B1	/tʃu:z tə du:/
compared to*	A1	/kəm'peəd tu:/
connected to*	A2	/kə'nektɪd tu:/
depend on*	A2	/dɪ'pend ɒn/
even though	B1	/'i:vən ðəʊ/
exactly the same*	B1	/ɪgˌzæktli ðə 'seɪm/
for example*	A1	/fə ɪg'za:mpəl/
get on with*	B1	/get 'ɒn wɪð/
good luck*	A2	/gʊd lʌk/
happy new year*	B1+	/ˈhæpi nju: jɪə/
have a nice day*	A2+	/hæv ə naɪs deɪ/
have in common*	B1+	/hæv ɪn 'kɒmən/
here is*	A1	/hɪə iz/
I don't mind*	B1	/aɪ dəʊnt maɪnd/
I guess*	A2	/aɪ ges/
I would say*	B2	/aɪ wʊd seɪ/
in addition*	B1	/ɪn ə'dɪʃən/
in order to*	B1	/ɪn 'ɔ:də tu:/
in public*	B1+	/ɪn 'pʌblɪk/
in the first place*	B2	/ɪn ðə fɜ:st pleɪs/
in the past*	A1	/ɪn ðə 'pɑ:st/
last time*	A2	/lɑ:st taɪm/
make sense*	A1	/meɪk sens/
my name is*	A1	/maɪ neɪm iz/
next time*	A1	/nekst taɪm/
no problem*	A2	/nəʊ 'prɒbləm/
no way*	A1	/nəʊ weɪ/
of course*	A2	/əv kɔ:s/
oh dear*	A1	/əʊ dɪə/
OK*	B2	/ˌəʊ 'keɪ/
once again*	B2	/wʌns ə'gen/
one another*	B2	/wʌn ə'nʌðə/
rather than*	B1	/'rɑ:ðə ðæn/
reasons why*	A2	/ˌri:zənz 'waɪ/
see you*	A1	/si: ju:/
see you later*	A2	/si: ju: 'leɪtə/
so much worse*		/səʊ mʌtʃ 'wɜ:s/
speed of development*		/spi:d əv dɪ'veləpmənt/
thank you*	A1	/θæŋk ju:/
there is*	A1	/ðər 'ɪz/
well known*	B1+	/wel nəʊn/
why not*	A2	/waɪ nɒt/
worried about*	B1	/'wʌrid əˌbaʊt/

Springboard vocabulary	**CEFR level**	***International Phonetic Alphabet***
above*	A2	/ə'bʌv/
action*	B1+	/'ækʃən/
activity*	A2	/æk'tɪvəti/
after school*		/ˌɑ:ftə 'sku:l/
angry*	A2	/'æŋgri/
animal*	A1	/'ænɪməl/
answer*	A1	/'ɑ:nsə/
bedside table*	B2+	/ˌbedsaɪd 'teɪbəl/
before bed*	A2	/bɪˌfɔ: 'bed/
benefit*	B1+	/'benɪfɪt/
bookshelf*	B2+	/'bʊkʃelf/
boring*	A2+	/'bɔ:rɪŋ/

cake*	A2	/keɪk/
careful*	A2+	/'keəfəl/
cashier*	B2	/kæ'ʃɪə/
CD player*	B2	/ˌsi: 'di 'pleɪə/
cinema*	A1	/'sɪnəmə/
classroom*	A1	/'klɑ:srʊm/
computer*	A1	/kəm'pju:tə/
countryside*	B1	/'kʌntrisaɪd/
dream	B1	/dri:m/
every morning*		/ˌevri 'mɔ:nɪŋ/
festival*	B1	/'festəvəl/
football*	A1	/'fʊtbɔ:l/
future*	A1	/'fju:tʃə/
game*	A1	/geɪm/
homework*	A2+	/'həʊmwɜ:k/
idea*	A1	/aɪ'dɪə/
in the evening*	A1	/ɪn ði 'i:vnɪŋ/
inside*	A1	/ɪn'saɪd/
instruction*	B1	/ɪn'strʌkʃən/
interview*	A2+	/'ɪntəvju:/
job*	A1	/dʒɒb/
lesson*	A1	/'lesən/
life*	A2	/laɪf/
lunch*	A1	/lʌntʃ/
map*	A1	/mæp/
maths*	B1+	/mæθs/
mini-fridge*		/'mɪni frɪdʒ/
mirror*	A2+	/'mɪrə/
module*	B2	/'mɒdju:l/
mountain*	A1	/'maʊntɪn/
next to*	A2+	/nekst tu:/
on*	A1	/ɒn/
opposite*	A2	/'ɒpəzət/
place	A2+	/pleɪs/
plan*	A1	/plæn/
posters*	B2	/'pəʊstəz/
project*	A2+	/'prɒdʒekt/
quiet*	A1	/'kwaɪət/
rate*	B1+	/'reɪt/
restaurant*	A1	/'restərɒnt/
rug*	B2	/rʌg/
sandwich*	A1	/'sænwɪdʒ/
schedule (rota)*	B2	/'ʃedju:l/ /'skedju:l/
school*	A1	/sku:l/
school day*	A1	/sku:l deɪ/
secondary school*	B1+	/'sekəndəri sku:l/
sentence*	A2+	/'sentəns/
snack*	B1	/snæk/
spend time*	A1	/spend 'taɪm/
sport*	A1	/spɔ:t/
student*	A1	/'stju:dənt/
summary*	B1+	/'sʌməri/
take a shower*	A2	/teɪk ə 'ʃaʊə/
teacher*	A1	/'ti:tʃə/
text message*	B1+	/tekst 'mesɪdʒ/
TV*	A1	/ˌti:'vi:/
under*	A1	/'ʌndə/
unhappy*	A2+	/ʌn'hæpi/
video game*	B2	/'vɪdiəʊ geɪm/
voice*	B1	/vɔɪs/
walk a dog*	B2	/wɔ:k ə 'dɒg/
wash*	A1	/wɒʃ/
watch*	A1	/wɒtʃ/
word*	A1	/wɜ:d/

Higher-level words	**CEFR level**	***International Phonetic Alphabet***
accelerated*	B2+	/ək'seləreɪtɪd/
adventure*	B2	/əd'ventʃə/
bond*	B2+	/bɒnd/
boom*	B2+	/bu:m/
built-in*	B2+	/bɪlt'ɪn/
compromise*	B2+	/'kɒmprəmaɪz/
conduct*	B2+	/kən'dʌkt/

determine*	B2	/dɪ'tɜːmɪn/
drawback*	B2+	/'drɔːbæk/
eateries*		/'iːtəriz/
evolution*	B2	/ˌiːvə'luːʃən/
exchange programme*	B2	/ɪks'tʃeɪndʒ ˌprəʊgræm/
extension*	B1+	/ɪk'stenʃən/
forecast*	B2+	/'fɔːkɑːst/
foundation*	B2+	/faʊn'deɪʃən/
gathering*	B2	/'gæðərɪŋ/
generation*	B2	/ˌdʒenə'reɪʃən/
genes*	B2	/dʒiːnz/
impress*	B2	/ɪm'pres/
lack of*	B2+	/'læk əv/
legally*	B2	/'liːgəli/
logic*	C1	/'lɒdʒɪk/
pearl*	B2	/pɜːl/
precious*	B2	/'preʃəs/
remarkable transformation*		/rɪˌmɑːkəbəl ˌtrænsfə'meɪʃən/
shape*	A2	/ʃeɪp/
skyline*	C1	/'skaɪlaɪn/
standard of living*	B2	/ˌstændəd əv 'lɪvɪŋ/
trends*	B2	/trendz/
undergo*	B2+	/ˌʌndə'gəʊ/
urban*	B2	/'ɜːbən/

MODULE 2

Hobbies	CEFR level	*International Phonetic Alphabet*
action figure*	B1	/'ækʃən 'fɪgə/
basketball*	B1	/'bɑːskətbɔːl/
board game	A2	/bɔːd geɪm/
book	A1	/bʊk/
canteen (cafeteria / lunchroom)*	B2+	/kæn'tiːn/
career*	A2	/kə'rɪə/
chess*	B2	/tʃes/
choir	B2	/kwaɪə/
coin*	A2	/kɔɪn/
collection*	B1	/kə'lekʃən/
comic book*	B2	/'kɒmɪk bʊk/
day off*	B2	/deɪ ɒf/
dictionary*	A1	/'dɪkʃənəri/
DIY (do it yourself)*	B2+	/ˌdiː aɪ 'waɪ/
doll*	B2	/dɒl/
drama*	B2	/'drɑːmə/
drawing*	A2	/'drɔːrɪŋ/
drum	B2	/drʌm/
ebook	A2	/'iː bʊk/
essay*	B2	/'eseɪ/
fan (of)*	B1	/fæn/
fee (i.e. cost to enter an attraction)*	B1	/fiː/
feedback*	B1+	/'fiːdbæk/
fire*	A1	/faɪə/
flute	B1	/fluːt/
form (to fill in)*	A2	/fɔːm/
game*	A1	/geɪm/
German (language)*		/'dʒɜːmən/
goldfish*	B2	/'gəʊldˌfɪʃ/
gymnastics	B1	/dʒɪm'næstɪks/
hobby*	A2+	/'hɒbi/
Italian (language)*		/ɪ'tæliən/
literature	B1	/'lɪtərətʃə/
novel*	B2	/'nɒvəl/
magazine*	A2	/ˌmægə'ziːn/
mark*	A2+	/mɑːk/
match (game)*	B1	/mætʃ/
mechanic*	B1	/mɪ'kænɪk/
meeting*	A2	/'miːtɪŋ/
mouse (pet)*	A1	/maʊs/
paint*	A2	/peɪnt/
paper*	A1	/'peɪpə/
pilot*	A2	/'paɪlət/
playing cards*	A1	/'pleɪɪŋ 'kɑːdz/
profession*	B1+	/prə'feʃən/
recipe	B1	/'resəpi/
recorder (instrument)*	B2+	/rɪ'kɔːdə/
report*	A2+	/rɪ'pɔːt/
salary*	B1+	/'sæləri/
sculpture*	B2	/'skʌlptʃə/
social network	B2	/'səʊʃəl 'netwɜːk/
Spanish (language)*		/'spænɪʃ/
spare time*	B2+	/speə taɪm/
staff*	A2+	/stɑːf/
suggestion*	B1+	/sə'dʒestʃən/
test*	A1	/test/
toy	A2	/tɔɪ/
trumpet (instrument)*	B2+	/'trʌmpɪt/
violin (instrument)*	B2	/ˌvaɪə'lɪn/

Music and concerts	CEFR level	*International Phonetic Alphabet*
celebration*	B1	/ˌselə'breɪʃən/
circus*	B2+	/'sɜːkəs/
cloakroom	C1	/'kləʊkruːm/
entrance*	A1	/'entrəns/
entrance fee*	B1	/'entrəns fiː/
headphones	B2+	/'hedfəʊnz/
keyboard*	B1	/'kiːbɔːd/
listener*	B1+	/'lɪsənə/
music*	A1	/'mjuːzɪk/
musician*	B1	/mjuː'zɪʃən/
orchestra*	B2	/'ɔːkəstrə/
performance*	B1	/pə'fɔːməns/
poster*	A2	/'pəʊstə/
report	B1	/rɪ'pɔːt/
show (n)	A1	/ʃəʊ/
ticket	A1	/'tɪkɪt/

TV and film	CEFR level	*International Phonetic Alphabet*
action*	B1	/'ækʃən/
actor*	A2	/'æktə/
actress*	A2	/'æktrɪs/
advertisement (advert)*	B1+	/əd'vɜːtəsmənt/
award ceremony*	B2	/ə'wɔːd 'serəməni/
cartoon*	B1	/kɑː'tuːn/
character*	B1	/'kærəktə/
crime (genre)*	B2	/kraɪm/
comedy*	B1	/'kɒmədi/
detective (genre)*	B1+	/dɪ'tektɪv/
drama*	B1	/'drɑːmə/
documentary (genre)*	B2+	/ˌdɒkjə'mentəri/
episode*	B1+	/'epəsəʊd/
film*	A1	/fɪlm/
film maker	B2	/'fɪlm 'meɪkə/
game show*	B2	/'geɪm ʃəʊ/
horror*	B1	/'hɒrə/
interviewer*	B2	/'ɪntəvjuːə/
model*	B1+	/'mɒdl/
play (theatre show)*	A1	/pleɪ/
programme*	A2	/'prəʊgræm/
reality TV*	B2	/ri'æləti ˌtiː 'viː/
remote control	B1	/rɪ'məʊt kən'trəʊl/
satellite TV	B2	/'sætəlaɪt ˌtiː 'viː/
screen	A2	/skriːn/
series*	B1	/'sɪəriːz/

sitcom*	C1	/ˈsɪtkɒm/
soap opera	B1	/səʊp ˈɒpərə/
station (radio or TV)*	B1+	/ˈsteɪʃən/
television*	A1	/ˈtelə,vɪʒən/

Esports and video gaming	**CEFR level**	***International Phonetic Alphabet***
app*	B2	/æp/
browser*	B2	/ˈbraʊzə/
chatroom	C1	/ˈtʃæt ruːm/
chat online*	A2	/ˈtʃæt ɒnˈlaɪn/
computer*	A1	/kəmˈpjuːtə/
cursor*	B2	/ˈkɜːsə/
device*	B2+	/dɪˈvaɪs/
electronic game	B1	/ɪˌelɪkˈtrɒnɪk geɪm/
hard drive	B2	/ˈhɑːd draɪv/
headphones	B2+	/ˈhedfəʊnz/
keyboard	A2	/ˈkiːbɔːd/
laptop*	B1	/ˈlæptɒp/
monitor	A2	/ˈmɒnɪtə/
mouse (computer)*	A1	/maʊs/
online*	A2	/ɒnˈlaɪn/
system*	B1+	/ˈsɪstɪm/
video game*	A2	/ˈvɪdiəʊ geɪm/
virtual reality*	B2	/ˈvɜːtʃuəl riˈæləti/
website*	A2	/ˈwebsaɪt/
Wi-Fi*	B2+	/ˈwaɪ faɪ/

The body / illness	**CEFR level**	***International Phonetic Alphabet***
arm*	A1	/ɑːm/
asthma*	B2	/ˈæsmə/
blood*	A2	/blʌd/
body*	A1	/ˈbɒdi/
chest	B2	/tʃest/
diarrhoea*	B2+	/ˌdaɪəˈrɪə/
drug	B2	/drʌg/
earache*	B1	/ˈɪəreɪk/
foot*	A1	/fʊt/
flu*	A2+	/fluː/
hand*	A1	/hænd/
head*	A1	/hed/
health*	A1	/helθ/
heart*	A1	/hɑːt/
illness*	A2+	/ˈɪlnəs/
knee*	A2+	/niː/
leg*	A1	/leg/
medicine*	A2	/ˈmedsən/
nose*	A1	/nəʊz/
pill (tablet / medicine)*	A2+	/pɪl/
plaster (bandage)*	B2	/ˈplɑːstə/
prescription*	B1	/prɪˈskrɪpʃən/
sting*	B2	/stɪŋ/
stomach*	B1	/ˈstʌmək/
throat*	B1	/θrəʊt/
tongue	B1	/tʌŋ/
tooth*	A2	/tuːθ/
virus*	B1+	/ˈvaɪərəs/

Sports	**CEFR level**	***International Phonetic Alphabet***
achievement*	B2	/əˈtʃiːvmənt/
athletics	B1	/æθˈletɪks/
campus*	B1	/ˈkæmpəs/
changing room*	B2+	/ˈtʃeɪndʒɪŋ ruːm/
coach (i.e. sporting coach)*	B1+	/kəʊtʃ/
court (for sports, e.g. tennis)*	B2	/kɔːt/
effort*	B2	/ˈefət/
exercise*	A2	/ˈeksəsaɪz/
football	A1	/ˈfʊtbɔːl/
horse*	A1	/hɔːs/
pitch	B2	/pɪtʃ/
racket (sports equipment)*	B2+	/ˈrækɪt/
shower block*	A2+	/ˈʃaʊə blɒk/
stadium*	B1	/ˈsteɪdiəm/
team	A2	/tiːm/
tennis*	B1	/ˈtenɪs/
tennis ball	A1	/ˈtenɪs bɔːl/
training*	B1	/ˈtreɪnɪŋ/
university*	A2	/ˌjuːnəˈvɜːsəti/
weight training*	C1	/weɪt ˈtreɪnɪŋ/

Shopping	**CEFR level**	***International Phonetic Alphabet***
bargain*	B1+	/ˈbɑːgɪn/
carrier bag*	B2+	/ˈkæriə bæg/
cash desk	A2	/kæʃ desk/
changing room	B2+	/tʃeɪndʒɪŋ ruːm/
checkout*	B2	/ˈtʃekaʊt/
consumer*	B1+	/kənˈsjuːmə/
cost	A1	/kɒst/
credit card*	A2+	/ˈkredɪt kɑːd/
customer	A2	/ˈkʌstəmə/
debit card*	B2	/ˈdebɪt kɑːd/
department store	A2	/dɪˈpɑːtmənt stɔː/
fashion*	A2	/ˈfæʃən/
jewellery shop	A2	/ˈdʒuːəlri ʃɒp/
market*	A1	/ˈmɑːkɪt/
present (gift)*	A2	/ˈprezənt/
price*	A1	/praɪs/
product*	A2+	/ˈprɒdʌkt]
purchase*	B1+	/ˈpɜːtʃɪs/
purse	A2	/pɜːs/
sale*	A2	/seɪl/
shop*	A1	/ʃɒp/
shop assistant*	B1+	/ʃɒp əˈsɪstənt/
shopping centre*	A2	/ˈʃɒpɪŋ ˈsentə/
size*	A2	/saɪz/
stamp (postage)*	A2	/stæmp/
till	A2	/tɪl/
wallet*	B1	/ˈwɒlɪt/
waste of money*	B2+	/weɪst əv ˈmʌni/

Clothes	**CEFR level**	***International Phonetic Alphabet***
clothes*	A1	/kləʊðz/ /kləʊz/
jacket	A1	/ˈdʒækɪt/
jumper	A2	/ˈdʒʌmpə/
shoe	A1	/ʃuː/
shoe size	A2	/ʃuː saɪz/
shirt*	A1	/ʃɜːt/
shorts	A2	/ʃɔːts/
skirt	A1	/skɜːt/
sock*	A2	/sɒk/
sweater*	B2+	/ˈswetə/
swimsuit*	B2+	/ˈswɪmsuːt/
tie	A2	/taɪ/
tights (pair of)*	B2	/taɪts/
trainer	A2	/ˈtreɪnə/
trousers	A1	/ˈtraʊzəz/

Phrases	**CEFR level**	***International Phonetic Alphabet***
a kind of*	B1	/ə kaɪnd əv/
act as*	B2	/ækt əz/
all day*		/ɔːl deɪ/
all kinds of*	A2	/ɔːl kaɪndz əv/
all over*	A2	/ɔːl ˈəʊvə/
as soon as*	A2	/æz suːn æz/
at once*	B2	/ət wʌns/
at some point	B2	/æt səm pɔɪnt/
at the moment*	A1	/æt ðə ˈməʊmənt/
at the time*	B1	/ət ðə taɪm/
at the weekend*	A1	/ət ðə ˌwikˈend/

be interested in*		/biː 'ɪntrɪstɪd ɪn/
caused by*	B1	/kɔːzd baɪ/
each one*	A2	/iːtʃ wʌn/
enjoy your meal*	B2	/ɪn'dʒɔɪ jɔː miːl/
ever since*	B2	/'evə sɪns/
happy birthday*	A2	/'hæpi 'bɜːθdeɪ/
I think so*	A2	/aɪ θɪŋk səʊ/
in advance*	B2	/ɪn əd'vɑːns/
in my opinion	A1	/ɪn maɪ ə'pɪnjən/
in recent years*	B1	/ɪn 'riːsənt jɪəz/
in the future*	A1	/ɪn ðə 'fjuːtʃə/
in the open air*	B1+	/ɪn ði 'əʊpən eə/
it is important to do*	A1	/ɪt ɪz ɪm'pɔːtənt tə duː/
on a regular basis*	B1	/ɒn ə 'regjələ 'beɪsɪs/
on my own*	B1	/ɒn maɪ əʊn/
on the other hand*	B1	/ɒn ðə 'ʌðə hænd/
other than	B2	/'ʌðə ðæn/
over time*	B1	/'əʊvə taɪm/
pay attention	B1+	/peɪ ə'tenʃən/
pretty much*	B2	/'prɪti mʌtʃ/
range from… to…	B2	/reɪndʒ frəm … tuː …/
suffer from*	B1	/'sʌfə frəm/

Verbs	**CEFR level**	***International Phonetic Alphabet***
aquire*	B2+	/ə'kwaɪə/
afford*	B1+	/ə'fɔːd/
allow*	B1	/ə'laʊ/
appear*	B1+	/ə'pɪə/
appreciate	B2	/ə'priːʃieɪt/
arrive*	A1	/ə'raɪv/
avoid*	B1+	/ə'vɔɪd/
bake*	B1+	/beɪk/
be proud*	B2	/bɪ praʊd/
be sick*	A2	/bɪ sɪk/
be well*	A1	/bɪ wel/
become	A2+	/bɪ'kʌm/
begin*	A1	/bɪ'gɪn/
blog*	B2+	/blɒg/
book*	A2	/bʊk/
bowl (go bowling)*	B2+	/bəʊl/
breathe*	B1+	/briːð/
browse*	B2	/braʊz/
buy*	A1	/baɪ/
channel hop*		/'tʃænl hɒp/
chat*	B1	/tʃæt/
chop*	B2	/tʃɒp/
climb*	A2	/klaɪm/
close	A1	/kləʊz/
collect (groceries, laundry, etc)*	B1	/kə'lekt/
come*	A1	/kʌm/
comment*	B1+	/'kɒment/
compete*	B1	/kəm'piːt/
cost	A2	/kɒst/
cough*	B1	/kɒf/
cut	A2	/kʌt/
dance*	A1	/dɑːns/
define*	B1	/dɪ'faɪn/
dive*	B1	/daɪv/
draw (interested in)*	B2	/drɔː/
drink*	A1	/drɪŋk/
drive*	A1	/draɪv/
do*	A1	/duː/
earn*	B1+	/ɜːn/
eat*	A1	/iːt/
enjoy*	A1	/ɪn'dʒɔɪ/
escape*	B1+	/ɪ'skeɪp/
fall*	A2	/fɔːl/
feel*	A1	/fiːl/
feel sick*	A2	/fiːl sɪk/
feel unwell*	B2+	/fiːl ʌn'wel/
fetch*	B2	/fetʃ/
finish*	A1	/'fɪnɪʃ/
fire*	B2	/faɪə/
fish (go fishing)*	B2	/fɪʃ/
fly*	A1	/flaɪ/
forget*	A1	/fə'get/
function*	B2	/'fʌŋkʃən/
garden (to do the gardening)*	B2	/'gɑːdn/
go*	A1	/gəʊ/
grill*	B2+	/grɪl/
hate*	A2	/heɪt/
have*	A1	/hæv/
have a backache*	B2	/hæv ə 'bækeɪk/
have a cold*	B1	/hæv ə kəʊld/
have a headache*	B1	/hæv ə 'hedeɪk/
have a meal*	B1	/hæv ə miːl/
have a sore throat*	B2	/hæv ə sɔː θrəʊt/
have a stiff neck*	B2	/hæv ə stɪf nek/
have a stomachache*	B2+	/hæv ə 'stʌməkeɪk/
have a temperature*	B1	/hæv ə 'temprətʃə/
hike*	B2+	/haɪk/
hit*	A1	/hɪt/
hurry up*	B1+	/'hʌri ʌp/
illustrate*	B2	/'ɪləstreɪt/
intend*	B2	/ɪn'tend/
introduce*	A2	/ˌɪntrə'djuːs/
invite*	A2	/ɪn'vaɪt/
involve*	B1+	/ɪn'vɒlv/
jog*	B1+	/dʒɒg/
join*	A2	/dʒɔɪn/
jump*	A2	/dʒʌmp/
knock*	B1+	/nɒk/
last*	B1	/lɑːst/
lead	B1	/liːd/
leave behind*	B2	/liːv bɪ'haɪnd/
lose*	A1	/luːz/
lose weight*	B1	/luːz weɪt/
meditate	C1	/'medɪteɪt/
offer*	A2+	/'ɒfə/
order*	A2	/'ɔːdə/
pay*	A1	/peɪ/
photograph*	B2	/'fəʊtəgrɑːf/
play (an instrument)*	A1	/pleɪ/
play chess*	B2+	/pleɪ tʃes/
promote*	B1+	/prə'məʊt/
pull*	A2	/pʊl/
put on	A2	/pʊt ɒn/
put on weight*	B1	/pʊt ɒn weɪt/
receive*	B1	/rɪ'siːv/
recover*	A2+	/rɪ'kʌvə/
register*	B1	/'redʒɪstə/
return*	A2+	/rɪ'tɜːn/
regret*	B2	/rɪ'gret/
relax	B1	/rɪ'læks/
repeat	A2	/rɪ'piːt/
respond*	B1+	/rɪ'spɒnd/
rest*	B1+	/rest/
ride a horse*	A2+	/raɪd ə hɔːs/
select*	B1+	/sə'lekt/
sell	A2	/sel/
shiver*	B2+	/'ʃɪvə/
shock*	B1+	/ʃɒk/
shop (do the shopping)*	A1	/ʃɒp/
shut	A2	/ʃʌt/
sing*	A1	/sɪŋ/
slice*	B2	/slaɪs/
smoke*	A1	/sməʊk/
spend*	A2	/spend/
stay in	B1	/steɪ ɪn/
sting*	B2	/stɪŋ/
suffer*	B1+	/'sʌfə/
surf*	B1+	/sɜːf/
swim*	A1	/swɪm/
switch on / off	B1	/swɪtʃ ɒn/ / ɒf/

tan*	B2+	/tæn/
taste*	B1+	/teɪst/
tell	A1	/tel/
think*	A1	/θɪŋk/
throw*	A1	/θrəʊ/
train (fitness)*	B1	/treɪn/
try*	A2	/traɪ/
turn around*	B2+	/tɜːn əˈraʊnd/
upload	B1	/ʌpˈləʊd/
vomit*	B2+	/ˈvɒmɪt/
watch*	A1	/wɒtʃ/
welcome*	A1	/ˈwelkəm/
win*	B1	/wɪn/
wish*	B1	/wɪʃ/
worry*	A2	/ˈwʌri/

Adjectives / Adverbs	**CEFR level**	***International Phonetic Alphabet***
able*	A2	/ˈeɪbəl/
amusing	B1	/əˈmjuːzɪŋ/
awful	B1	/ˈɔːfəl/
bad*	A1	/bæd/
bland*	B2+	/blænd/
boring*	A1	/ˈbɔːrɪŋ/
broken*	B1	/ˈbrəʊkən/
cheap	A1	/tʃiːp/
chic	B2+	/ʃiːk/
currently* (adv)	B1+	/ˈkʌrəntli/
delicious	B1	/dɪˈlɪʃəs/
dreadful	B2	/ˈdredfəl/
drinkable		/ˈdrɪŋkəbəl/
dubbed*	B2+	/ˈdʌbd/
dynamic*	B2+	/daɪˈnæmɪk/
easy	A1	/ˈiːzi/
exciting	A2+	/ɪkˈsaɪtɪŋ/
exhausted*	B1	/ɪgˈzɔːstɪd/
expensive	A1	/ɪkˈspensɪv/
favourite*	A2+	/ˈfeɪvərət/
final	B1	/ˈfaɪnəl/
fine	A1	/faɪn/
folk	B1	/fəʊk/
free*	A2	/friː/
funny	A1	/ˈfʌni/
good*	A1	/gʊd/
gripping*	C1	/ˈgrɪpɪŋ/
in advance*	B1+	/ɪn ədˈvɑːns/
injured*	B1	/ˈɪndʒəd/
ill*	A1	/ɪl/
immediately* (adv)	A2	/ɪˈmiːdiətli/
interesting*	A1	/ˈɪntrəstɪŋ/
keen*	B1+	/kiːn/
lightweight	B2+	/ˈlaɪtweɪt/
locked*	B1	/lɒkt/
low*	B1+	/ləʊ/
mature (food)*	B2+	/məˈtʃʊə/
new	A1	/njuː/
nice	A1	/naɪs/
overall*	B2	/ˌəʊvərˈɔːl/
paid*	B2+	/peɪd/
particular*	B1+	/pəˈtɪkjələ/
peaceful*	B1+	/ˈpiːsfʊl/
pleased*	B1+	/pliːzd/
quickly*	A2	/ˈkwɪkli/
rarely* (adv)	B1	/ˈreəli/
recently*	B1	/ˈriːsəntli/
relevant*	B2+	/ˈreləvənt/
ripe*	B2	/raɪp/
roast (food)*	B2	/rəʊst/
safe to drink*	A2	/seɪf tə drɪŋk/
salty	B2	/ˈsɔːlti/
savoury	C1	/ˈseɪvəri/
scared*	B2	/skeəd/
scary*	B1+	/ˈskeəri/
self service*	B2+	/self ˈsɜːvɪs/
sick	A2	/sɪk/
silent	B1	/ˈsaɪlənt/
skilled*	B2	/skɪld/
specific*	B1+	/spəˈsɪfɪk/
spicy*	B2	/ˈspaɪsi/
strange	B1+	/streɪndʒ/
stylish*	B2	/ˈstaɪlɪʃ/
subtitled*	B2+	/ˈsʌbˌtaɪtld/
sweet	A1	/swiːt/
tasty*	B2+	/ˈteɪsti/
thirsty	A2	/ˈθɜːsti/
vegan*	B2+	/ˈviːgən/
vegetarian*	B2	/ˌvedʒəˈteəriən◂/
well done (cooked)*	B2	/wel dʌn/
well paid*	B2+	/wel peɪd/
windy*	B1+	/ˈwɪndi/
wireless	B1+	/ˈwaɪələs/
yet* (adv)	B2	/jet/

Prepositions	**CEFR level**	***International Phonetic Alphabet***
across*	A2	/əˈkrɒs/
up*	A1	/ʌp/

Pronouns and determiners	**CEFR level**	***International Phonetic Alphabet***
half*	A2	/hɑːf/
whatever*	B1+	/wɒtˈevə/

Questions and interrogatives	**CEFR level**	***International Phonetic Alphabet***
to what extent*	B2+	/tuː wɒt ɪkˈstent/
whose*	A1	/huːz/

Conjunctions	**CEFR level**	***International Phonetic Alphabet***
furthermore*	B2	/ˌfɜːðəˈmɔː/

HFI: numbers	**CEFR level**	***International Phonetic Alphabet***
billion*	B2	/ˈbɪljən/
eight*	A1	/eɪt/
eleven*	A1	/ɪˈlevən/
million*	A2+	/ˈmɪljən/
one hundred*	A1	/wʌn ˈhʌndrɪd/
seven*	A1	/ˈsevən/
ten*	A1	/ten/

HFI: quantities and measures	**CEFR level**	***International Phonetic Alphabet***
distance*	A2+	/ˈdɪstəns/
half*	A2	/hɑːf/
third*	B1+	/θɜːd/

HFI: time and expressions of time	**CEFR level**	***International Phonetic Alphabet***
eventually*	B1+	/ɪˈventʃuəli/
hour*	A1	/aʊə/
midnight*	B1	/ˈmɪdnaɪt/
minute*	A1	/ˈmɪnət/
moment*	B1	/ˈməʊmənt/

HFI: days, months and seasons	**CEFR level**	***International Phonetic Alphabet***
August*	A1	/ɔːˈgʌst/
Friday*	A1	/ˈfraɪdi/
June*	A1	/dʒuːn/
March*	A1	/mɑːtʃ/
Monday*	A1	/ˈmʌndi/ /ˈmʌndeɪ/
Saturday*	A1	/ˈsætədi/ /ˈsætədeɪ/
season*	A2	/ˈsiːzən/
Sunday*	A1	/ˈsʌndi/ /ˈsʌndeɪ/

HFI: countries and nationalities	CEFR level	*International Phonetic Alphabet*
Asian*		/ˈeɪʃən/
European*		/ˌjʊərəˈpiːən◂/
Germany*		/ˈdʒɜːməni/
India*		/ˈɪndiə/
Japan*		/dʒəˈpæn/
Spain*		/speɪn/
Spanish*		/ˈspænɪʃ/
Sweden*		/ˈswiːdn/

HFI: colours	CEFR level	*International Phonetic Alphabet*
pink*	A2	/pɪŋk/

HFI: abbreviations / acronyms	CEFR level	*International Phonetic Alphabet*
Mr*	A1	/ˈmɪstə/

Glossary boxes vocabulary	CEFR level	*International Phonetic Alphabet*
allergy induced*		/ˈælədʒi ɪnˈdjuːst/
autograph*		/ˈɔːtəgrɑːf/
award-winning*	B1+	/əˈwɔːd ˈwɪnɪŋ/
become the norm*	B2+	/bɪˈkʌm ðə nɔːm/
contestant*	B2+	/kənˈtestənt/
costume*	B2	/ˈkɒstjʊm/
double bill*		/ˈdʌbəl bɪl/
e-commerce*	B2	/ˈiː kɒmɜːs/
enthusiast*	C1	/ɪnˈθjuːziæst/
essentials*	B2+	/ɪˈsenʃəlz/
gameplay*	C1	/ˈgeɪmpleɪ/
headline act*		/ˈhedlaɪn ækt/
heart warming*		/ˈhɑːtˌwɔːmɪŋ/
line-up*	B2+	/laɪn ʌp/
meet and greet*		/ˈmiːt ənd ˈgriːt/
merchandise*	B2+	/ˈmɜːtʃəndaɪz/ /ˈmɜːtʃəndaɪs/
permanent*	B2	/ˈpɜːmənənt/
quadruple*	C1	/kwɒˈdrʊpəl/
recovering*	A2	/rɪˈkʌvərɪŋ/
schedule*	B2	/ˈʃedjuːl/ /ˈskedjuːl/
spectator*	B2+	/spekˈteɪtə/
spoiler*	B2	/ˈspɔɪlə/
sponsorship*	B2	/ˈspɒnsəʃɪp/
sprained*		/spreɪnd/
strategy*	B2	/ˈstrætɪdʒi/
upcoming*	C1	/ˈʌpˌkʌmɪŋ/
venue*	B1+	/ˈvenjuː/
wheezing*		/ˈwiːzɪŋ/

Springboard vocabulary	CEFR level	*International Phonetic Alphabet*
accident*	A2	/ˈæksɪdənt/
action*	B1	/ˈækʃən/
address*	A1	/əˈdres/
background*	B1+	/ˈbækgraʊnd/
boat (ship)*	A1	/bəʊt/
classic*	B2	/ˈklæsɪk/
console* (v)	C2	/ˈkɒnsəʊl/
dance*	A2+	/dɑːns/
dinner*	B1	/ˈdɪnə/
dislike*	B1	/dɪsˈlaɪk/
fantasy*	B2	/ˈfæntəsi/
farm*	A1	/fɑːm/
festival*	B1	/ˈfestəvəl/
form*	A2	/fɔːm/
guess*	A2	/ges/
hear*	A1	/hɪə/
internet access*	B1+	/ˈɪntəˌnet ˈækses/
know*	A1	/nəʊ/
like*	A1	/laɪk/
look*	A1	/lʊk/
love*	A1	/lʌv/
mean*	A2	/miːn/
nationality*	B1	/ˌnæʃəˈnæləti/
news*	A2	/njuːz/
platform game*	B2+	/ˈplætfɔːm geɪm/
prefer*	A2	/prɪˈfɜː/
pressure*	B2	/ˈpreʃə/
public holiday*	B2	/ˈpʌblɪk ˈhɒlədeɪ/
recognise*	B2	/ˈrekəgnaɪz/
remember*	A1	/rɪˈmembə/
response*	C1	/rɪsˈpɒns/
retro*	B2	/ˈretrəʊ/
RPG*		/ɑː piː dʒiː/
rock*	B1	/rɒk/
see*	A1	/siː/
seem*	B1	/siːm/
smell*	B1	/smel/
software*	B1+	/ˈsɒftweə/
taste*	B1	/teɪst/
taxi*	A1	/ˈtæksi/
team*	B1	/tiːm/
think*	A1	/θɪŋk/
ticket*	A1	/ˈtɪkɪt/
train*	A1	/treɪn/
understand*	A1	/ˌʌndəˈstænd/
want*	A1	/wɒnt/
woman*	A1	/ˈwʊmən/

Food and drink	CEFR level	*International Phonetic Alphabet*
apple*	A1	/ˈæpəl/
apple tart	C1	/ˈæpəl tɑːt /
apricot*	B2+	/ˈeɪprəkɒt/
banana*	A2	/bəˈnɑːnə/
bean*	B1	/biːn/
beef*	A2+	/biːf/
bill (cheque – at a restaurant / cafe)*	A2	/bɪl/
bit*	A2	/bɪt/
black coffee	A1	/blæk ˈkɒfi/
bread*	A1	/bred/
bread roll*	B1+	/bred rəʊl/
burger*	B1+	/ˈbɜːgə/
butter*	A2+	/ˈbʌtə/
cabbage	B2	/ˈkæbɪdʒ/
cake	B1	/keɪk/
can of drink	A1	/kæn əv drɪŋk/
carrot*	A2+	/ˈkærət/
casserole	A2	/ˈkæsərəʊl/
cauliflower*	B2+	/ˈkɒlɪˌflaʊə/
cereal*	B1+	/ˈsɪəriəl/
coffee	A1	/ˈkɒfi/
cheese*	A2	/tʃiːz/
cheese sandwich	A1	/tʃiːz ˈsænwɪdʒ/
cherry*	B2	/ˈtʃeri/
chicken*	A2	/ˈtʃɪkɪn/
chop	B2	/tʃɒp/
cola*	B2+	/ˈkəʊlə/
cutlet	C1	/ˈkʌtlɪt/
cream*	B1	/kriːm/
crisp (potato chip)*	B2	/krɪsp/
cucumber*	B2	/ˈkjuːkʌmbə/
dessert*	B1+	/dɪˈzɜːt/
dressing (salad)*	B2+	/ˈdresɪŋ/
duck	A2	/dʌk/
egg*	A1	/eg/
espresso*	B2+	/eˈspresəʊ/
fast food*	B1+	/fɑːst fuːd/
fillet	C1	/ˈfɪlɪt/
fish*	A1	/fɪʃ/
fizzy drink	A2	/ˈfɪzi drɪŋk/
flavour*	B2	/ˈfleɪvə/
flour	B1+	/flaʊə/
food*	A1	/fuːd/
grape*	B1+	/greɪp/

green bean	A2	/griːn biːn/
ice cream*	A2+	/aɪs kriːm/
jam*	B1+	/dʒæm/
juice*	A2+	/dʒuːs/
ketchup*	B2+	/'ketʃəp/
lamb*	B1	/læm/
lemon*	A2+	/'lemən/
lemonade*	B2+	/ˌlemə'neɪd/
lettuce*	B2	/'letɪs/
lunch*	A1	/lʌntʃ/
main course*	B2	/meɪn kɔːs/
main meal	B1	/meɪn miːl/
meal*	A2+	/miːl/
meat*	A1	/miːt/
milk	A1	/mɪlk/
mixture	B2	/'mɪkstʃə/
mushroom*	B1+	/'mʌʃruːm/
mustard	C1	/'mʌstəd/
oil*	A2	/ɔɪl/
omelette*	B2+	/'ɒmlət/
onion	A2	/'ʌnjən/
orange (food)*	A2	/'ɒrəndʒ/
pancake*	B2+	/'pænkeɪk/
pasta*	B1	/'pæstə/
pastry*	B2+	/'peɪstri/
pea	B1+	/piː/
peach*	B2	/piːtʃ/
pear*	B1+	/peə/
pepper*	B1	/'pepə/
picnic	B2	/'pɪknɪk/
pie*	B2	/paɪ/
pineapple*	B2	/'paɪnæpəl/
plum*	B2+	/plʌm/
potato	A1	/pə'teɪtəʊ/
potato chips	A1	/pə'teɪtəʊ tʃɪps/
pudding*	B1+	/'pʊdɪŋ/
radish	C1	/'rædɪʃ/
raspberry*	B2+	/'rɑːzbəri/
raw vegetable	B1	/rɔː 'vedʒtəbəl/
rice*	A2	/raɪs/
salad*	B1	/'sæləd/
salad dressing	A2	/'sæləd 'dresɪŋ/
salmon*	B2	/'sæmən/
salt*	A2	/sɔːlt/
seafood*	B2	/'siːfuːd/
shrimp (prawn)*	B2+	/ʃrɪmp/
soda (pop)*	B2+	/'səʊdə/
soft drink*	B2+	/sɒft drɪŋk/
soup*	A2+	/suːp/
special (dish of the day)*	B2	/'speʃəl/
speciality*	B2+	/ˌspeʃi'æləti/
starter*	B1+	/'stɑːtə/
steak*	B1+	/steɪk/
strawberry*	B1+	/'strɔːbəri/
sugar	A1	/'ʃʊgə/
supper*	B1+	/'sʌpə/
syrup	C1	/'sɪrəp/
tea*	A1	/tiː/
tin can*	A2+	/tɪn kən/
toast*	B1	/təʊst/
tomato	A2	/tə'mɑːtəʊ/
tuna*	B2	/'tjuːnə/
turkey*	B2	/'tɜːki/
vegetable*	A1	/'vedʒtəbəl/
vinegar*	B2+	/'vɪnɪgə/
waffle	C1	/'wɒfəl/
yoghurt*	B1+	/'jɒgət/

Other words you need to know	CEFR level	*International Phonetic Alphabet*
mistake*	A2	/mə'steɪk/

MODULE 3

At school	CEFR level	*International Phonetic Alphabet*
achievement*	B1	/ə'tʃiːvmənt/
assembly* hall	C1	/ə'sembli hɔːl/
athletics*	B2+	/æθ'letɪks/
behaviour	A2	/bɪ'heɪvjə/
blazer*	C2	/'bleɪzə/
blouse*	B2	/blaʊz/
break (recess)*	A2+	/breɪk/
canteen*	B1	/kæn'tiːn/
chalkboard*	B2+	/'tʃɔːkbɔːd/
classmate*	A1	/'klɑːsmeɪt/
classroom*	A1	/'klɑːsrʊm/ /'klɑːsruːm/
club (society for shared activity or interest)*	B1	/klʌb/
colleague*	B2	/'kɒliːg/
daughter*	A1	/'dɔːtə/
desk*	A1	/desk/
dictionary*	A1	/'dɪkʃənəri/
dish (food)*	B1+	/dɪʃ/
dormitory*	B2+	/'dɔːmətəri/
driver*	A2	/'draɪvə/
exam paper*	A1+	/ɪg'zæm 'peɪpə/
exercise book*	A2+	/'eksəsaɪz bʊk/
excursion*	B2	/ɪk'skɜːʃən/
experiment* (n)	B1	/ɪk'sperəmənt/
extracurricular activity*	C1	/ˌekstrəkə'rɪkjələ æk'tɪvəti/
field*	A1	/fiːld/
file*	A2+	/faɪl/
folder	B1+	/'fəʊldə/
gymnasium*	B2+	/dʒɪm'neɪziəm/
hall (for assembly)*	B1	/hɔːl/
headteacher* (principal)	B1+	/ˌhed 'tiːtʃə/
homework*	A1	/'həʊmwɜːk/
host family*	B2+	/həʊst 'fæməli/
laboratory*	B1	/lə'bɒrətri/
language assistant*	B2+	/'læŋgwɪdʒ ə'sɪstənt/
leader (of a trip)*	A2	/'liːdə/
lesson*	A1	/'lesən/
library	A1	/'laɪbrəri/ /'laɪbri/
literature*	B1+	/'lɪtərətʃə/
lost property office		/ˌlɒ(ː)st 'prɒpəti 'ɒfɪs/
lunchroom		/'lʌntʃruːm/ /'lʌntʃrʊm/
manager*	A2	/'mænɪdʒə/
mark	A2	/mɑːk/
Miss*	A1	/mɪs/
motivation*	B2+	/ˌməʊtə'veɪʃən/
music room*	A1+	/'mjuːzɪk ruːm/
nursery school*	C1	/'nɜːsəri skuːl/
options*	A2	/'ɒpʃənz/
oral exam*	C1	/ˌɔːrəl ɪg'zæm/
PE kit*	B2+	/ˌpiː 'iː kɪt/
pen*	A1	/pen/
pencil*	A2	/'pensəl/
pencil case	C1	/'pensəl keɪs/
period (lesson)*	B1+	/'pɪəriəd/
pitch (sports field)*	B1	/pɪtʃ/
playground*	B1+	/'pleɪgraʊnd/
primary school*	B1+	/'praɪməri skuːl/
principal*	C1	/'prɪnsəpəl/
problem*	A1	/'prɒbləm/
professor*	B1+	/prə'fesə/
progress*	B1	/'prəʊgres/
projector*	C1	/prə'dʒektə/
public holiday	B2	/ˌpʌblɪk 'hɒlədeɪ/
pupil*	A2	/'pjuːpəl/

rubber*	B1	/'rʌbə/
ruler*	B1	/'ruːlə/
school bag*	A1	/skuːl bæg/
school council*	B1+	/skuːl 'kaʊnsəl/
school crest	C1	/skuːl 'krest/
school day*	A2	/skuːl 'deɪ/
school holiday*	A1+	/skuːl 'hɒlədi/
school library*	A1	/skuːl 'laɪbrəri/
school trip*	B1	/skuːl 'trɪp/
secondary school*	B1	/'sekəndəri skuːl/
sharpener	B2	/'ʃɑːpənə/ /'ʃɑːpnə/
shoe*	A1	/ʃuː/
skirt*	A2	/skɜːt/
staffroom	C1	/'stɑːfrʊm/ /'stɑːfruːm/
start of term	A2	/stɑːt əv 'tɜːm/
station (e.g. bus or railway)*	A1	/'steɪʃən/
student*	A1	/'stjuːdənt/
studies	A1	/'stʌdiz/
subject*	A1	/'sʌbdʒɪkt/
summer holiday*	A1	/ˌsʌmə 'hɒlədeɪ/
teacher*	A1	/'tiːtʃə/
term*	A2	/'tɜːm/
test	A1	/test/
text book	B1	/'tekst bʊk/
tie*	B1	/taɪ/
timetable*	A2	/'taɪmˌteɪbəl/
trainer*	B1	/'treɪnə/
trousers*	A1	/'traʊzəz/
uniform*	A2+	/'juːnəfɔːm/
whiteboard*	B2+	/'waɪtbɔːd/

School subjects	**CEFR level**	***International Phonetic Alphabet***
art*	A2	/ɑːt/
biology*	A2	/baɪ'ɒlədʒi/
chemistry*	B2	/'keməstri/
Chinese		/ˌtʃaɪ'niːz/
computer science*	B2+	/kəm'pjuːtə ˌsaɪəns/
French		/frentʃ/
geography*	A2+	/dʒi'ɒgrəfi/ /'dʒɒgrəfi/
German		/'dʒɜːmən/
history*	A1	/'hɪstəri/
information technology*	B1+	/ˌɪnfə'meɪʃən tek'nɒlədʒi/
maths*	A2	/mæθs/
oral (spoken language)*	B1+	/'ɔːrəl/
PE*	B1	/ˌpiː 'iː/
physical education*	B2+	/'fɪzɪkəl ˌedjʊ'keɪʃən/
physics*	B1+	/'fɪzɪks/
psychology*	B2	/saɪ'kɒlədʒi/
RE		/ˌɑːr 'iː/
religious studies*	B1+	/rɪ'lɪdʒəs'stʌdiz/
science*	A1	/'saɪəns/
sociology*	B2+	/ˌsəʊsi'ɒlədʒi/ /ˌsəʊʃi'ɒlədʒi/
Spanish		/'spænɪʃ/

University	**CEFR level**	***International Phonetic Alphabet***
accommodation*	A2+	/əˌkɒmə'deɪʃən/
admission interview*	B2+	/əd'mɪʃən ˌɪntəvjuː/
advisor (careers)*	B1+	/əd'vaɪzə/
award ceremony*	B2+	/ə'wɔːd 'serəməni/
campus*	B1	/'kæmpəs/
candidate*	B1+	/'kændədət/
career*	A1	/kə'rɪə/
college*	A1	/'kɒlɪdʒ/
company*	A2	/'kʌmpəni/
degree	A2	/dɪ'griː/
diploma*	B2	/də'pləʊmə/
dissertation*	B2	/ˌdɪsə'teɪʃən/
education*	A2	/ˌedjʊ'keɪʃən/
employee*	B1+	/ɪm'plɔɪiː/ /ˌemplɔɪ'iː/
employer*	B1+	/ɪm'plɔɪə/
graduation*	B2+	/ˌgrædʒu'eɪʃən/
halls of residence*	B2	/hɔːlz əv 'rezɪdəns/
host family*	B2+	/həʊst 'fæməli/
judge*	B1+	/dʒʌdʒ/
lecturer*	B1+	/'lektʃərə/
master's degree*	B2+	/'mɑːstəz dɪ'griː/
module	B2	/'mɒdjuːl/
platform*	A2+	/'plætfɔːm/
presenter*	B2	/prɪ'zentə/
qualification*	B1	/ˌkwɒlɪfɪ'keɪʃən/
responsibility*	B1+	/rɪˌspɒnsə'bɪləti/
student accommodation	B1	/'stjuːdənt əˌkɒmə'deɪʃən/
undergraduate*	B2	/ˌʌndə'grædʒuət/
undergraduate degree*	B2+	/ˌʌndə'grædʒuət dɪ'griː/

Technology	**CEFR level**	***International Phonetic Alphabet***
accessible technology*	B2+	/ək'sesəbəl tek'nɒlədʒi/
advancement	C1	/əd'vɑːnsmənt/
airport*	A1	/'eəpɔːt/
application (software)*	B2	/ˌæplɪ'keɪʃən/
customer*	B1	/'kʌstəmə/
cutting-edge*	B2	/ˌkʌtɪŋ 'edʒ/
database*	B1+	/'deɪtəˌbeɪs/
desktop*	B2	/'desktɒp/
designer*	B2	/dɪ'zaɪnə/
device*	A2	/dɪ'vaɪs/
digital*	A2	/'dɪdʒətl/
download*	B1+	/ˌdaʊn'ləʊd/
ebook	A1	/'iː bʊk/
email*	A1	/'iːmeɪl/
engineer*	A2+	/ˌendʒə'nɪə/
folder*	B1+	/'fəʊldə/
hacker*	B2+	/'hækə/
hacking	C1	/'hækɪŋ/
hard drive	B2+	/hɑːd draɪv/
homepage*	B2	/'həʊmpeɪdʒ/
IT expert*	B1+	/ˌaɪ 'tiː 'ekspɜːt/
laptop	A2	/'læptɒp/
modern*	A1	/'mɒdn/
monitor*	B2	/'mɒnɪtə/
password*	B2	/'pɑːswɜːd
printer*	A2+	/'prɪntə/
projector*	B2+	/prə'dʒektə/
software	B1	/'sɒftweə/
tablet*	B1	/'tæblɪt/
up-to-date	B2+	/ʌp tuː 'deɪt/
voicemail*	B2+	/'vɔɪsmeɪl/
word processor*	B2+	/wɜːd 'prəʊsesə/

Verbs	**CEFR level**	***International Phonetic Alphabet***
access*	B1	/'ækses/
advance	B2	/əd'vɑːns/
argue*	B1+	/'ɑːgjuː/
back up*	B1+	/bæk 'ʌp/
be quiet*	B1	/biː 'kwaɪət/
behave	A2	/bɪ'heɪv/
bring	A1	/brɪŋ/
browse (online / social media)*	B1+	/braʊz/
carry*	A2	/'kæri/
catch* (public transport)	A2+	/kætʃ/
choose*	A1	/tʃuːz/
concentrate*	B1+	/'kɒnsəntreɪt/
consider*	B1+	/kən'sɪdə/
cook*	A1	/kʊk/
coordinate*	B2	/kəʊ'ɔːdəneɪt/

cope*	B2	/kəʊp/
count*	A1	/kaʊnt/
create*	B1+	/kri'eɪt/
cycle*	B2	/'saɪkəl/
dance*	A1	/dɑːns/
debate*	B1+	/dɪ'beɪt/
delete*	B1	/dɪ'liːt/
design*	A1	/dɪ'zaɪn/
disappoint*	B2	/ˌdɪsə'pɔɪnt/
download*	B1+	/ˌdaʊn'ləʊd/
draw*	A1	/drɔː/
dream*	B1+	/driːm/
drop*	A2+	/drɒp/
drop (a subject)*	B2+	/drɒp/
enter (a competition)*	B1	/'entə/
evaluate*	B2	/ɪ'væljueɪt/
excuse*		/ɪk'skjuːz/
fail	B2+	/feɪl/
file*	A2	/faɪl/
finish*	B2	/'fɪnɪʃ/
format*	A1	/'fɔːmæt/
get (ready)	B2+	/get 'redi/
get up*	A1	/get ʌp/
go home	A1	/gəʊ həʊm/
go on (a course)*	A1	/gəʊ ɒn ə kɔːs/
have to*		/hæv tu/
keep (learning)	A1	/kiːp 'lɜːnɪŋ/
leave*	A2	/liːv/
log in	A1	/lɒg 'ɪn/
look for*	B1	/lʊk fɔː/
repeat*	B1+	/rɪ'piːt/
revise*	A1	/rɪ'vaɪz/
paint*	B1	/peɪnt/
participate in*	A2	/pɑː'tɪsəpeɪt ɪn/
pass (a course or exam)*	B1+ B1	/pɑːs/
paste*	B2	/peɪst/
pay*	A1	/peɪ/
practise*	A1	/'præktɪs/
prepare for*	A1	/prɪ'peə fɔː/
print*	B1	/prɪnt/
produce*	B1	/prə'djuːs/
progress*	B2	/prə'gres/
put on (clothes)*	A1	/pʊt ɒn/
question*	A2	/'kwestʃən/
record (progress)	B1+	/rɪ'kɔːd ˌprəʊgres/
repair*	B1	/rɪ'peə/
respond to*	A2	/rɪ'spɒnd tuː/
retake (a test)*	B2+	/ˌriː'teɪk/
sculpt	C1	/skʌlpt/
seem (interesting)*	A2	/siːm 'ɪntrəstɪŋ/
silence (a device)*	B2+	/'saɪləns/
sit down*	A1	/sɪt daʊn/
study*	A1	/'stʌdi/
study for	A1	/'stʌdi fɔːr/
summarise*	B2	/'sʌməraɪz/
take off*	A1	/teɪk ɒf/
take part in*	A2	/teɪk 'pɑːt ɪn/
take the register*	B1+	/teɪk ðə 'redʒɪstə/
tell off (to scold)*	B1	/tel 'ɒːf/
text*	B2	/tekst/
tidy up*	B1+	/'taɪdi ʌp/
touch*	B2+	/tʌtʃ/
turn*	A1	/tɜːn/
type*	B1	/taɪp/
volunteer*	B2	/ˌvɒlən'tɪə/

Adjectives / Adverbs	**CEFR level**	***International Phonetic Alphabet***
adequate*	B2+	/'ædɪkwət/
available*	A2	/ə'veɪləbəl/
badly (designed)	A2	/ˌbædli dɪ'zaɪnd/
compulsory*	B2	/kəm'pʌlsəri/
content*	B1+	/kən'tent/
content with*	C1	/kən'tent wɪθ/
cutting-edge*	B2+	/'kʌtɪŋ edʒ/
dangerous*	A2	/'deɪndʒərəs/
delighted*	B2+	/dɪ'laɪtɪd/
difficult*	A1	/'dɪfɪkəlt/
engaging*	C1	/ɪn'geɪdʒɪŋ/
included*	A2	/ɪn'kluːdɪd/
initial*	B1+	/ɪ'nɪʃəl/
flexible*	B2	/'fleksəbəl/
focused*	B2+	/'fəʊkəs/
general*	B1+	/'dʒenərəl/
grateful*	B1+	/'greɪtfəl/
hungry*	B1+	/'hʌŋgri/
interactive*	B2+	/ˌɪntər'æktɪv/
keen*	B1	/kiːn/
kind*	A2	/kaɪnd/
major (importance)*	B1+	/'meɪdʒə/
manual*	B2	/'mænjuəl/
optional*	B2+	/'ɒpʃənəl/
prestigious*	C1	/pre'stɪ(ː)dʒəs/
salty*	B2+	/'sɔːlti/
social*	A2	/'səʊʃəl/
strict	B2	/strɪkt/
technical*	B1+	/'teknɪkəl/
terrific*	B2	/tə'rɪfɪk/
tidy*	B1	/'taɪdi/
tired*	A1	/taɪəd/
useful*	A2	/'juːsfəl/
voluntary*	B1+	/'vɒləntəri/
worldwide (global)*	B1+	/ˌwɜːld'waɪd◂/

Conjunctions	**CEFR level**	***International Phonetic Alphabet***
besides*	B1+	/bɪ'saɪdz/
consequently*	B1+	/'kɒnsəkwəntli/
otherwise*	B2+	/'ʌðəwaɪz/
though*	B1+	/ðəʊ/
unless*	B1+	/ʌn'les/

HFI: numbers	**CEFR level**	***International Phonetic Alphabet***
eighteen*	A1	/ˌeɪ'tiːn◂/
fifty*	A2	/'fɪfti/
nine*	A1	/naɪn/
ninety*	A2	/'naɪnti/
sixteen*	A1	/ˌsɪk'stiːn◂/
twenty*	A1	/'twenti/

HFI: quantities	**CEFR level**	***International Phonetic Alphabet***
maximum*	B1+	/'mæksəməm/

HFI: time and expressions of time	**CEFR level**	***International Phonetic Alphabet***
half (hour)*	A1	/hɑːf/
o'clock*	A1	/ə'klɒk/

HFI: days and months	**CEFR level**	***International Phonetic Alphabet***
December*	A1	/dɪ'sembə/
January*	A1	/'dʒænjuəri/
September*	A1	/sep'tembə/
Wednesday*	A1	/'wenzdi/ /'wenzdeɪ/

HFI: countries and nationalities	**CEFR level**	***International Phonetic Alphabet***
Bangladesh*		/ˌbæŋglə'deʃ/
Danish*		/'deɪnɪʃ/
Denmark*		/'denmɑːk/
France*		/frɑːns
Ireland*		/'aɪələnd/
Irish*		/'aɪərɪʃ/
Japanese*		/ˌdʒæpə'niːz◂/
Netherlands*		/'neðələndz/
United States*		/juː'naɪtɪd steɪts/

HFI: colours	CEFR level	*International Phonetic Alphabet*
grey*	A2+	/greɪ/

Phrases	CEFR level	*International Phonetic Alphabet*
a good idea*	A1	/ə gʊd aɪ'dɪə/
a long time ago*	A2	/ə lɒŋ taɪm ə'gəʊ/
accused of*	B2	/ə'kjuːzd əv/
agree with*	B1+	/ə'griː wɪθ/
and so on*	B1	/ənd səʊ ɒn/
at the same time*	A1	/ət ðə seɪm 'taɪm/
be allowed to*	A2	/bi ə'laʊd tuː/
connected to		/kə'nektɪd tuː/
fail to (do something)*	B1	/'feɪl tuː/
find it difficult to*	A2	/faɪnd ɪt 'dɪfɪkəlt tuː/
for example	A2	/fər ɪg'zɑːmpəl/
for instance*	B1	/fɔː 'ɪnstəns/
get rid of*	B2	/get rɪd əv/
have a look*	A2	/hæv ə lʊk/
if I were you*	B1	/ɪf aɪ wə juː/
in the future*	A1	/ɪn ðə 'fjuːtʃə/
it depends*	A2	/ɪt dɪ'pendz/
kind regards*	B1+	/kaɪnd rɪ'gɑːdz/
loads of*	B2	/ləʊdz əv/
more or less*	B2	/mɔː ɔː les/
pay attention*	A2	/peɪ ə'tenʃən/
something like*	B2	/'sʌmθɪŋ laɪk/

Springboard vocabulary	CEFR level	*International Phonetic Alphabet*
bank*	A1	/bæŋk/
break	A1	/breɪk/
course*	A1	/kɔːs/
customer*	B1	/'kʌstəmə/
desire*	B2	/dɪ'zaɪə/
distract*	B2+	/dɪs'trækt/
drama	A2	/'drɑːmə/
factory*	A2+	/'fæktəri/
high school	A1	/'haɪ skuːl/
internet	A1	/'ɪntənet/
librarian	B2	/laɪ'breəriən/
locked*	B1	/lɒkt/
main hall	B1	/'meɪn hɔːl/
music	A1	/'mjuːzɪk/
office	A1	/'ɒfɪs/
palace*	B1+	/'pælɪs/
pause*	B2	/pɔːz/
playgroup	C1	/'pleɪgruːp/
post office*	A1	/pəʊst 'ɒfɪs/
practice*	A2	/'præktɪs/
prompt*	B2+	/prɒmpt/
reception	C2	/rɪ'sepʃən/
satisfied*	B2+	/'sætɪsfaɪd/
sixth form	C1	/sɪksθ 'fɔːm/
taxi driver*	B1	/'tæksi 'draɪvə/

Higher-level words	CEFR level	*International Phonetic Alphabet*
brand new	C2	/brænd 'njuː/
collaborative	C1	/kə'læbərətɪv/
competences	C1	/'kɒmpətənsɪz/
emphasis	B2	/'emfəsɪs/
far-reaching	C2	/'fɑːriːtʃɪŋ/
requirements	B2	/rɪ'kwaɪəmənts/
shortlist	C2	/'ʃɔːtlɪst/
to let someone down	B2	/tuː let ˌsʌmwʌn 'daʊn/
transformation	C2	/ˌtrænsfə'meɪʃən/

MODULE 4

Jobs	CEFR level	*International Phonetic Alphabet*
accountant*	B2	/ə'kaʊntənt/
actor*	A2	/'æktə/
ambulance driver*	A2+	/'æmbjələns 'draɪvə/
architect*	B1+	/'ɑːkətekt/
artist*	A2	/'ɑːtɪst/
author	A2	/'ɔːθə/
baker*	B2	/'beɪkə/
banker*	B2	/'bæŋkə/
bricklayer	C1	/'brɪkˌleɪə/
builder*	B2	/'bɪldə/
bus driver*	A2	/bʌs 'draɪvə/
businessperson*	A2+	/'bɪznəsˌpɜːsən/
carpenter*	B2+	/'kɑːpəntə/
cashier	B2	/kæ'ʃɪə/
chef*	B1	/ʃef/
chemist	B2	/'kemɪst/
cleaner*	B1+	/'kliːnə/
coach	B1+	/kəʊtʃ/
counsellor / counselling	B2+	/'kaʊnsələ/ /'kaʊnsəlɪŋ/
dentist*	B1	/'dentɪst/
detective	B1+	/dɪ'tektɪv/
dietician		/ˌdaɪə'tɪʃən/
doctor*	A2	/'dɒktə/
economist*	B2	/ɪ'kɒnəmɪst/
electrician*	B2	/ɪˌlek'trɪʃən/
emergency services*	B2+	/ɪ'mɜːdʒənsi 'sɜːvɪs/
farmer*	A1	/'fɑːmə/
film maker*	B2+	/'fɪlmˌmeɪkə/
firefighter (fire officer)*	B2	/'faɪəˌfaɪtə/
flight attendant (cabin crew)*	B2	/flaɪt ə'tendənt/
homemaker*	B2	/'həʊmˌmeɪkə/
influencer*	B2	/'ɪnflʊənsə/
journalist*	A2+	/'dʒɜːnəlɪst/
judge	B1+	/dʒʌdʒ/
language assistant	A2	/'læŋgwɪdʒ ə'sɪstənt/
lawyer	B1+	/'lɔːjə/
manager*	A2	/'mænɪdʒə/
mason	C1	/'meɪsən/
mechanic*	B1	/mɪ'kænɪk/
nurse*	A1	/nɜːs/
office worker*	B2	/'ɒfɪs 'wɜːkə/
optician	B2+	/ɒp'tɪʃən/
pharmacist*	B1+	/'fɑːməsɪst/
photographer*	B1	/fə'tɒgrəfə/
pilot*	A2	/'paɪlət/
plumber*	B2	/'plʌmə/
police officer*	A2+	/pə'liːs 'ɒfəsə/
politician*	A2+	/ˌpɒlə'tɪʃən/
postal worker*	B2+	/'pəʊstl 'wɜːkə/
postman	B2	/'pəʊstmən/
receptionist*	B1+	/rɪ'sepʃənɪst/
salesperson	B2+	/'seɪlzˌpɜːsən/
secretary*	B1	/'sekrətəri/
server (waiter)*	B1	/'sɜːvə/
shop assistant*	A2	/ʃɒp ə'sɪstənt/
shopkeeper*	B2	/'ʃɒpˌkiːpə/
soldier*	A1	/'səʊldʒə/
sports person	B1	/'spɔːtsˌpɜːsən/
tailor*	B2+	/'teɪlə/
teacher*	A1	/'tiːtʃə/
technician*	B2	/tek'nɪʃən/
translator*	B1+	/træns'leɪtə/
tutor*	B1+	/'tjuːtə/
vet	A2+	/vet/

video game tester*		/ˈvɪdiəʊ geɪm ˈtestə/
waiter*		/ˈweɪtə/
waitress*	B1	/ˈweɪtrɪs/
zookeeper	B2+	/zuː ˈkiːpə/

Places of work and describing jobs	**CEFR level**	***International Phonetic Alphabet***
ambulance*	A2+	/ˈæmbjələns/
bookshop*	B1	/ˈbʊkʃɒp/
breakdown*	B2	/ˈbreɪkdaʊn/
build houses*	A1	/bɪld haʊzɪz/
café*	A2	/ˈkæfeɪ/
charity*	B1	/ˈtʃærəti/
farm	A1	/fɑːm/
help sick people*	A2	/help sɪk ˈpiːpəl/
hospital*	A2	/ˈhɒspɪtl/
look after people's teeth*	A2	/lʊk ˈɑːftə ˈpiːpəlz tiːθ/
milk*	A1	/mɪlk/
non-profit*	B2+	/nɒn ˈprɒfɪt/
office*	A1	/ˈɒfɪs/
paint pictures*	A2	/peɪnt ˈpɪktʃəz/
repair machines*	B1	/rɪˈpeə məˈʃiːnz/
restaurant*	A1	/ˈrestərɒnt/
school*	A1	/skuːl/
shopping centre*	B1	/ˈʃɒpɪŋ ˈsentə/
teach people	A1	/tiːtʃ ˈpiːpəl/
theatre*	A2+	/ˈθɪətə/
till*	B2+	/tɪl/
wage*	B1+	/weɪdʒ/
wear a uniform*	A2+	/weə əˈjuːnəfɔːm/
work inside / outside*	A1	/wɜːk ɪnˈsaɪd/ /ˌaʊtˈsaɪd/
work with your hands*	A1	/wɜːk wɪð jɔː hændz/

Work	**CEFR level**	***International Phonetic Alphabet***
badly paid	B2+	/ˈbædli peɪd/
colleague	B2	/ˈkɒliːg/
company	A2	/ˈkʌmpəni/
co-worker	B2+	/kəʊ ˈwɜːkə/
database	B1+	/ˈdeɪtəˌbeɪs/
department*	B1	/dɪˈpɑːtmənt/
digital nomad*		/ˈdɪdʒɪtəl ˈnəʊmæd/
employee*	B1	/ɪmˈplɔɪiː/ /ˌemplɔɪˈiː/
employer*	B1	/ɪmˈplɔɪə/
feel fulfilled*	B2+	/fiːl fʊlˈfɪld/
freelance	C1	/ˈfriːˌlɑːns/
hard work*		/hɑːd wɜːk/
helmet*	B2	/ˈhelmɪt/
holiday job*	A1+	/ˈhɒlədeɪ dʒɒb/
hybrid work		/ˈhaɪbrɪd wɜːk/
involve*	B1+	/ɪnˈvɒlv/
job coach	B2+	/dʒɒb kəʊtʃ/
job security*	B2+	/dʒɒb sɪˈkjʊərəti/
manual worker*	B2	/ˈmænjuəl ˈwɜːkə/
network	B2+	/ˈnetwɜːk/
notice period*	B2+	/ˈnəʊtɪs ˈpɪəriəd/
office	A1	/ˈɒfɪs/
office hour*	B1	/ˈɒfɪs aʊə/
organisation*	A2	/ˌɔːgənaɪˈzeɪʃən/
parental leave (maternity or paternity leave)*	B2+	/pəˈrentl liːv/
part-time employment / job	B1 / A1	/pɑːt taɪm ɪmˈplɔɪmənt/ /dʒɒb/
pay*	A1	/peɪ/
personnel*	B2	/ˌpɜːsəˈnel/
recruit*	B2	/rɪˈkruːt/
redundancy*	B2+	/rɪˈdʌndənsi/
resignation*	B2+	/ˌrezɪgˈneɪʃən/
reskill		/ˌriːˈskɪl/
summer job	A1	/ˈsʌmə dʒɒb/
technical*	B2	/ˈteknɪkəl/

temporary job*	B2	/ˈtempərəri dʒɒb/
train	B1+	/treɪn/
trial shift*	B2+	/ˈtraɪəl ʃɪft/
unemployed*	B1	/ˌʌnɪmˈplɔɪd◂/
unemployment*	B1	/ˌʌnɪmˈplɔɪmənt/
unpaid*	C1	/ˌʌnˈpeɪd◂/
upskill		/ʌpskɪl/
voluntary*	C1	/ˈvɒləntəri/
volunteer* (n), (v)	(n) B2 (v) C1	/ˌvɒlənˈtɪə/
well-paid*	B2	/wel peɪd/
work hard		/wɜːk hɑːd/

Employment plans	**CEFR level**	***International Phonetic Alphabet***
advise*	B1	/ədˈvaɪz/
apprentice*	B2+	/əˈprentɪs/
apprenticeship*	B2+	/əˈprentəsʃɪp/
aspiration*	C2	/ˌæspəˈreɪʃən/
career*	B1	/kəˈrɪər/
careers advice*	B1	/kəˈrɪərz ədˈvaɪs/
careers adviser*	B1+	/kəˈrɪərz ədˈvaɪsə/
careers fair	B2	/kəˈrɪərz feə/
careers ladder*	C1	/kəˈrɪərz lædə/
grateful*	B1+	/ˈgreɪtfəl/
job opening	B2	/dʒɒb ˈəʊpənɪŋ/
leader*	A2	/ˈliːdə/
leadership*	B1+	/ˈliːdəʃɪp/
manage a team	A2+	/ˈmænɪdʒ ə tiːm/
position*	B2	/pəˈzɪʃən/
profession*	B1	/prəˈfeʃən/
representative (rep)	B2	/ˌreprɪˈzentətɪv/
role	B1+	/rəʊl/
supportive*	C1	/səˈpɔːtɪv/
trade*	B2	/treɪd/
trainee*	C1	/ˌtreɪˈniː◂/
vocational training	B1	/vəʊˈkeɪʃənl ˈtreɪnɪŋ/

Characteristics	**CEFR level**	***International Phonetic Alphabet***
adaptable*	C1	/əˈdæptəbəl/
capable	B2	/ˈkeɪpəbəl/
clever	A2+	/ˈklevə/
commitment*	B2	/kəˈmɪtmənt/
competent*	B2	/ˈkɒmpɪtənt/
consistent*	C2	/kənˈsɪstənt/
confident	B2	/ˈkɒnfɪdənt/
curious	B2	/ˈkjʊəriəs/
diligent	C1	/ˈdɪlədʒənt/
duty*	B1	/ˈdjuːti/
dynamic*	B2+	/daɪˈnæmɪk/
enthusiastic	B2	/ɪnˌθjuːziˈæstɪk◂/
expert in / at*	B2	/ˈekspɜːt ɪn/ /æt/
expertise*	B2+	/ˌekspɜːˈtiːz/
fault*	B1+	/fɔːlt/
flexible*	B2	/ˈfleksəbəl/
focused*	B2+	/ˈfəʊkəs/
friendly	A2+	/ˈfrendli/
hard-working	B2+	/hɑːd ˈwɜːkɪŋ/
kind	A2	/kaɪnd/
open-minded	C1	/ˈəʊpən ˈmaɪndɪd/
organised		/ˈɔːgənaɪz/
patient	B1+	/ˈpeɪʃənt/
polite	B1	/pəˈlaɪt/
proactive*	C1	/prəʊˈæktɪv/
professional	B1+	/prəˈfeʃənəl/
proficient (in / at)*	C1	/prəˈfɪʃənt/
reliable	B2	/rɪˈlaɪəbəl/
resilience*	C1	/rɪˈzɪliəns/
resilient*	C1	/rɪˈzɪliənt/
responsible	B1+	/rɪˈspɒnsəbəl/
rude	B1	/ruːd/
sensible	B1+	/ˈsensəbəl/
serious	B1	/ˈsɪəriəs/

supportive*	B2+	/sə'pɔːtɪv/
unfriendly	B2+	/ʌn'frendli/
thorough*	B2+	/'θʌrə/

Building a CV	**CEFR level**	***International Phonetic Alphabet***
accomplishment*	B2+	/ə'kʌmplɪʃmənt/
achieve*	B1+	/ə'tʃiːv/
adequate*	B2+	/'ædɪkwət/
brief*	B1+	/briːf/
bonus	B2	/'bəʊnəs/
citizenship*	B2	/'sɪtəzənʃɪp/
communication skills*	B1	/kəˌmjuːnɪ'keɪʃən skɪlz/
company	A2	/'kʌmpəni/
course	A1	/kɔːs/
curriculum vitae	C1	/kəˌrɪkjələm 'viːtaɪ/
CV*	C1	/ˌsiː 'viː/
dedication*	B2+	/ˌdedɪ'keɪʃən/
driving licence*	B2+	/'draɪvɪŋ 'laɪsəns/
employment*	B2	/ɪm'plɔɪmənt/
employment history	B2+	/ɪm'plɔɪmənt 'hɪstəri/
essential	B1+	/ɪ'senʃəl/
experience*	B1+	/ɪk'spɪəriəns/
experienced*	B2	/ɪk'spɪəriənst/
grade (school year)*	B2	/greɪd/
interest	B1	/'ɪntrɪst/
nationality	B1	/ˌnæʃə'næləti/
necessary*	A2+	/'nesəsəri/
opportunities*	B1+	/ˌɒpə'tjuːnətiːz/
previous*	B1+	/'priːviəs/
prior*	B2+	/'praɪə/
problem-solving skills		/'prɒbləm sɒlvɪŋ skɪlz/
qualification*	B1	/ˌkwɒlɪfɪ'keɪʃən/
qualified	B2	/'kwɒlɪfaɪd/
quality (a trait)*	B2	/'kwɒləti/
reference (recommendation)*	B1+	/'refərəns/
relevant (experience)*	B2+	/'reləvənt/
require*	B2	/rɪ'kwaɪə/
resume / résumé*	C1	/'rezjʊmeɪ/ /'reɪzʊ'meɪ/
skill	A2	/skɪl/
summary*	B1+	/'sʌməri/
surname	A2+	/'sɜːneɪm/
unnecessary	B1+	/ʌn'nesəsəri/
teamwork	B2	/'tiːmwɜːk/
time management		/taɪm 'mænɪdʒmənt/
willing to	B1+	/'wɪlɪŋ tuː/
work experience	B1+	/wɜːk ɪks'pɪərɪəns/

Job applications and interviews	**CEFR level**	***International Phonetic Alphabet***
action	B1+	/'ækʃən/
advert*	B1+	/'ædvɜːt/
advertisement*		/əd'vɜːtəsmənt/
applicant*	B2	/'æplɪkənt/
application*	B1	/ˌæplɪ'keɪʃən/
apply*	A2+	/ə'plaɪ/
appointment*	A2	/ə'pɔɪntmənt/
breakdown*	B2	/'breɪkˌdaʊn/
candidate*	B1+	/'kændədət/
communication breakdown*	B2+	/kəˌmjuːnɪ'keɪʃən 'breɪkdaʊn/
competition*	A2	/ˌkɒmpə'tɪʃən/
competitive*	B2	/kəm'petətɪv/
contract*	A2+	/'kɒntrækt/
cover letter*	C1	/'kʌvə 'letə/
fill in*	B1+	/fɪl ɪn/
form*	A2	/fɔːm/
impressive*	B2	/ɪm'presɪv/
interview*	A2+	/'ɪntəvjuː/
invite	A2	/ɪn'vaɪt/
in writing	B1+	/ɪn 'raɪtɪŋ/
offer (n, v)	B1 (n), A2+ (v)	/'ɒfə/

position*	B1+	/pə'zɪʃən/
prepare*	B1	/prɪ'peə/
reason	B1	/'riːzn/
receive an offer*	B1	/rɪ'siːv ən 'ɒfə/
result	A2	/rɪ'zʌlt/
salary*	B1+	/'sæləri/
select*	B1+	/sə'lekt/
shortlist	C2	/'ʃɔːtlɪst/
shortlisted*		/'ʃɔːtlɪstɪd/
sign a contract	B2+	/saɪn ə 'kɒntrækt/
situation	A2+	/ˌsɪtʃu'eɪʃən/
stand out	B2	/stænd aʊt/
take the initiative		/teɪk ðɪ ɪ'nɪʃətɪv/
task	A2	/tɑːsk/
tend to	B1+	/tend tuː/
vacancy*	B1+	/'veɪkənsi/
written	B1	/'rɪtn/

Verbs	**CEFR level**	***International Phonetic Alphabet***
advance at work	B2	/əd'vɑːns æt wɜːk/
ask*	A1	/ɑːsk/
babysit*	C1	/'beɪbɪsɪt/
balance*	B2+	/'bæləns/
become*	A2+	/bɪ'kʌm/
carry on*	A2	/'kæri ɒn/
check*	A2	/tʃek/
choose (to do)	A2	/tʃuːz/
copy	A2	/'kɒpi/
cut*	A1	/kʌt/
decide*	A2	/dɪ'saɪd/
delete	B1	/dɪ'liːt/
desire*	B2	/dɪ'zaɪə/
earn*	B1+	/ɜːn/
explain	A2+	/ɪks'pleɪn/
fail (an exam)*	A2+	/feɪl/
fail to do*	B1	/feɪl tuː duː/
give back*	B1+	/gɪv bæk/
go an a course (to train for work)*	B2	/gəʊ ɒn ə kɔːs/
have an appointment*	A2	/hæv ən ə'pɔɪntmənt/
hear about a job	A2+	/hɪər ə'baʊt ə dʒɒb/
look for	B1+	/lʊk fɔː/
open up opportunities	B2+	/'əʊpən ʌp ˌɒpə'tjuːnətiz/
pack*	A2+	/pæk/
perform (in a role)*	B1+	/pə'fɔːm/
prepare	B1	/prɪ'peə/
quit*	B1+	/kwɪt/
raise (money – fundraise)*	B2	/reɪz/
record	B1+	/rɪ'kɔːd/
reply*	A2+	/rɪ'plaɪ/
require	B2	/rɪ'kwaɪə/
resign*	B2	/rɪ'zaɪn/
retire*	B2	/rɪ'taɪə/
telephone*	B2+	/'teləfəʊn/
upload*	B2+	/ʌp'ləʊd/
walk (the dog)*	B2	/wɔːk/
want	A1	/wɒnt/
wish	B1	/wɪʃ/
write (a letter of application)*	A1	/raɪt/

Expressions	**CEFR level**	***International Phonetic Alphabet***
a piece of advice	A2	/ə piːs əv əd'vaɪs/
account for*	B2	/ə'kaʊnt fɔː/
an alternative to*	B1	/ən ɔːl'tɜːnətɪv tuː/
as a whole*	B2	/æz ə həʊl/
be familiar with	B2	/bi fə'mɪliə wɪð/
be the norm	C1	/bi ðə nɔːm/
best wishes*	B1	/best wɪʃɪz/

both sides*	B2	/bəʊθ saɪdz/
by now*	B2	/baɪ naʊ/
choose to do*	B1	/tʃuːz tə duː/
climb the careers ladder*	C1	/klaɪm ðə kə'rɪəz 'lædə/
come up with	B1	/kʌm ʌp wɪð/
confidence in*	B2	/'kɒnfɪdəns ɪn/
despite the fact that*	B2	/dɪs'paɪt ðə fækt ðæt/
do vocational training	B1	/duː vəʊ'keɪʃənəl 'treɪnɪŋ/
earn your living	B2	/ɜːn jɔːr 'lɪvɪŋ/
find it difficult to do*		/faɪnd ɪt 'dɪfɪkəlt tə duː/
go on to do*	B2	/gəʊ ɒn tə duː/
hard work*	A1	/hɑːd wɜːk/
have got to*	A2	/həv gɒt tə/
I have to say*	B2	/aɪ hæv tuː seɪ/
I'm fed up*	B1	/aɪm fed ʌp/
I'm sorry*	A1	/aɪm 'sɒri/
I would be grateful if*		/aɪ wʊd bi 'greɪtfəl ɪf/
if I were you*	B1	/ɪf aɪ wə jʊ/
in other words*	B1	/ɪn 'ʌðə wɜːdz/
in particular*	B1	/ɪn pə'tɪkjələ/
in response to*	B1	/ɪn rɪ'spɒns tuː/
in spite of*	B2	/ɪn spaɪt ɒv/
in this case*	B1	/ɪn ðɪs keɪs/
it is important to*	A1	/ɪt ɪz ɪm'pɔːtənt tuː/
look forward to*	B1	/lʊk 'fɔːwəd tuː/
make a mistake*	A2	/meɪk ə mɪs'teɪk/
manage to*	B1	/'mænɪdʒ tuː/
never mind*	B1	/'nevə maɪnd/
not even if*	B1	/nɒt 'iːvən ɪf/
not only*	B1	/nɒt 'əʊnli/
on the one hand*	B2	/ɒn ðə wʌn hænd/
ought to*	B1	/ɔːt tuː/
point of view*	B1	/pɔɪnt ɒv vjuː/
ranging from*	B2	/'reɪndʒɪŋ frɒm/
relevant to*	B2	/'reləvənt tuː/
take advantage of*	B2	/teɪk əd'vɑːntɪdʒ əv/
take into account*	B2	/teɪk 'ɪntə ə'kaʊnt/
tell the truth*	B1	/tel ðə truːθ/
thanks in advance*	B2	/θæŋks ɪn əd'vɑːns/
to be right*	A1+	/tuː biː raɪt/
whether or not*	B2	/'weðər ɔː nɒt/

HFI: days, months and seasons	CEFR level	*International Phonetic Alphabet*
April*	A1	/'eɪprəl/
autumn*	A1	/'ɔːtəm/
February*	A1	/'februəri/ /'febjʊri/
Thursday*	A1	/'θɜːzdi/ /'θɜːzdeɪ/
Tuesday*	A1	/'tjuːzdi/ /'tjuːzdeɪ/

HFI: countries	CEFR level	*International Phonetic Alphabet*
Canada*		/'kænədə/
England*		/'ɪŋgləND/

HFI: social conventions	CEFR level	*International Phonetic Alphabet*
good morning*	A2	/gʊd 'mɔːnɪŋ/
nice to meet you*	A2	/naɪs tə miːt jʊ/

HFI: colours	CEFR level	*International Phonetic Alphabet*
brown*	A1	/braʊn/
dark*	A2	/dɑːk/

HFI: abbreviations / acronyms	CEFR level	*International Phonetic Alphabet*
Ms*	A1	/mɪz/

Conjunctions	CEFR level	*International Phonetic Alphabet*
despite*	B1+	/dɪ'spaɪt/

Adjectives / Adverbs	CEFR level	*International Phonetic Alphabet*
alone*	B1	/ə'ləʊn/
badly* (adv)	A2	/'bædli/
customer-focused*	B2	/'kʌstəmə'fəʊkəst/
economic*	B1+	/ˌekə'nɒmɪk/
efficient*	B2	/ɪ'fɪʃənt/
full-time*	B1+	/fʊl taɪm/
glad*	B1+	/glæd/
incorrect*	B1+	/ˌɪnkə'rekt/
industrial*	B1+	/ɪn'dʌstriəl/
managerial*	B2+	/ˌmænə'dʒɪəriəl/
part-time*	B1+	/pɑːt taɪm/
potential*	B2	/pə'tenʃəl/
redundant*	B2	/rɪ'dʌndənt/
resourceful*	B2	/rɪ'zɔːsfəl/
rude*	B1	/ruːd/
secure*	B2	/sɪ'kʊə/
sunny*	B1	/'sʌni/
supportive*	B2+	/sə'pɔːtɪv/
thirsty*	B1	/'θɜːsti/
typical*	B1+	/'tɪpɪkəl/
unpaid*	B2	/ˌʌn'peɪd◂/
unsuccessful*	B2	/ˌʌnsək'sesfəl◂/

Questions	CEFR level	*International Phonetic Alphabet*
how can I ...?*	A2	/haʊ kən aɪ/

Other words you need to know	CEFR level	*International Phonetic Alphabet*
amusing*	B1+	/ə'mjuːzɪŋ/
brochure*	B1+	/'brəʊʃə/
call centre	B2+	/kɔːl 'sentə/
conservation	B2	/ˌkɒnsə'veɪʃən/
dreadful*	B2+	/'dredfʊl/
effective*	B2	/ɪ'fektɪv/
evidently*	B2+	/'evɪdəntli/
grandmother*	A2+	/'græn,mʌðə/
harsh*	B2	/hɑːʃ/
illegal*	B1	/ɪ'liːgəl/
income tax*	B2	/'ɪŋkʌm tæks/
knife*	A1	/naɪf/
lightweight*	B2+	/'laɪtweɪt/
minimal*	B2	/'mɪnɪml/
minor*	B2+	/'maɪnə/
no good*	B1+	/nəʊ gʊd/
numerous*	B2	/'njuːmərəs/
primary (most important)*	B2+	/'praɪməri/
priority*	B2	/praɪ'ɒrəti/
respected*	B2+	/rɪs'pektɪd/
sensational*	B2+	/sen'seɪʃənl/
subsequent*	B2+	/'sʌbsɪkwənt/
sugar*	A1	/'ʃʊgə/
tax*	A2	/tæks/
tongue*	A2	/tʌŋ/
unbelievable*	B2	/ˌʌnbɪ'liːvəbəl◂/
untrue*	B2	/ʌn'truː/
valid*	B1+	/'vælɪd/
versatile	C1	/'vɜːsətaɪl/
weak	A2	/wiːk/
yet	B1+	/jet/

MODULE 5

Transport and travel	CEFR level	*International Phonetic Alphabet*
aeroplane (plane)*	A1	/ˈeərəpleɪn/
airport*	A1	/ˈeəpɔːt/
allowance (e.g. baggage allowance)*	B2	/əˈlaʊəns/
arrival*	A2+	/əˈraɪvəl/
baggage*	B2	/ˈbægɪdʒ/
bike	A1	/baɪk/
board a plane*		/bɔːd ə pleɪn/
boarding pass*		/ˈbɔːdɪŋ pɑːs/
boat*	A1	/bəʊt/
border	B1+	/ˈbɔːdə/
break down*	B1	/breɪk daʊn/
bus*	A1	/bʌs/
catch*	A1	/kætʃ/
check in* (phr v)	B1	/tʃek ɪn/
coach*	A2+	/kəʊtʃ/
continue*	A2	/kənˈtɪnjuː/
delay* (n, v)	B1	/dɪˈleɪ/
departure*	B2	/dɪˈpɑːtʃə/
departure lounge*	B2	/dɪˈpɑːtʃə laʊndʒ/
destination*	B1+	/ˌdestɪˈneɪʃən/
drive	A1	/draɪv/
exhausted*	B1+	/ɪgˈzɔːstɪd/
far*	A1	/fɑː/
ferry*	B1+	/ˈferi/
fill the tank*	A1	/fɪl ðə tæŋk/
fly*	A1	/flaɪ/
fly a plane*	A1	/flaɪ ə pleɪn/
get	A1	/get/
get in*	B1	/get ˈɪn/
get into	B1	/get ˈɪntʊ/
get off*	B1	/get ɒf/
get on*	B1+	/get ɒn/
get out (of)*	B1+	/get aʊt/
go (by)	B1+	/gəʊ/
helicopter	B1+	/ˈhelɪkɒptə/
ID (identification)*	A2+	/aɪ diː/
journey*	A2	/ˈdʒɜːni/
land*	A2+	/lænd/
land a plane*	A2+	/lænd ə pleɪn/
leave*	A1	/liːv/
long*	A1	/lɒŋ/
map*	A1	/mæp/
means of transport*	B2+	/miːnz əv ˈtrænspɔːt/
moped	C1	/ˈməʊped/
motorbike*	B1	/ˈməʊtəbaɪk/
on foot*	B1+	/ɒn fʊt/
overtake*	B2+	/ˌəʊvəˈteɪk/
pass (travel pass, e.g. boarding pass)*	B2	/pɑːs/
passport*	A1	/ˈpɑːspɔːt/
passport control*	C1	/ˈpɑːspɔːt kənˈtrəʊl/
per hour*	B2	/pɜː aʊə/
petrol*	A2+	/ˈpetrəl/
plane*	A1	/pleɪn/
priority*	B2	/praɪˈɒrəti/
ride	A1	/raɪd/
safety*	B1+	/ˈseɪfti/
scooter	B2+	/ˈskuːtə/
security (at an airport)*	B1	/sɪˈkjʊərəti/
ship*	A2	/ʃɪp/
stay*	A1	/steɪ/
take	A1	/teɪk/
take off* (n, v)	B2/A1	/teɪk ɒf/
taxi*	A1	/ˈtæksi/
taxi driver	B1	/ˈtæksi ˈdraɪvə/
ticket inspector*	B2+	/ˈtɪkɪt ɪnˈspektə/
tiring*	B2	/ˈtaɪərɪŋ/
tissue*	A2+	/ˈtɪʃuː/
torch (flashlight)*	B2	/tɔːtʃ/
train*	A1	/treɪn/
tram*	B2+	/træm/
underground*	B2	/ˈʌndəgraʊnd/
wait*	B1+	/weɪt/
wait for*		/weɪt fɔː/

Places	CEFR level	*International Phonetic Alphabet*
bank	A1	/bæŋk/
beach	A2	/biːtʃ/
bike station		/baɪk ˈsteɪʃən/
bus station	B1+	/bʌs ˈsteɪʃən/
café	A2	/ˈkæfeɪ/
castle*	B1+	/ˈkɑːsəl/
chemist	B1	/ˈkemɪst/
city	A1	/ˈsɪti/
coast	A2+	/kəʊst/
cycle lane	B2	/ˈsaɪkəl leɪn/
desert	A2+	/ˈdezət/
hospital	A2	/ˈhɒspɪtl/
island	A1	/ˈaɪlənd/
lake*	A1	/leɪk/
mosque	A2	/mɒsk/
mountain*	A1	/ˈmaʊntɪn/
park	A1	/pɑːk/
police station*	B1	/pəˈliːs ˈsteɪʃən/
restaurant	A1	/ˈrestrɒnt/
river*	A1	/ˈrɪvə/
shopping centre	B1	/ˈʃɒpɪŋ ˈsentə/
station	A1	/ˈsteɪʃən/
supermarket	A1	/ˈsuːpəˌmɑːkɪt/
theatre	A2+	/ˈθɪətə/
tower*	B1	/ˈtaʊə/
town	A1	/taʊn/

Destinations	CEFR level	*International Phonetic Alphabet*
abroad*	A2+	/əˈbrɔːd/
brochure*	B1+	/ˈbrəʊʃə/
Chinese (language)*		/ˌtʃaɪˈniːz/
historic*	B1+	/hɪˈstɒrɪk/
landscape*	B1+	/ˈlændskeɪp/
magnificent*	B2+	/mægˈnɪfɪsənt/
mosquitoes*	B2	/məsˈkiːtəʊz/
outdoors*	B2	/ˌaʊtˈdɔːz/
picturesque*	C1	/ˌpɪktʃəˈresk/
place*	A2+	/pleɪs/
region*	B1+	/ˈriːdʒən/
situated in*	C1	/ˈsɪtʃueɪtɪd ɪn/
sunbathe*	B2+	/ˈsʌnbeɪð/
tan* (n, v)	B2+	/tæn/
theme park*	B2	/θiːm pɑːk/
tourist*	A2+	/ˈtʊərɪst/
tourist attraction*	B1	/ˈtʊərɪst əˈtrækʃən/
tour guide*	C1	/tʊə gaɪd/
travel*	A2+	/ˈtrævəl/
trip*	A2+	/trɪp/
waterpark*	B2	/ˈwɔːtə pɑːk/
water ski*	C1	/ˈwɔːtə skiː/
windsurf*		/ˈwɪndˌsɜːf/

Accommodation	CEFR level	*International Phonetic Alphabet*
accommodation*	A2+	/əˌkɒməˈdeɪʃən/
bite*	B1 (n) A2 (v)	/baɪt/
campsite*	B2	/ˈkæmpsaɪt/
decent menu*		/ˈdiːsnt ˈmenjuː/
double bed*	A2+	/ˈdʌbəl bed/
emergency exit*	A2+	/ɪˈmɜːdʒənsi ˈeksɪt/

facilities*	B1+	/fə'sɪlətiz/
full-board*	B2+	/fʊl bɔːd/
games room*	A2+	/geɪmz ruːm/
guest*	A2	/gest/
guesthouse*	C1	/gesthaʊs/
half-board*	B2+	/hɑːf bɔːd/
impolite*	C1	/ˌɪmpə'laɪt/
messy*	B1+	/'mesi/
pitch (a tent)*	B1	/pɪtʃ/
room service*	B2+	/ruːm 'sɜːvɪs/
rude*	A2+	/ruːd/
self-service (restaurant)*	B2+	/self 'sɜːvɪs/
sting* (n, v)	A2+	/stɪŋ/
tent*	A2+	/tent/
unpack*	B2+	/ʌn'pæk/
youth hostel*	B2+	/juːθ 'hɒstl/

Responsible tourism	**CEFR level**	***International Phonetic Alphabet***
clean-up*	B2	/kliːn ʌp/
development*	B2+	/dɪ'veləpmənt/
effect*	B1+	/ɪ'fekt/
excuse*	B1	/ɪk'skjuːs/
leave no trace*		/liːv nəʊ treɪs/
litter*	B1+	/'lɪtə/
local*	A2+	/'ləʊkəl/
made of*		/meɪd əv/
positive impact*		/'pɒzətɪv 'ɪmpækt/
respect*	B1	/rɪ'spekt/
sample local produce*		/'sɑːmpəl 'ləʊkəl 'prɒdjuːs/
souvenir*	B1+	/ˌsuːvə'nɪə/
trash*	A2+	/træʃ/
visitor*	A2+	/'vɪzɪtə/
worse*	A2+	/wɜːs/

Gap year	**CEFR level**	***International Phonetic Alphabet***
advantage*	B1	/əd'vɑːntɪdʒ/
confident*	A2	/'kɒnfɪdənt/
connect with*		/kə'nekt wɪð/
culture*	A2	/'kʌltʃə/
disadvantage*	B1+	/ˌdɪsəd'vɑːntɪdʒ/
emergency*	A2+	/ɪ'mɜːdʒənsi/
enriching*	C1	/ɪn'rɪtʃɪŋ/
essay*	B2	/'eseɪ/
experience*	A2+	/ɪk'spɪəriəns/
experiment with	B2	/ɪk'sperəmənt wɪð/
independence*	B1+	/ˌɪndɪ'pendəns/
independent*	B1+	/ˌɪndə'pendənt/
overall*	B2+	/ˌəʊvər'ɔːl/
valuable*	B2+	/'væljuəbəl/

City tour / itinerary	**CEFR level**	***International Phonetic Alphabet***
accompany*	B2	/ə'kʌmpəni/
accompanied by*		/ə'kʌmpənid baɪ/
carnival*	B2+	/'kɑːnɪvəl/
conclude (a tour)*	B2+	/kən'kluːd/
cultural visit*		/'kʌltʃərəl 'vɪzɪt/
foreign exchange*	B2	/'fɒrɪn ɪks'tʃeɪndʒ/
gallery*	B1+	/'gæləri/
introduce to (a new culture)*	A2	/ˌɪntrə'djuːs tuː/
market*	A1	/'mɑːkɪt/
museum*	A2	/mjuː'ziːəm/
organise	B1+	/'ɔːgənaɪz/
organised tour*		/'ɔːgənaɪzd tʊə/
palace*	B1+	/'pælɪs/
place of interest*	B2+	/pleɪs əv 'ɪntrɪst/
plan (an itinerary)*	A2	/plæn/
sculpture*	B2	/'skʌlptʃə/
start (a tour)*	A1	/stɑːt/
take place in*	B1+	/teɪk pleɪs ɪn/

Phrases	**CEFR level**	***International Phonetic Alphabet***
a means of*	B2+	/ə miːnz əv/
and so on*	B1	/ənd səʊ ɒn/
around the world*	A1	/ə'raʊnd ðə wɜːld/
as far as I'm concerned*	B2	/æz fɑː əz aɪm kən'sɜːnd/
at some point*	B2	/æt sʌm pɔɪnt/
both sides*	B2	/bəʊθ saɪdz/
can't be excused*		/kɑːnt bi ɪks'kjuːzd/
dependent on*	B2	/dɪ'pendənt ɒn/
don't mention it*	B1+	/dəʊnt 'menʃən ɪt/
everyone else*	A2	/'evriwʌn els/
feel good*	A2	/fiːl gʊd/
for that reason*	A2	/fə ðæt 'riːzən/
get over*	B2	/get 'əʊvə/
have a good journey*	A2	/hæv ə gʊd 'dʒɜːni/
have a look*	A2	/hæv ə lʊk/
have a nice stay*	A2	/hæv ə naɪs steɪ/
I don't care*	A2	/aɪ dəʊnt keə/
in a hurry*	B1+	/ɪn ə 'hʌri/
in addition*	B1	/ɪn ə'dɪʃən/
last time*	A1	/lɑːst taɪm/
next time*	A1	/nekst taɪm/
on the one hand*	B2	/ɒn ðə wʌn hænd/
on the other hand*	B1	/ɒn ði 'ʌðə hænd/
per hour*	A2	/pɜː aʊə/
please hold (the line)*	B1+	/pliːz həʊld/
what a shame*	B1+	/wɒt ə ʃeɪm/
with pleasure*	B2	/wɪð 'pleʒə/
would rather*	B2	/wʊd 'rɑːðə/
you're welcome*	A1	/jɔː 'welkəm/

Verbs	**CEFR level**	***International Phonetic Alphabet***
accompany	B2	/ə'kʌmpəni/
afford*	B1	/ə'fɔːd/
answer (the phone)*	A2+	/'ɑːnsə/
ask for directions		/ɑːsk fə daɪ'rekʃənz/
backpack*	B2+	/'bækpæk/
be sorry*	B1	/bi 'sɒri/
board (a flight)*	A1	/bɔːd/
book your hotel	A2	/bʊk jɔː həʊ'tel/
camp*	A2+	/kæmp/
carry a backpack	A2	/'kæri ə 'bækpæk/
click*	A2+	/klɪk/
correct*	B1+	/kə'rekt/
cross*	A2	/krɒs/
cross a border	A2	/krɒs ə 'bɔːdə/
cross a road	A2	/krɒs ə rəʊd/
destroy*	B1	/dɪ'strɔɪ/
die*	A2	/daɪ/
dive	B1	/daɪv/
drop (litter)	A2+	/drɒp/
empty*	B1	/'empti/
escape (the hustle and bustle)		/ɪ'skeɪp/
fill (a vehicle with fuel)*	A1	/fɪl/
find out about	B1	/faɪnd aʊt ə'baʊt/
forget	A1	/fə'get/
get a ticket	A1	/get ə 'tɪkɪt/
go abroad		/gəʊ ə'brɔːd/
go home*	A2+	/gəʊ həʊm/
go on a tour		/gəʊ ɒn ə tʊə/
go through (security)	C1	/gəʊ θruː/
have afternoon tea*	A1	/hæv ˌɑːftə'nuːn tiː/
have breakfast*	A1	/hæv 'brekfəst/
have dinner*	A1	/hæv 'dɪnə/
have lunch*	A1	/hæv lʌntʃ/
hike	B2+	/haɪk/
hitchhike	C1	/'hɪtʃhaɪk/
hurry up	B2+	/'hʌri ʌp/
kill	A2	/kɪl/
know	A1	/nəʊ/

land*	A2+	/lænd/
learn about		/lɜːn əˈbaʊt/
learn some phrases		/lɜːn səm ˈfreɪzɪz/
leave behind	B2	/liːv bɪˈhaɪnd/
listen to	A1	/ˈlɪsən tuː/
meet (people)	A1	/miːt/
mention*	B2	/ˈmenʃən/
miss (a bus, plane)	B1+	/mɪs/
pack (your suitcase)	A2+	/pæk/
please (tourists)		/pliːz/
recommend*	B1+	/ˌrekəˈmend/
remain	B1+	/rɪˈmeɪn/
remember to	A2	/rɪˈmembə tuː/
rent (hire)*	A2+	/rent/
rent a car	A2+	/rent ə kɑː/
reserve*	A2+	/rɪˈzɜːv/
return	A2+	/rɪˈtɜːn/
sail*	B2	/seɪl/
shave*	B1+	/ʃeɪv/
ski*	B1	/skiː/
spoil	B2+	/spɔɪl/
suggest*	B1	/səˈdʒest/
sunbathe*	B2+	/ˈsʌnbeɪð/
switch off*	A2+	/swɪtʃ ɒf/
switch on*	A2+	/swɪtʃ ɒn/
tan	B2+	/tæn/
taste of		/teɪst əv/
thank (the guide)*	A2	/θæŋk/
tour*	B1	/tʊə/
unpack*	B2+	/ʌnˈpæk/
upgrade*	B2+	/ʌpˈgreɪd/
welcome (tourists)	A1	/ˈwelkəm/

Adjectives / Adverbs	**CEFR level**	***International Phonetic Alphabet***
abroad* (adv)	A2+	/əˈbrɔːd/
broken down* (not working)	B2	/ˈbrəʊkən daʊn/
business class*	B2+	/ˈbɪznəs klɑːs/
carry-on* (baggage)	B2	/ˈkæri ɒn/
disgusting*	B1	/dɪsˈgʌstɪŋ/
economy class*	B2+	/ɪˈkɒnəmi klɑːs/
first class*	B2	/fɜːst klɑːs/
magnificent*	B2+	/mægˈnɪfɪsənt/
nearly*	A2	/ˈnɪəli/
on foot*	B1+	/ɒn fʊt/
rather*	B1	/ˈrɑːðə/
shy*	B2	/ʃaɪ/
unpleasant*	B2	/ʌnˈplezənt/

Conjunctions	**CEFR level**	***International Phonetic Alphabet***
alternatively*	B2	/ɔːlˈtɜːnətɪvli/

High frequency items (HFI): measures	**CEFR level**	***International Phonetic Alphabet***
kilometre*	A2+	/ˈkɪləˌmiːtə/

Glossary Box vocabulary	**CEFR level**	***International Phonetic Alphabet***
arrow	B1+	/ˈærəʊ/
Bank of Mum and Dad		/bæŋk əv mʌm ənd dæd/
boot (of a car)	B2	/buːt/
broaden your horizons	B2	/ˈbrɔːdn jɔː həˈraɪznz/
carbon footprint	C1	/ˈkɑːbən ˈfʊtˌprɪnt/
drive someone crazy		/draɪv ˈsʌmwʌn ˈkreɪzi/
drop a pin		/drɒp ə pɪn/
Duh!		/dʌ/
follow your dreams		/ˈfɒləʊ jɔː driːmz/
in place		/ɪn pleɪs/
it's up to you		/ɪts ʌp tʊ juː/
jellyfish	C1	/ˈdʒelifɪʃ/
landmark	B2	/ˈlændmɑːk/
local economy		/ˈləʊkəl ɪˈkɒnəmi/
memorable	B2	/ˈmemərəbl/
off the beaten track		/ɒf ðə ˈbiːtn træk/
out of season	B2+	/aʊt əv ˈsiːzən/
raise awareness	B2+	/reɪz əˈweənəs/
reef	B2+	/riːf/
self-catering	C1	/self ˈkeɪtərɪŋ/
set a record		/set ə ˈrekɔːd/
snorkelling	C1	/ˈsnɔːkəlɪŋ/
space launch		/speɪs lɔːntʃ/
state-of-the-art	C1	/steɪt əv ðiː ɑːt/
vegetation	B2+	/ˌvedʒɪˈteɪʃn/

Other words you need to know	**CEFR level**	***International Phonetic Alphabet***
adventure	B2	/ədˈventʃə/
aeroplane	A1	/ˈeərəpleɪn/
beard*	B1+	/bɪəd/
beautiful	A2	/ˈbjuːtɪfəl/
blanket	B2	/ˈblæŋkɪt/
blood	A2	/blʌd/
bunk bed	B2+	/bʌŋk bed/
cabin crew	C1	/ˈkæbɪn kruː/
carry-on (baggage)	B2	/ˈkæri ɒn/
circus	B2+	/ˈsɜːkəs/
clear (water)	B1+	/klɪə/
comfortable	A2+	/ˈkʌmftəbl/
crime	B1	/kraɪm/
crossroads	B2	/ˈkrɒsrəʊdz/
customs*	A2+	/ˈkʌstəmz/
economy class (ticket)	B1+	/ɪˈkɒnəmi klɑːs/
emergency exit	A2+	/ɪˈmɜːdʒənsi ˈeksɪt/
especially	B1+	/ɪˈspeʃəli/
fast	A1	/fɑːst/
first class (ticket)	B2	/fɜːst klɑːs/
fresh (air)	B1+	/freʃ/
gift	A2	/gɪft/
gift shop		/gɪft ʃɒp/
harbour	B1+	/ˈhɑːbə/
helmet	B2	/ˈhelmɪt/
holiday cottage	B2	/ˈhɒlədi ˈkɒtɪdʒ/
holiday home*	A2	/ˈhɒlədi həʊm/
host family		/həʊst ˈfæməli/
in the open air		/ɪn ðiː ˈəʊpən eə/
insurance	B1	/ɪnˈʃʊərəns/
jacket*	A2+	/ˈdʒækɪt/
language trip		/ˈlæŋgwɪdʒ trɪp/
left luggage office	C1	/left ˈlʌgɪdʒ ˈɒfɪs/
lost	B1+	/lɒst/
luggage*	B1	/ˈlʌgɪdʒ/
minimal	B2	/ˈmɪnəməl/
one-way	B1+	/wʌn weɪ/
one-way system	B1+	/wʌn weɪ ˈsɪstɪm/
password*	B2+	/ˈpɑːswɜːd/
picnic	B2	/ˈpɪknɪk/
pleasant	B1+	/ˈplezənt/
port*	B1+	/pɔːt/
postage stamp	B2	/ˈpəʊstɪdʒ stæmp/
postcard*	A2	/ˈpəʊstkɑːd/
present (gift)	A2	/ˈprezənt/
price	B2	/praɪs/
public holiday	B2	/ˈpʌblɪk ˈhɒlədi/
rental (car)	B2	/ˈrentl/
return ticket*	A2+	/rɪˈtɜːn ˈtɪkɪt/
round trip	B1	/raʊnd trɪp/
rush hour	B2+	/rʌʃ aʊə/
sand	A2+	/sænd/
screen*	A2	/skriːn/
scuba dive	C1	/ˈskuːbə ˌdaɪv/
sea	A1	/siː/
service station	B2+	/ˈsɜːvɪs ˈsteɪʃən/
shorts*	A2+	/ʃɔːts/
single ticket	B1+	/ˈsɪŋgəl ˈtɪkɪt/

sleeping bag	B2	/ˈsliːpɪŋ bæg/
still	B1	/stɪl/
street map	A1	/striːt mæp/
sun cream	B2+	/sʌn kriːm/
sunglasses*	B1+	/ˈsʌnˌglɑːsɪz/
sunscreen (sun cream / sunblock)*	B2+	/ˈsʌnskriːn/
theatre show	A2+	/ˈθɪətə ʃəʊ/
thief*	B1+	/θiːf/
tired	A1	/taɪəd/
tourist information office*	B1	/ˈtʊərɪst ˌɪnfəˈmeɪʃən ˈɒfɪs/
tourist tax*	B1	/ˈtʊərɪst tæks/
travel agency*	B2+	/ˈtrævəl ˈeɪdʒənsi/
twin room	B2	/twɪn ruːm/
ugly*	B1	/ˈʌgli/
virus	B1	/ˈvaɪərəs/
wheelchair accessible	B2+	/ˈwiːltʃeə əkˈsesəbəl/
zoo*	A2	/zuː/

MODULE 6

Environmental issues	CEFR level	*International Phonetic Alphabet*
access*	B1+	/ˈækses/
accident	A2	/ˈæksɪdənt/
age*	A1	/eɪdʒ/
agreement	B1+	/əˈgriːmənt/
air conditioner*	B2+	/eə kənˈdɪʃənə/
animal*	A1	/ˈænəməl/
animal welfare	B2	/ˈænəməl ˈwelfeə/
appliances	B2+	/əˈplaɪəns/
atmosphere*	B2	/ˈætməsfɪə/
awareness*	B2+	/əˈweənəs/
bad example	A2	/bæd ɪgˈzɑːmpəl/
balance*	B2	/ˈbæləns/
beef	A2+	/biːf/
belief*	B1+	/bəˈliːf/
benefit	B1+	/ˈbenəfɪt/
bicycle	A1	/ˈbaɪsɪkəl/
bin	A2+	/bɪn/
biodiversity*	B2+	/ˌbaɪəʊdaɪˈvɜːsəti/ /ˌbaɪəʊdeˈvɜːsəti/
block road	B2	/blɒk rəʊd/
business*	A1	/ˈbɪznəs/
carbon*	B2	/ˈkɑːbən/
carrier bag	B2+	/ˈkæriə bæg/
chance*	B2	/tʃɑːns/
chemical*	B1	/ˈkemɪkəl/
climate action*	B1+	/ˈklaɪmət ˈækʃən/
climate change*	B1+	/ˈklaɪmət tʃeɪndʒ/
climate refugee*	B1+	/ˈklaɪmət ˌrefjʊˈdʒiː/
coal*	B1	/kəʊl/
community*	A2	/kəˈmjuːnəti/
company*	B2	/ˈkʌmpəni/
connection (link)*	B2	/kəˈnekʃən/
consequence*	B2	/ˈkɒnsəkwəns/
cow	A1	/kaʊ/
crop*	B1	/krɒp/
culture*	A2	/ˈkʌltʃə/
development	B1+	/dɪˈveləpmənt/
diesel	B1+	/ˈdiːzəl/
difference*	B1+	/ˈdɪfərəns/
disaster*	B1+	/dɪˈzɑːstə/
discrimination*	B2	/dɪˌskrɪməˈneɪʃən/
dog	A1	/dɒg/
drought*	B2+	/draʊt/
ecosystem*	B2+	/ˈiːkəʊˌsɪstɪm/
electricity*	A2+	/ɪˌlekˈtrɪsəti/
emission*	B2+	/ɪˈmɪʃən/
energy*	A2	/ˈenədʒi/
engine	A2+	/ˈendʒɪn/
engineer	A2+	/ˌendʒəˈnɪə/
environment*	A2	/ɪnˈvaɪrənmənt/
equal opportunity*	B2	/ˈiːkwəl ˌɒpəˈtjuːnəti/
equal pay*	A2+	/ˈiːkwəl peɪ/
equality*	B1	/ɪˈkwɒləti/
equity*	B2+	/ˈekwəti/
excursion	B2	/ɪkˈskɜːʃən/
experience*	A2+	/ɪkˈspɪəriəns/
expert*	B1	/ˈekspɜːt/
exploitation*	B2	/ˌeksplɔɪˈteɪʃən/
factory	A2+	/ˈfæktəri/
fairness*	B2	/ˈfeərnəs/
famine*	B2	/ˈfæmɪn/
farm*	A1	/fɑːm/
farmer	A1	/ˈfɑːmə/
farming*	A2+	/ˈfɑːmɪŋ/
fast fashion*	B2+	/fɑːst ˈfæʃən/
fault	B1+	/fɔːlt/
fertiliser*	B2+	/ˈfɜːtəlaɪzə/
field	A1	/fiːld/
fire	A2+	/faɪə/
fish*	A1	/fɪʃ/
flood*	B2+	/flʌd/
food*	A1	/fuːd/
forest*	A2	/ˈfɒrɪst/
fossil fuel*	B2+	/ˈfɒsəl ˈfjuːəl/
freedom*	A2	/ˈfriːdəm/
fundraise		/ˈfʌndˌreɪz/
gas*	B1	/gæs/
gasoline		/ˈgæsəliːn/
global citizenship	B2	/ˈgləʊbəl ˈsɪtəzənʃɪp/
global warming*	B2	/ˈgləʊbəl ˈwɔːmɪŋ/
government*	A1	/ˈgʌvəmənt/ /ˈgʌvənmənt/
greenhouse gas*	B2+	/ˈgriːnhaʊs gæs/
group*	A1	/gruːp/
hundreds		/ˈhʌndrədz/
hunger*	B1+	/ˈhʌŋgə/
hurricane*	B2	/ˈhʌrɪkən/
ice*	A2+	/aɪs/
ignorance*	B2+	/ˈɪgnərəns/
impact*	B2	/ˈɪmpækt/
information*	A1	/ˌɪnfəˈmeɪʃən/
injustice*	B2+	/ɪnˈdʒʌstɪs/
institution*	B1+	/ˌɪnstɪˈtjuːʃən/
investment*	B2	/ɪnˈvestmənt/
justice*	B2	/ˈdʒʌstɪs/
livestock*	B2+	/ˈlaɪvstɒk/
message*	A2	/ˈmesɪdʒ/
migration*	B2+	/maɪˈgreɪʃən/
mistake	A2	/məˈsteɪk/
nature*	A2+	/ˈneɪtʃə/
nearly	A2	/ˈnɪəli/
need*	B1+	/niːd/
news*	A1	/njuːz/
nutrition*	B2	/njuːˈtrɪʃən/
ocean*	A2	/ˈəʊʃən/
oil*	B1	/ɔɪl/
opinion*	A2+	/əˈpɪnjən/
oppression*	B2+	/əˈpreʃən/
part	A2+	/pɑːt/
pedestrian	B2	/pəˈdestriən/
perhaps	A2+	/pəˈhæps/
petrol	A2+	/ˈpetrəl/
photo*	A1	/ˈfəʊtəʊ/
plant*	A1	/plɑːnt/
plastic*	A2+	/ˈplæstɪk/
polar ice*	B2+	/ˈpəʊlə aɪs/
policy*	B1+	/ˈpɒləsi/
pollutant*	B2+	/pəˈluːtənt/
post (e.g. on social media site)*	B1+	/pəʊst/
poverty*	B2	/ˈpɒvəti/

power*	A1	/ˈpaʊə/
power plant*	B2	/ˈpaʊə plɑːnt/
priority	B2	/praɪˈɒrəti/
progress	B1	/ˈprəʊgres/
project	A2+	/ˈprɒdʒekt/
public transport*	B1+	/ˈpʌblɪk ˈtrænspɔːt/
rainfall*	B2+	/ˈreɪnfɔːl/
report*	A2+	/rɪˈpɔːt/
research*	B1+	/rɪˈsɜːtʃ/
resource	B2	/rɪˈzɔːs/ /rɪˈsɔːs/
risk*	B1+	/rɪsk/
river*	A1	/ˈrɪvə/
rubber	B2	/ˈrʌbə/
rubbish	A2+	/ˈrʌbɪʃ/
rule*	A1	/ruːl/
sea level*	B2+	/siː ˈlevəl/
seed*	A2	/siːd/
social justice*	B2+	/ˈsəʊʃəl ˈdʒʌstɪs/
solar*	B1+	/ˈsəʊlə/
solar power*	B1+	/ˈsəʊlə ˈpaʊə/
solution*	B1	/səˈluːʃən/
sure	A2	/ʃɔː/
system*	B1+	/ˈsɪstɪm/
temperature*	A2+	/ˈtemprətʃə/
transport*	B1+	/ˈtrænspɔːt/
trend*	B2	/trend/
unfairness*	B2+	/ʌnˈfeənəs/
user*	B1+	/ˈjuːzə/
vehicle*	A2+	/ˈviːɪkəl/
weather pattern*	B2	/ˈweðə ˈpætən/
wildlife*	B1	/ˈwaɪldlaɪf/
wind	A2	/wɪnd/
wind power*	A2	/wɪnd ˈpaʊə/

Greenwashing	**CEFR level**	***International Phonetic Alphabet***
business*	A1	/ˈbɪznəs/
campaign	B2	/kæmˈpeɪn/
charity	B1	/ˈtʃærəti/
company*	A2	/ˈkʌmpəni/
conduct	B2+	/ˈkɒndʌkt/
context	B2	/ˈkɒntekst/
corporation*	B2+	/ˌkɔːpəˈreɪʃən/
example	A2	/ɪgˈzɑːmpəl/
fact*	A2	/fækt/
greenwashing		/ˈgriːnwɒʃɪŋ/
hush	C1	/hʌʃ/
internet*	A1	/ˈɪntənet/
law*	A2	/lɔː/
magazine*	A2+	/ˌmægəˈziːn/
media*	B2+	/ˈmiːdiə/
meeting	A2	/ˈmiːtɪŋ/
newspaper*	A1	/ˈnjuːsˌpeɪpə/
organisation	A2	/ˌɔːgənaɪˈzeɪʃən/
problem	A1	/ˈprɒbləm/
product	A2+	/ˈprɒdʌkt/
production	B2	/prəˈdʌkʃən/
propaganda*	B2+	/ˌprɒpəˈgændə/
rate	B1+	/reɪt/
society	B2+	/səˈsaɪəti/
unhealthy*	B2	/ʌnˈhelθi/
video*	A2+	/ˈvɪdiəʊ/
website*	A2	/ˈwebsaɪt/

Adjectives / Adverbs	**CEFR level**	***International Phonetic Alphabet***
alright*	A2+	/ɔːlˈraɪt/
annual*	B1+	/ˈænjuəl/
approximately*	B1+	/əˈprɒksəmətli/
authentic*	B2+	/ɔːˈθentɪk/
better*	A1	/ˈbetə/
brave*	B2+	/breɪv/
catastrophic*	B2+	/ˌkætəˈstrɒfɪk◂/
charitable	B2+	/ˈtʃærətəbəl/

clean*	A1	/kliːn/
cloudy*	B1+	/ˈklaʊdi/
coastal*	B1+	/ˈkəʊstl/
cold*	A1	/kəʊld/
conscious*	B2+	/ˈkɒnʃəs/
considerable	B2+	/kənˈsɪdərəbəl/
cool (weather)*	B1	/kuːl/
cultural*	B1	/ˈkʌltʃərəl/
dangerous*	A2	/ˈdeɪndʒərəs/
dead*	A1	/ded/
depressed*	B2	/dɪˈprest/
developed*	B2	/dɪˈveləpt/
different*	A1	/ˈdɪfərənt/
dirty*	A2	/ˈdɜːti/
dishonest*	B2+	/dɪsˈɒnɪst/
disposable*	B2+	/dɪˈspəʊzəbəl/
distinct*	B2+	/dɪsˈtɪŋkt/
diverse*	B2	/daɪˈvɜːs/
dry (weather)*	A2+	/draɪ/
ecological*	B2	/ˌiːkəˈlɒdʒɪkəl/
effective*	B2	/ɪˈfektɪv/
efficient*	B2	/ɪˈfɪʃənt/
encouraging*	B2+	/ɪnˈkʌrədʒɪŋ/
environmental*	B1+	/ɪnˌvaɪrənˈmentl/
equal*	A2+	/ˈiːkwəl/
ethical*	B2+	/ˈeθɪkəl/
evident*	B2+	/ˈevɪdənt/
evidently*	B2+	/ˈevədəntli/
extinct*	B2+	/ɪkˈstɪŋkt/
fair*	A2	/feə/
favourable*	B2+	/ˈfeɪvərəbəl/
formidable	C1	/ˈfɔːmədəbəl/
frequent*	B1+	/ˈfriːkwənt/
frozen*	B1+	/ˈfrəʊzən/
global*	A2+	/ˈgləʊbəl/
green (environmentally friendly)*	B1	/griːn/
harmful*	B1+	/ˈhɑːmfəl/
harsh*	B2+	/hɑːʃ/
healthy*	A1	/ˈhelθi/
hopeless*	B2	/ˈhəʊpləs/
illegal*	B1	/ɪˈliːgəl/
immediately*	A2	/ɪˈmiːdiətli/
important*	A2	/ɪmˈpɔːtənt/
inclusive*	B2	/ɪnˈkluːsɪv/
inferior*	B2+	/ɪnˈfɪəriə/
just (right / fair / justice)*	B2+	/dʒəst/
last*	A1	/lɑːst/
latter*	B2+	/ˈlætə/
legal*	B1+	/ˈliːgəl/
limited*	B1+	/ˈlɪmɪtɪd/
ludicrous		/ˈluːdəkrəs/
mainstream*	B2+	/ˈmeɪnstriːm/
marvellous*	B2+	/ˈmɑːvələs/
mean	B1+	/miːn/
moral*	B1+	/ˈmɒrəl/
nasty*	B2	/ˈnɑːsti/
natural*	B1	/ˈnætʃərəl/
necessary*	A2+	/ˈnesəsəri/
negative*	B1	/ˈnegətɪv/
normal*	A1	/ˈnɔːməl/
nuclear (energy)*	B1	/ˈnjuːkliə/
numerous*	B2	/ˈnjuːmərəs/
obvious*	B1	/ˈɒbviəs/
oppressed*	B2+	/əˈprest/
overcrowded*	B2	/ˌəʊvəˈkraʊdɪd/
physical*	B2	/ˈfɪzɪkəl/
plant-based (food / diet)*	B2+	/plɑːnt beɪst/
poisonous*	B2	/ˈpɔɪzənəs/
poor*	A1	/pɔː/
popular*	B1	/ˈpɒpjələ/
positive*	B1	/ˈpɒzətɪv/

primary*	B2+	/'praɪməri/
professional*	B1+	/prə'feʃənəl/
public	A2	/'pʌblɪk/
radioactive*	B2+	/ˌreɪdiəʊ'æktɪvˑ/
rainy*	B1+	/'reɪni/
recently*	B1	/'riːsəntli/
recycled*	B2+	/ˌriː'saɪkəl/
reduced*	B2+	/rɪ'djuːst/
reliable*	B2	/rɪ'laɪəbəl/
renewable*	B2	/rɪ'njuːəbəl/
right*	A1	/raɪt/
same*	B1	/seɪm/
satisfied*	B2+	/'sætəsfaɪd/
significant*	B1+	/sɪg'nɪfɪkənt/
significantly	B2	/sɪg'nɪfɪkəntli/
single-use*	B1	/'sɪŋgəl juːs/
solar*	B1+	/'səʊlə/
specific*	B1+	/spə'sɪfɪk/
straight away*	B1+	/ˌstreɪtə'weɪ/
sunny (weather)*	B1	/'sʌni/
supported		/sə'pɔːtɪd/
sustainable*	B2	/sə'steɪnəbəl/
together*	A2	/tə'geðə/
toxic*	B2	/'tɒksɪk/
transparent (open / honest)*	B2+	/træn'spærənt/
ugly*	B1	/'ʌgli/
unbelievable*	B2	/ˌʌnbə'liːvəbəlˑ/
unethical	C1	/ʌn'eθɪkəl/
unnatural*	B2+	/ʌn'nætʃərəl/
valid*	B1+	/'vælɪd/
vegan*	B2+	/'viːgən/
vegetarian*	B2	/ˌvedʒə'teəriənˑ/
vulnerable*	B2+	/'vʌlnərəbəl/
warm*	A2	/wɔːm/
wasteful*	B2	/'weɪstfəl/
wet (weather)*	A2+	/wet/
widespread*	B2	/'waɪdspred/
worse*	A2+	/wɜːs/
wrong*	A1	/rɒŋ/

Phrases	**CEFR level**	***International Phonetic Alphabet***
a great deal of*	B1	/ə greɪt diːl əv/
a long way*	A2	/ə lɒŋ weɪ/
a means of*	B2	/ə miːnz ɒv/
all kinds of		/ɔːl kaɪndz ɒv/
an alternative to	B1	/æn ɔːl'tɜːnətɪv tuː/
appeal to*	B2	/ə'piːl tuː/
as a result	B1+	/æz ə rɪ'zʌlt/
as a whole	B2+	/æz ə həʊl/
as proven by		/æz 'pruːvən baɪ/
as shown by		/æz ʃəʊn baɪ/
as though*	B2	/æz ðəʊ/
at the moment	A2	/æ ðə 'məʊmənt/
at this stage*	B2	/æt ðɪs steɪdʒ/
be in the process of	B2	/bi ɪn ðə 'prəʊses əv/
belong to	A2+	/bɪ'lɒŋ tə/
by accident	B1+	/baɪ 'æksɪdənt/
carry on	A2	/'kæri ɒn/
caused by		/kɔːzd baɪ/
come up with	B2+	/kʌm ʌp wɪð/
cope with*	B2	/kəʊp wɪð/
decline in	B2	/dɪ'klaɪn ɪn/
dependant on		/dɪ'pendənt ɒn/
despite the fact that	B2	/dɪ'spaɪt ðə fækt ðæt/
each one	A2	/iːtʃ wʌn/
even though	B1+	/'iːvən ðəʊ/
fast food restaurant	B1+	/fɑːst fuːd 'restərɒnt/
focus on	B1+	/'fəʊkəs ɒn/
for that reason*	A2	/fɔː ðæt 'riːzn/
give back	B1+	/gɪv bæk/
go ahead*	B1	/gəʊ ə'hed/
good example	A2	/gʊd ɪg'zɑːmpəl/

have got to	B2	/hæv gɒt tuː/
have the ability to	B2+	/hæv ðə ə'bɪləti tuː/
I guess	B1+	/aɪ ges/
I think so	A2	/aɪ θɪŋk səʊ/
in a hurry	B1+	/ɪn əɪ 'hʌri/
in an attempt to*	B2	/ɪn ən ə'tempt tuː/
in particular	B2	/ɪn pə'tɪkjələ/
in response to	B1	/ɪn rɪ'spɒns tuː/
in some cases	A2	/ɪn səm 'keɪsɪz/
intend to	B2	/ɪn'tend tuː/
it's a shame*	B1+	/ɪts ə ʃeɪm/
lasting change	B2+	/'lɑːstɪŋ tʃeɪndʒ/
major impact		/'meɪdʒə 'ɪmpækt/
make a difference*	B1	/meɪk ə 'dɪfrəns/
no way	B1+	/nəʊ weɪ/
other than*	B2	/'ʌðə ðæn/
over the years		/'əʊvə ðə jɪəz/
present day	B2+	/'prezənt deɪ/
raise awareness of	B2+	/reɪz ə'weənəs əv/
rather than	B1	/'rɑːðə ðæn/
reach an agreement	B2	/riːtʃ ən ə'griːmənt/
result in	B1+	/rɪ'zʌlt ɪn/
take action		/teɪk 'ækʃən/
tell the truth	B1+	/tel ðə truːθ/

Verbs	**CEFR level**	***International Phonetic Alphabet***
abuse*	B2	/ə'bjuːs/
achieve*	B1+	/ə'tʃiːv/
adapt*	B2	/ə'dæpt/
allow*	B1	/ə'laʊ/
argue	B1+	/'ɑːgju/
avoid	B1+	/ə'vɔɪd/
ban	B1	/bæn/
believe*	A2	/bə'liːv/
breed (livestock)*	B2	/briːd/
burn*	A2	/bɜːn/
censor*	B2+	/'sɛnsə/
check*	A2	/tʃek/
clean up*	A1	/kliːn ʌp/
clear up	B2	/klɪə ʌp/
collaborate*	B2+	/kə'læbəreɪt/
compare*	B1	/kəm'peə/
consume*	B1+	/kən'sjuːm/
contribute	B2	/kən'trɪbjuːt/
count	B1+	/kaʊnt/
cut down (trees)*	B2+	/kʌt daʊn/
demand*	B2	/dɪ'mɑːnd/
deserve	B1+	/dɪ'zɜːv/
destroy*	B1	/dɪ'strɔɪ/
disrupt*	B2+	/dɪs'rʌpt/
donate	B2	/dəʊ'neɪt/
drop	B1	/drɒp/
dump*	B2	/dʌmp/
emit*	B2+	/ɪ'mɪt/
encourage*	B1+	/ɪn'kʌrɪdʒ/
expect*	B1	/ɪk'spekt/
exploit*	B2	/ɪk'splɔɪt/
extract (natural resources)*	B2+	/ɪk'strækt/
farm*	B1	/fɑːm/
feed (livestock)*	A1	/fiːd/
fell (a tree)*	B2+	/fel/
fish*	B2	/fɪʃ/
flood*	B2+	/flʌd/
follow*	A2+	/'fɒləʊ/
forecast*	B2	/'fɔːkɑːst/
freeze*	B1+	/friːz/
grow (food)*	A2	/grəʊ/
happen	A2+	/'hæpən/
harvest*	B2	/'hɑːvɪst/
help	A1	/help/
hide	B1	/haɪd/
hit	B2	/hɪt/

impact*	B2+	/ˈɪmpækt/
improve	B1	/ɪmˈpruːv/
include*	B1	/ɪnˈkluːd/
interpret	B2+	/ɪnˈtɜːprɪt/
invest*	B2	/ɪnˈvest/
keep (livestock)*	A1	/kiːp/
lobby	B2+	/ˈlɒbi/
manipulate*	B2+	/məˈnɪpjəleɪt/
melt*	B1+	/melt/
migrate*	B2+	/maɪˈgreɪt/
mislead*	B2+	/ˌmɪsˈliːd/
need	A2+	/niːd/
oppress*	B2+	/əˈpres/
organise*	B1+	/ˈɔːgənaɪz/
plant (food)*	A2	/plɑːnt/
pollute*	B2+	/pəˈluːt/
preserve*	B2	/prɪˈzɜːv/
prevent*	B1+	/prɪˈvent/
produce	B1	/prəˈdjuːs/
profit*	B2+	/ˈprɒfɪt/
promote*	B1+	/prəˈməʊt/
protect*	A2	/prəˈtekt/
protest*	B1+	/ˈprəʊtest/
recycle*	B1+	/ˌriːˈsaɪkəl/
reduce*	B1+	/rɪˈdjuːs/
regret	B2	/rɪˈgret/
relocate	B2+	/ˌriːləʊˈkeɪt/
repair	B1	/rɪˈpeə/
report*	B1	/rɪˈpɔːt/
research*	B2	/rɪˈsɜːtʃ/
respond*	B1+	/rɪˈspɒnd/
restrict*	B2+	/rɪˈstrɪkt/
reuse*	B2+	/ˌriːˈjuːz/
save	A2	/seɪv/
sell*	A1	/sel/
share*	A2+	/ʃeə/
shift*	B2+	/ʃɪft/
spend*	A1	/spend/
spread*	B2	/spred/
stop	A2	/stɒp/
succeed	B1+	/səkˈsiːd/
suffer	B2	/ˈsʌfə/
summarise	B2	/ˈsʌməraɪz/
support*	A2+	/səˈpɔːt/
understand	A1	/ˌʌndəˈstænd/
update*	B1+	/ʌpˈdeɪt/
use*	A1	/juːz/
value*	B2	/ˈvæljuː/

Springboard vocabulary: Recycling	**CEFR level**	***International Phonetic Alphabet***
article*	B1	/ˈɑːtɪkəl/
bag	A1	/bæg/
bamboo	B2+	/ˌbæmˈbuːˑ/
bottle	A1	/ˈbɒtl/
can	A2+	/kæn/
car	A1	/kɑː/
cardboard	B2	/ˈkɑːdbɔːd/
chemical	B1	/ˈkemɪkəl/
cotton	B2	/ˈkɒtn/
factory	A2+	/ˈfæktəri/
glass	A1	/glɑːs/
jar	B1	/dʒɑː/
metal	A2+	/ˈmetl/
oil	B1	/ɔɪl/
paint	A2+	/peɪnt/
paper	A1	/ˈpeɪpə/
plane	A1	/pleɪn/
plastic	A2+	/ˈplæstɪk/
problem*	A1	/ˈprɒbləm/
straw	B1+	/strɔː/
wood	A2	/wʊd/
wrapping	C1	/ˈræpɪŋ/

Springboard vocabulary: The natural world	**CEFR level**	***International Phonetic Alphabet***
autumn	A1	/ˈɔːtəm/
beach	A2	/biːtʃ/
bird	A1	/bɜːd/
cockerel*	B2+	/ˈkɒkərəl/
colour	A1	/ˈkʌlə/
cow*	A1	/kaʊ/
duck*	A1	/dʌk/
field	A1	/fiːld/
flower	A1	/ˈflaʊə/
fly	A2+	/flaɪ/
forest	A2	/ˈfɒrɪst/
grass*	B1	/grɑːs/
green	A1	/griːn/
hen*	B1+	/hen/
lake	A1	/leɪk/
mosquito*	B2	/məˈskiːtəʊ/
mountain	A1	/ˈmaʊntɪn/
rabbit	A2+	/ˈræbɪt/
river	A1	/ˈrɪvə/
sand*	A2+	/sænd/
season	A2	/ˈsiːzən/
sheep*	A1	/ʃiːp/
snake	B1	/sneɪk/
tree	A1	/triː/
water	A1	/ˈwɔːtə/
weather	A1	/ˈweðə/
wind	A2	/wɪnd/
wing	A2+	/wɪŋ/
winter	A1	/ˈwɪntə/

MODULE 7

The media	**CEFR level**	***International Phonetic Alphabet***
accolades	C1	/ˈækəleɪdz/
advertisement	B1	/ədˈvɜːtəsmənt/
app*	B2+	/æp/
border	B1+	/ˈbɔːdə/
captioning		/ˈkæpʃənɪŋ/
censorship*	B2+	/ˈsensəʃɪp/
choice	B1	/tʃɔɪs/
communication*	B1+	/kəˌmjuːnɪˈkeɪʃən/
content*	B1+	/ˈkɒntent
coverage* (news)	B2+	/ˈkʌvərɪdʒ/
data	B1+	/ˈdeɪtə/
ethical considerations		/ˈeθɪkəl kənˌsɪdəˈreɪʃənz/
ethics*	B2+	/ˈeθɪks/
fake news*	B2+	/ˈfeɪk ˈnjuːz/
freedom of speech*	B2+	/ˈfriːdəm əv spiːtʃ/
freedom of the press / press freedom*	B2+	/ˈfriːdəm əv ðə pres/ /pres ˈfriːdəm/
gender*	A2+	/ˈdʒendə/
good example	A2	/gʊd ɪgˈzɑːmpəl/
ID	A2+	/aɪ diː/
idea	A1	/aɪˈdɪə/
inclusion*	B2+	/ɪnˈkluːʒən/
influence	B1+	/ˈɪnfluəns/
information	A1	/ˌɪnfəˈmeɪʃən/
interest	A2+	/ˈɪntrest/
interview	A2+	/ˈɪntəvjuː/
journalism	B2	/ˈdʒɜːnəlɪzəm/
journalist*	A2+	/ˈdʒɜːnəlɪst/
literacy*	B2	/ˈlɪtərəsi/
manipulation (e.g. of the media)*	B2+	/məˌnɪpjəˈleɪʃən/
marketing*	B2	/ˈmɑːkɪtɪŋ/

model	B2	/ˈmɒdl/
news	A1	/njuːz/
occasion	B1+	/əˈkeɪʒən/
online	A2	/ˈɒnlaɪn/
online safety*	B2	/ˈɒnlaɪn ˈseɪfti/
opportunity*	B1+	/ˌɒpəˈtjuːnəti/
paper	A2	/ˈpeɪpə/
perspective (e.g. multiple perspectives)*	B2	/pəˈspektɪv/
picture	A1	/ˈpɪktʃə/
platform (online / social media)*	B2+	/ˈplætfɔːm/
press* (the press)	B1+	/pres/
quality	B2	/ˈkwɒləti/
radio station	B1+	/ˈreɪdiəʊ ˌsteɪʃən/
report	A2+	/rɪˈpɔːt/
research	B1	/rɪˈsɜːtʃ/
responsibility*	B1+	/rɪˌspɒnsɪˈbɪləti/
safety*	B1+	/ˈseɪfti/
social network	B1+	/ˌsəʊʃəl ˈnetwɜːk/
sports report	A2	/ˈspɔːts rɪˈpɔːt/
stats	B2+	/stæts/
source of information*	B1+	/sɔːs əv ɪnfəˈmeɪʃən/
stress*	A2	/stres/
subscription*	B2+	/səbˈskrɪpʃən/
survey	B1+	/ˈsɜːveɪ/
tabloid*	B2+	/ˈtæblɔɪd/
television*	A1	/ˈtelɪvɪʒən/
trend	B2	/trend/
update*	B1+	/ʌpˈdeɪt/
voice (expressing an opinion / judgement, e.g. to have a voice)*	B2	/vɔɪs/

People in the media	**CEFR level**	***International Phonetic Alphabet***
anxiety*	B1+	/æŋˈzaɪəti/
artist	A2	/ˈɑːtɪst/
attention*	B1+	/əˈtenʃən/
body image*	B2	/ˈbɒdi ˌɪmɪdʒ/
celebrities	B1+	/səˈlebrətiz/
content creator*	B2+	/ˈkɒntent kriˈeɪtə/
icons	B2+	/ˈaɪkɒnz/
influence*	B1+	/ˈɪnfluəns/
influencer*	B1+	/ˈɪnfluənsə/
interviewer	B2	/ˈɪntəvjuːə/
journalist	A2+	/ˈdʒɜːnəlɪst/
listener	B1+	/ˈlɪsənə/
mental health*	B2	/ˌmentəl ˈhelθ/
photographer	B1	/fəˈtɒgrəfə/
politician	A2+	/ˌpɒlɪˈtɪʃən/
presenter	B2	/prɪˈzentə/
privacy*	B2	/ˈprɪvəsi/
researcher*	B2	/rɪˈsɜːtʃə/
well-being*	B2+	/ˌwelˈbiːɪŋ/
writer*	A2+	/ˈraɪtə/

Verbs	**CEFR level**	***International Phonetic Alphabet***
access*	B1+	/ˈækses/
appear	B2	/əˈpɪə/
attend (a talk)	B1+	/əˈtend ə tɔːk/
belong*	B1+	/bɪˈlɒŋ/
browse	B1+	/braʊz/
bully*	B2+	/ˈbʊli/
champion*	B2+	/ˈtʃæmpiən/
click	A2+	/klɪk/
comment	B1+	/ˈkɒment/
communicate*	B2	/kəˈmjuːnɪkeɪt/
confirm*	B1+	/kənˈfɜːm/
control*	B1+	/kənˈtrəʊl/

cope (without)	B2	/kəʊp wɪðˈaʊt/
cut (to reduce)*	B1	/kʌt/
debate	B2	/dɪˈbeɪt/
define (ethics)	B2	/dɪˈfaɪn/
download (an app)	B1+	/ˌdaʊnˈləʊd/
draw (people) in	B2	/ drɔː ɪn/
evaluate	B2	/ɪˈvæljueɪt/
exchange (opinions)	B1+	/ɪksˈtʃeɪndʒ/
fetch (a high price)	C1	/fetʃ/
file	B2	/faɪl/
hack*	B2+	/hæk/
ignore*	B1+	/ɪgˈnɔː/
imitate	B2+	/ˈɪmɪteɪt/
intimidate*	B2+	/ɪnˈtɪmɪdeɪt/
judge*	B1+	/dʒʌdʒ/
network*	B2+	/ˈnetwɜːk/
offer (n, v)	B1 (n), A2+ (v)	/ˈɒfə/
omit*	B2+	/əʊˈmɪt/
pull (people) in		/pʊl ɪn/
recall (a story)	B2+	/rɪˈkɔːl/
represent*	B1+	/ˌreprɪˈzent/
respect*	B1	/rɪˈspekt/
share (a post)	B1	/ʃeə/
shock	B2	/ʃɒk/
show (a clip)	A2	/ʃəʊ/
speak up*	B1+	/spiːk ʌp/
suggest that	B1	/səˈdʒest ðæt/
target*	B2	/ˈtɑːgɪt/
threaten*	B2	/ˈθretn/
touch (someone)	B2	/tʌtʃ/
trust*	B1+	/trʌst/
type	B1	/taɪp/
upload	B2+	/ʌpˈləʊd/

Adjectives / Adverbs	**CEFR level**	***International Phonetic Alphabet***
accessible*	B2+	/əkˈsesəbəl/
addictive*	B2	/əˈdɪktɪv/
balanced*	B1+	/ˈbælənst/
confident*	B1	/ˈkɒnfɪdənt/
correct	A2	/kəˈrekt/
critical (of something)*	B2	/ˈkrɪtɪkəl/
customer-focused		/ˈkʌstəmə ˈfəʊkəst/
dedicated to	B2+	/ˈdedɪkeɪtɪd tuː/
digital*	B1+	/ˈdɪdʒɪtəl/
distinct	B2+	/dɪˈstɪŋkt/
famous	A2+	/ˈfeɪməs/
free*	B1	/friː/
general	B1+	/ˈdʒenərəl/
handsome	B1	/ˈhænsəm/
honest	A2+	/ˈɒnɪst/
informed*	B2+	/ɪnˈfɔːmd/
malicious	C1	/məˈlɪʃəs/
marvellous	B2+	/ˈmɑːvələs/
multiple*	B1+	/ˈmʌltəpəl/
online*	A2	/ˈɒnlaɪn/
pretty	A2+	/ˈprɪti/
quick*	A2	/kwɪk/
real	A2+	/rɪəl/
respectful*	B2+	/rɪˈspektfəl/
right	A1	/raɪt/
sensational	B2+	/senˈseɪʃənəl/
subtitled*	B2	/ˈsʌbˌtaɪtld/
severe*	B2	/səˈvɪə/
traditional (media)*	B1	/trəˈdɪʃənəl/
trustworthy	C1	/ˈtrʌstˌwɜːðɪ/
typical	B1	/ˈtɪpɪkəl/
unreliable*	B2	/ˌʌnrɪˈlaɪəbəl/
useful	A2	/ˈjuːsfəl/
useless	B1	/ˈjuːsləs/

Other words you need to know	CEFR level	*International Phonetic Alphabet*
life	A2	/laɪf/
psychology	B2	/saɪ'kɒlədʒi/
responsibility*	B1+	/rɪˌspɒnsɪ'bɪləti/
risk*	B1+	/rɪsk/
safety	B1+	/'seɪfti/
storm*	A2+	/stɔːm/
virus	B1	/'vaɪərəs/

Phrases	CEFR level	*International Phonetic Alphabet*
accused of	B2	/ə'kjuːzd əv/
act as	B2	/ækt əz/
all over (social media)	B1+	/ɔːl 'əʊvə ˌsəʊʃəl 'miːdiə/
appeal to	B2	/ə'piːl tə/
as long as	B2	/əz lɒŋ əz/
at the end of the day	B2	/ət ði end əv ðə deɪ/
be drawn towards		/bi drɔːn tə'wɔːdz/
for instance	B1+	/fə 'ɪnstəns/
in other words	B2	/ɪn 'ʌðə wɜːdz/
in recent years	B1	/ɪn 'riːsənt jɪəs/
over time	B1	/'əʊvətaɪm/
whether or not	B2	/'weðə(r) ɔː nɒt/

MODULE 8

Domestic duties	CEFR level	*International Phonetic Alphabet*
bring in the washing	B1+	/brɪŋ ɪn ðə 'wɒʃɪŋ/
clean*	A1	/kliːn/
cook	A1	/kʊk/
do the gardening	B2	/duː ðə 'gɑːdnɪŋ/
do the housework	B1+	/duː ðə 'haʊswɜːk/
do the laundry	B2	/duː ðə 'lɔːndri/
do the vacuuming*	B2+	/duː ðə 'vækjuːmɪŋ/
do the washing up	B2	/duː ðə 'wɒʃɪŋ ʌp/
juggle commitments	C1	/'dʒʌgəl kə'mɪtmənts/
lay / set the table	B2 / A2	/leɪ/ /set ðə 'teɪbəl/
lifestyle*	B2	/'laɪfstaɪl/
look after (children / pets)	A2	/lʊk 'ɑːftə/
make the bed	A1	/meɪk ðə bed/
put away	A2	/pʊt ə'weɪ/
take out the bins	B1+	/teɪk aʊt ðə bɪnz/
tidy up	B1+	/'taɪdi ʌp/
walk the dog	B2	/wɔːk ðə dɒg/
wash the dishes	B1	/wɒʃ ðə 'dɪʃɪz/

Relationships	CEFR level	*International Phonetic Alphabet*
attitude*	B1+	/'ætɪtjuːd/
background*	B1+	/'bækgraʊnd/
difficulty*	B1+	/'dɪfɪkəlti/
husband	A1	/'hʌzbənd/
individual (an individual)*	B1+	/ˌɪndə'vɪdʒuəl/
inequality*	B2+	/ˌɪnɪ'kwɒləti/
isolation*	B2	/ˌaɪsə'leɪʃən/
kindness*	B2	/'kaɪndnəs/
marriage	B1	/'mærɪdʒ/
partner	A2	/'pɑːtnə/
religion*	A2	/rɪ'lɪdʒən/
respect*	B1+	/rɪ'spekt/
right (human right)*	A2	/raɪt/
significant other	B2	/sɪg'nɪfɪkənt 'ʌðə/
wife	A1	/waɪf/

Stereotypes	CEFR level	*International Phonetic Alphabet*
acceptance*	B2	/ək'septəns/
appearance*	B2	/ə'pɪərəns/
bias*	B2+	/'baɪəs/
biology	A2	/baɪ'ɒlədʒi/
body	A1	/'bɒdi/
diversity*	B2+	/daɪ'vɜːsəti/
dress	A1	/dres/
equal access*	B1+	/'iːkwəl'ækses/
gender*	B2	/'dʒendə/
lifestyle*	B2	/'laɪfstaɪl/
prejudice*	B2+	/'predʒədɪs/
representation*	B2+	/ˌreprɪzen'teɪʃən/
stereotype*	B2+	/'steriətaɪp/
strength	B2	/streŋθ/
tolerance*	B2+	/'tɒlərəns/
tradition*	B2	/trə'dɪʃən/
treatment*	B1+	/'triːtmənt/
view	A2	/vjuː/
weakness	B2	/'wiːknəs/

Leadership	CEFR level	*International Phonetic Alphabet*
barrier (to success / progression)*	B2+	/'bæriə/
boss	A2	/bɒs/
inspiration*	B2	/ˌɪnspə'reɪʃən/
leader*	B1	/'liːdə/
motivation	B2	/ˌməʊtə'veɪʃən/
passion	B2	/'pæʃən/
politician	B1	/ˌpɒlə'tɪʃən/
power (authority / control)*	A2	/'paʊə/
responsibility*	B2	/rɪˌspɒnsə'bɪləti/
role model*	C1	/rəʊl 'mɒdl/

Phrases	CEFR level	*International Phonetic Alphabet*
despite the fact that	B2	/dɪ'spaɪt ðə fækt ðæt/
go ahead	B1	/gəʊ ə'hed/
I'm fed up (with)	B1	/aɪm fed ʌp/
in an attempt to*	B2	/ɪn ən ə'tempt tuː/
in order to*	B1	/ɪn 'ɔːdə tuː/
make a difference*	B1	/meɪk ə 'dɪfərəns/
(not) make sense	A2	/meɪk sens/
not only	B2	/nɒt 'əʊnli/
on my own*	B1	/ɒn maɪ əʊn/
pay attention*	A2	/peɪ ə'tenʃən/

Adjectives / Adverbs	CEFR level	*International Phonetic Alphabet*
abusive*	B2+	/ə'bjuːsɪv/
anxious*	B1+	/'æŋkʃəs/
appropriate*	B2	/ə'prəʊpriət/
biased*	B2+	/'baɪəst/
broken	A2	/'brəʊkən/
cluttered		/'klʌtəd/
delighted	B1	/dɪ'laɪtɪd/
disgusting	B1	/dɪs'gʌstɪŋ/
disrespectful*	B2+	/ˌdɪsrɪs'pɛktfʊl/
economic*	B2	/ˌekə'nɒmɪk◂/ /ˌiːkə'nɒmɪk◂/
exclusive*	B2	/ɪk'skluːsɪv/
fulfilling*	C1	/fʊl'fɪlɪŋ/
genuine	B2	/'dʒenjuɪn/
healthy*	A1	/'helθi/
heavy	A2	/'hevi/
helpful	B1	/'helpfəl/
high	A2	/haɪ/
historic	B1	/hɪ'stɒrɪk/
humiliating*	B2+	/hjuː'mɪlieɪtɪŋ/
immediately*	A2	/ɪ'miːdiətli/
inappropriate*	B2+	/ˌɪnə'prəʊpriət/
independent*	A2+	/ˌɪndə'pendənt◂/

inspirational*	C1	/ˌɪnspəˈreɪʃənəl◂/
kind*	A2	/kaɪnd/
lazy*	B1+	/ˈleɪzi/
lesser*	B2+	/ˈlesə/
lonely*	B1	/ˈləʊnli/
low*	A2	/ləʊ/
meaningful*	B2	/ˈmiːnɪŋfəl/
minor	B2	/ˈmaɪnə/
modest	B2	/ˈmɒdɪst/
motivated	B2	/ˈməʊtɪveɪtɪd/
nasty	B1	/ˈnɑːsti/
objective*	B1+	/əbˈdʒektɪv/
odd*	B2	/ɒd/
offensive*	B2+	/əˈfensɪv/
offline*	B2+	/ˌɒfˈlaɪn/
political	B1	/pəˈlɪtɪkəl/
private*	A1	/ˈpraɪvət/
proud*	B1	/praʊd/
regardless*	B2+	/rɪˈgɑːdləs/
single	A2	/ˈsɪŋgəl/
strange	A2	/streɪndʒ/
stressful*	B1+	/ˈstresfəl/
subjective*	B2+	/səbˈdʒektɪv/
subordinate*	B2+	/səˈbɔːdənət/
superior*	B2	/suːˈpɪəriə/
traditional*	B1	/trəˈdɪʃənəl/
unconscious*	B2+	/ʌnˈkɒnʃəs/
unfair*	B1+	/ˌʌnˈfeə/
unmarried	C1	/ˌʌnˈmærid◂/
unpleasant	B1	/ʌnˈplezənt/
wealthy*	B2	/ˈwelθi/
worldwide*	B1+	/ˌwɜːldˈwaɪd◂/

Verbs	**CEFR level**	***International Phonetic Alphabet***
accept	B1	/əkˈsept/
admire	B1	/ədˈmaɪə/
allow*	B1	/əˈlaʊ/
aspire to	C2	/əˈspaɪə tuː/
assume*	B2	/əˈsjuːm/
be equal*	B2	/bi ˈiːkwəl/
be known as	B2+	/bi nəʊn æz/
believe in*	B1	/bəˈliːv ɪn/
benefit*	B1+	/ˈbenəfɪt/
bully*	B2+	/ˈbʊli/
celebrate	B1	/ˈseləbreɪt/
connect*	B1	/kəˈnekt/
consider*	B1	/kənˈsɪdə/
cope (with)*	B2	/kəʊp/
deduce	C2	/dɪˈdjuːs/
depend on	B1	/dɪˈpend ɒn/
discourage*	B2	/dɪsˈkʌrɪdʒ/
discriminate*	B2	/dɪˈskrɪməneɪt/
empower*	B2+	/ɪmˈpaʊə/
get along*	B2	/get əˈlɒŋ/
hold*	A2	/həʊld/
hope	A2	/həʊp/
humiliate*	B2+	/hjuːˈmɪlieɪt/
identify	B2	/aɪˈdentɪfaɪ/
illustrate	B2	/ˈɪləstreɪt/
inspire*	B2	/ɪnˈspaɪə/
insult*	B2+	/ɪnˈsʌlt/
intimidate*	B2+	/ɪnˈtɪmədeɪt/
limit*	B2	/ˈlɪmɪt/
overlook*	B2	/ˌəʊvəˈlʊk/
participate*	B1+	/pɑːˈtɪsəpeɪt /
perceive*	B2+	/pəˈsiːv/
provide*	B1	/prəˈvaɪd/
push	A2	/pʊʃ/
rise*	B1	/raɪz/
serve	A2	/ˈsʌfə/
suffer (from)	B1	/ˈsʌfə frəm/
supposed to*	B1	/səˈpəʊzd tuː/
treat*	B1+	/triːt/

Glossary Box vocabulary	**CEFR level**	***International Phonetic Alphabet***
Braille*	C1	/breɪl/
disparity*	C1	/dɪˈspærəti/
empowerment*		/ɪmˈpaʊəmənt'/
equitable*	C1	/ˈekwətəbəl/
explicitly*	B2+	/ɪkˈsplɪsɪtli/
gender parity*	C1	/ˈdʒendə ˈpærəti/
genetic*	C1	/dʒəˈnetɪk/
impairment*	C1	/ɪmˈpeəmənt/
implicitly*		/ɪmˈplɪsɪtli/
inclusive*	C1	/ɪnˈkluːsɪv/
involuntary*		/ɪnˈvɒləntəri/
mortality rate*	C2	/mɔːˈtæləti reɪt/
native speaker*	B2	/ˈneɪtɪv ˈspiːkə/
neurodiversity*		/njʊərəʊdaɪˈvɜːsəti/
outreach service*		/ˈaʊtriːtʃ ˈsɜːvɪs/
persist*	C2	/pəˈsɪst/
prevalent*	C1	/ˈprevələnt/
restriction*	C1	/rɪˈstrɪkʃən/
social enterprise*	C1	/ˈsəʊʃəl ˈentəpraɪz/
STEM*		/stem/
tailored*	C1	/ˈteɪləd/
transition*	B2+	/træn'zɪʃən/
vocational training*	B1	/vəʊˈkeɪʃənəl ˈtreɪnɪŋ/

Springboard vocabulary	**CEFR level**	***International Phonetic Alphabet***
abuse* (n)	B1+	/əˈbjuːs/
agriculture*	B2	/ˈægrɪˌkʌltʃə/
biological sex*	B2	/ˌbaɪəˈlɒdʒɪkəl◂ seks/
bully*	B2+	/ˈbʊli/
circumstance*	B2+	/ˈsɜːkəmstəns/
construction*	B1+	/kənˈstrʌkʃən/
default*	B2+	/dɪˈfɔːlt/
dignity*	B2+	/ˈdɪgnəti/
education*	A2	/ˌedjʊˈkeɪʃən/
engineering*	B1+	/ˌendʒəˈnɪərɪŋ/
ethnicity*	B2+	/eθˈnɪsəti/
gender*	A2+	/ˈdʒendə/
harassment*	B2+	/ˈhærəsmənt/
healthcare*	B1+	/ˈhelθkeə/ /ˈhelθker/
hospitality*	B1+	/ˌhɒspəˈtæləti/
information technology*	B1+	/ˌɪnfəˈmeɪʃən tekˈnɒlədʒi/
insult* (n)	B2+	/ˈɪnsʌlt/
joke*	A2+	/dʒəʊk/
politics*	B2	/ˈpɒlətɪks/
promotion*	B1+	/prəˈməʊʃən/
race*	B1	/reɪs/
science*	B1+	/ˈsaɪəns/
victim*	B2+	/ˈvɪktɪm/
violence*	B1+	/ˈvaɪələns/