

Suitable for:
CEFR: A2

2nd Edition

21

ENGLISH FOR THE 21st CENTURY

Level 3 Workbook

Sally Etherton

GARNET
EDUCATION

CE21

ENGLISH FOR THE 21st CENTURY

Level 3 Workbook

Contents

Unit 1	Communication	4
Unit 2	Arrangements	10
Unit 3	Travel experiences	18
Unit 4	Faraway places	25
Unit 5	Changing times	31
Unit 6	Technology	37
Unit 7	Teamwork	45
Unit 8	Groups & communities	52
Unit 9	Healthy lifestyle	58
Unit 10	Health & safety	64
Unit 11	Preparing for work	71
Unit 12	Future plans	78
	Language reference	84
	Notes	92

1

Communication

1A

1 Look at the context words on the left. Then circle the odd one out in each box.

a letter

internet envelope address stamp

b email

computer inbox keyboard pencil

c text

messages paper type send

d phone call

write speak number ringtone

e face to face

handshake call smile eye contact

2 Read the body language. Match each image with a description.



1 doesn't know, or confused

4 impatient and tired of waiting

2 listening with interest

5 nervous or stressed

3 disagrees with the speaker

6 surprised or shocked

3 Put the words in the correct order to make sentences. Remember the capital letters and punctuation.

a italian / sister / my / speaks

b holiday / tell / all / me / your / about

c weather / in / england / the / about / talk / people / often

d window / him / tell / i / don't / the / broke

e i / people / new / i / when / never / about / money / meet / talk

f spanish / in / how / do / to / 'thank you' / say / know / you

g so / can / please / slowly / speak / i / understand

4 Complete the sentences with the verbs *talk*, *speak*, *tell* or *say*. You may need to change the form.

a I always _____ the truth.

b She _____ Portuguese and French.

c She _____ she bought it in the market.

d Can you _____ me the time, please?

e He always _____ about himself!

f _____ her about your dream!

g The weather forecast _____ it's going to rain tomorrow.

1B

1 Circle the verbs in the past simple. Then find them in the wordsearch.

a say sayed said sayd

b ate eated eat ated

c watcht watchd watchid watched

d buy bought buyed bourt

e go goed went going

f had haved have haded

g speaked spoke speak spoked

h tell telled told tolled

H	I	K	S	T	M	I	S	A	P
V	Z	W	N	W	D	V	Q	P	S
N	A	E	C	L	X	Z	K	P	A
E	W	K	O	S	P	O	K	E	V
M	A	T	O	J	E	B	C	C	X
M	T	O	X	E	D	O	F	N	J
C	C	M	T	I	N	U	Z	P	H
P	H	A	A	H	F	G	F	L	A
T	E	S	Z	O	E	H	D	T	D
E	D	Z	C	Z	R	T	V	E	S

2 Complete the sentences with the past simple form of the verbs in brackets.

a (write) Last Monday, he _____ to his uncle.

b (go) Yesterday, we _____ to a presentation on internet safety.

c (have) This morning, I _____ a phone call inviting me for a job interview.

d (send) My friends _____ me a postcard from Spain.

e (be) I _____ on the phone when he arrived.

f (buy) I _____ a new tablet yesterday.

3 Look at the table. Write sentences about what Soma did and didn't do yesterday.

Yesterday						
watch TV	a listen to the radio	b play computer games	c make a video call	d write an email	e read an eBook	f receive a text
✓	✓	✗	✓	✓	✗	✗

Example He watched TV.

- a _____
- b _____
- c _____
- d _____
- e _____
- f _____



4 Circle the correct word to complete each question. Then match each question with the correct answer.

- a *What / Were* did you buy yesterday?
- b *Was / Did* it expensive?
- c *What / Why* did you choose this one?
- d *Who / Did* they show you how to use it?
- e *Why / What* apps did you get?
- f *When / Did* it take long to set up?
- g *Did / Was* your wife like it?



- 1 Yes, they gave me a full demonstration and put on some free apps. d
- 2 It's thin and light, and it has a dual-core processor and 8 GB RAM. _____
- 3 No, it was already charged and the tutorial was easy to follow. _____
- 4 I bought this new tablet for my wife. _____
- 5 Not really. It cost about £400. _____
- 6 No, she decided to give it to me! _____
- 7 I got Expense Manager and GoPay. _____

1c

1 Can you guess each conversation style? Write *argument*, *lecture* or *discussion*.



2 Where in the table does each phrase go? Write the letters in the correct column.

- a Running is boring.
- b What do you think?
- c I don't think so.
- d Exactly!
- e Tablets are too expensive.
- f I think you're right.
- g I don't know.
- h I'm not sure.
- i What about you?
- j I disagree.

Give an opinion	Ask for an opinion	Agree	Disagree	Not decided
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

3 Number the sentences to put the conversation in order.

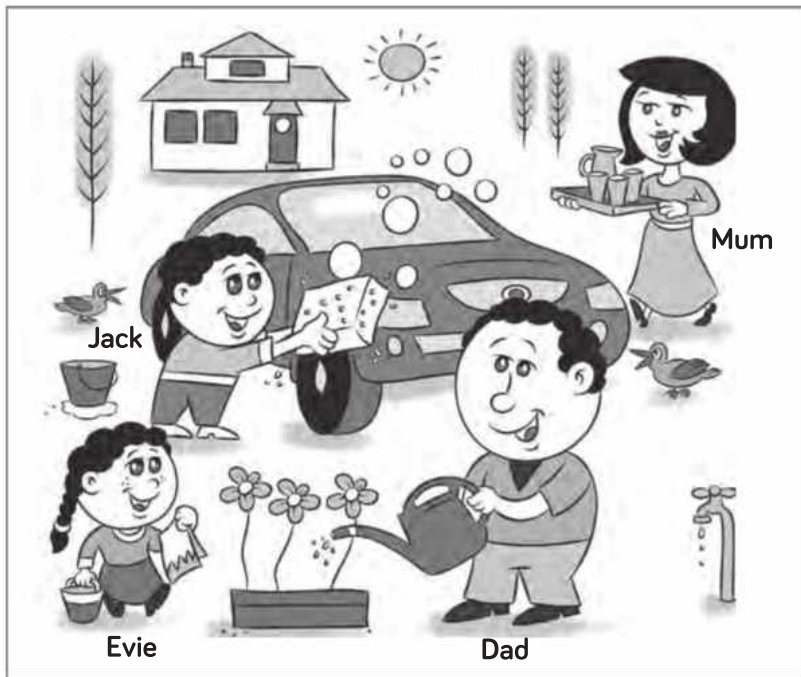
- a I don't. The trousers are too big. _____
- b Buy it then! It looks great! _____
- c I'm not sure. Can you afford it? _____
- d Hmm, I think you're right. What about this dress? _____
- e It's very expensive! _____
- f I really like this suit. 1 _____
- g Yes, I got paid yesterday. _____
- h No, it isn't. It only costs £35.00. _____

2

Arrangements

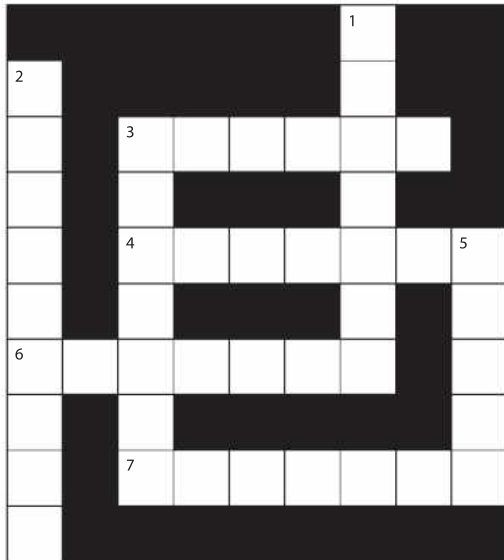
2A

1 Look at the picture of the Phillips family. Then complete the sentences with the correct names.



- a _____ is carrying some glasses and lemonade.
- b _____ is holding a bucket.
- c _____ is carrying a towel.
- d _____ is cleaning the car.
- e _____ is wearing trousers and black shoes.
- f _____ is watering the plants.

2 Unscramble the verbs to complete the sentences and write each one in the crossword.



Across

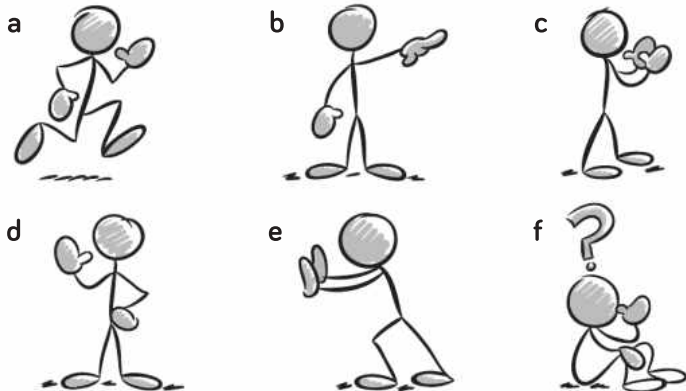
- 3 I'm (genies) my tutor at three o'clock.
- 4 He is always (nixgett) his boss.
- 6 She's (rigtwin) a letter to accompany her job application.
- 7 Our company is (grogwin) fast.

Down

- 1 I'm (gindens) an email to my brother.
- 2 She's (gownfillo) her favourite band on social media.
- 3 I'm (sigtit) on my favourite chair.
- 5 He's (gingo) to a lecture on Technology in Industry.

3 What is Mr Stickman doing? Use the verbs from the box to write sentences.

clap point push run think wave



- a _____
- b _____
- c _____
- d _____
- e _____
- f _____

- 4 Circle the correct options to complete the email with the verbs in the present simple or the present continuous.

The image consists of two parts. On the left, a smartphone screen displays an email from 'customerservices@bususers.com' titled 'Bus service' dated June 7, 2015, at 11:44 AM. The email text is as follows:

Dear Sir or Madam,
 I *write / 'm writing*^a this message to complain about your bus service.
 Every day, I *catch / 'm catching*^b the No 25 bus to work. The timetable says it *leaves / is leaving*^c the bus stop in the High Street at 7.30. However, every morning it *arrives / is arriving*^d late.
 Right now, I *stand / 'm standing*^e at the bus stop and the bus is 15 minutes late!
 This bus service *is / is being*^f unacceptable as it always *makes / is making*^g me late for work.

On the right, a man in a light-colored jacket is looking at a bus timetable board. The board has two sections, one for route 33 and one for route 63, with various departure times listed.

2B

- 1 Match each word or phrase with the correct text message abbreviation.

- | | | |
|---|---------------|---------|
| a | let me know | gr8 |
| b | you | c u l8r |
| c | no problem | IMO |
| d | great | LMK |
| e | of course | u |
| f | I am sorry | OFC |
| g | see you later | NP |
| h | in my opinion | IMS |

2 Look at Amira's diary. Then decide: are the statements below true or false?

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
see film 7.30 p.m.	play tennis	lecture 9 a.m.	play tennis	phone mum	order T-shirt for Kate	pay bills!
	have dinner 7 p.m. at Supper Club	have coffee with Claire	p.m. – collect laundry!	seminar 2 p.m.	go to talk on biodiversity 5 p.m. @Great Hall	Spring Hotel Kate's birthday!

- a On Sunday, she's playing tennis. true false
- b Amira's watching a film on Sunday. true false
- c She's phoning her mum on Wednesday. true false
- d On Tuesday, Amira isn't playing tennis. true false
- e She's visiting the Spring Hotel on Friday. true false
- f She's collecting her laundry on Thursday. true false
- g She's having coffee with Claire on Monday. true false

3 Complete the conversation with the present continuous form of the verbs from the box.

come get have order take visit watch

- Jo** Hi, Amira! Are you _____^a for coffee at my place tomorrow?
- Amira** Sorry, I can't. I'm _____^b a film. What about Wednesday?
- Jo** I'm afraid I can't do Wednesday. I'm _____^c my aunt in London all day.
- Amira** What about Tuesday? I'm not _____^d coffee with Claire, so I'm free!
- Jo** Perfect! Let's meet at five o'clock. What are you _____^e Kate for her birthday?
- Amira** I'm _____^f her a T-shirt from the Havealot website. What about you?
- Jo** I'm _____^g her to Paignton Zoo on Saturday. Do you want to come?
- Amira** I'd love to – thanks! I'll see you then, bye!

- 4 Label each text *apologizing, asking for help, thanking or inviting*. Then write out each of the text messages in full sentences.

a Hi. How do I get 2 ur house 2nite? asking for help

Hi. How do I get to your house tonight?

b Stuck in traffic jam. Will be l8. IMS. _____

c Thx for the lift! C u l8r! _____

d It was nice to c u. Thx for the coffee. _____

e  Can u come 4 dinner 2nite? _____

f I can't meet l8r. Tbh, I'm too tired. IMS. _____

g Hav u started the assgnmnt? Wot books r useful? _____

2c

1 Watch the slideshow *A language we all understand*. Watch the slideshow from 1:15 to 3:15 again. Find a word matching each definition.

- a people with a lot of knowledge about a topic _____
- b to make a thought or feeling known to other people _____
- c not said _____
- d closing one eye _____
- e the feeling expressed in a message _____
- f to show that something is important _____
- g separated into smaller groups _____
- h unhappy because something bad has happened _____

2 Match the two parts to make verb phrases from the slideshow.

- | | |
|-----------|--------------------------|
| a Breathe | a quiet corner. |
| b Don't | laugh. |
| c Find | comfortable. |
| d Get | your hands on your hips. |
| e Hold | slowly and deeply. |
| f Hold | your head high. |
| g Keep | the pose. |
| h Put | your back straight. |

3 Complete the text about Amy Cuddy's ideas with the words from the box.

advantage	change	chemistry	found	interesting	people
pose	research	social	strike	tell	theory

We can _____ a lot about other people from their body language. But we can also use our own body language to our _____. This is Amy Cuddy. She's a _____ scientist. Her _____ is: 'Our body language shapes who we are.' Her _____ shows that, if we _____ our posture, we can completely change the way other _____ see us.

But her research has also _____ something even more _____. And very useful! She has found that, if we _____ a positive _____ for a few minutes every day, we can actually change the _____ in our bodies.

4 Put the words in the correct order to make questions about body language. Remember the capital letters and punctuation. Then match each question with the correct answer.

- | | |
|--|--|
| <p>a of business / is / the language / what / and / science</p> <p>_____</p> | <p>Yes, mainly in face-to-face conversations.</p> |
| <p>b is / easy / emails / out / to / work / tone / of / the / it</p> <p>_____</p> | <p>Our body language shapes who we are.</p> |
| <p>c does / what / gesture / this / mean</p> <p>_____</p> | <p>English – that's why so many people study it.</p> |
| <p>d communication / important / non-verbal / is</p> <p>_____</p> | <p>There are 43.</p> |
| <p>e we do / do / what / when / we / annoyed / are</p> <p>_____</p> | <p>Yes, especially portrait painters.</p> |
| <p>f many / how / muscles / in the / face / are there</p> <p>_____</p> | <p>Not always. Emojis or emoticons can help.</p> |
| <p>g believe / what / Amy / does / Cuddy</p> <p>_____</p> | <p>We hunch our shoulders and lean forward.</p> |
| <p>h great / body / do / understand / language / painters</p> <p>_____</p> | <p>Be quiet!</p> |

- 5 Pause the video at 5:20 and look at *Nighthawks* again. Then complete each sentence with the phrase that best describes the painting.



- a The customers in the diner are
 chatting happily.
 thinking their own thoughts.
 eating dinner.
- b The lighting in the diner
 is too bright.
 isn't bright enough.
 is very warm and welcoming.
- c The people in the diner
 have gone there to have a good time.
 are annoyed because it's closing time.
 have gone there late at night because they want company.
- d The painting has
 lots of detail, so we know he is very interested in this particular diner.
 some detail, so we know that this is in New York in the mid-20th century.
 almost no detail; this could be anywhere, at any time.
- e The painter shows us how
 exciting America was in the 1940s.
 relaxing America was in the 1940s.
 lonely America was in the 1940s.

3

Travel experiences

3A

1 Are the words adjectives, nouns or adverbs? Circle the odd one out.

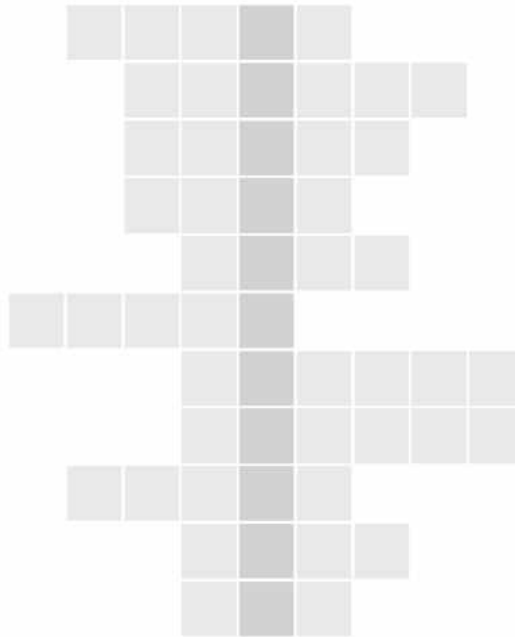
- | | | | | |
|---|-------------|-----------|-------------|---------|
| a | exciting | tradition | noisy | special |
| b | delicious | boring | interesting | taste |
| c | complicated | difficult | culture | easy |
| d | happily | clean | comfortable | warm |
| e | modern | time | traditional | tall |
| f | clever | polite | rude | feeling |

2 Look at the adjectives in 1. Match each group of adjectives with a noun.

- | | | |
|---|------------|------------|
| a | food | _____ |
| b | a room | _____ |
| c | an exam | _____ |
| d | a person | _____ |
| e | a festival | <u> a </u> |
| f | a building | _____ |

3 Write the opposites in the grid. What is the mystery adjective?

- a clean
- b interesting
- c sensible
- d polite
- e low
- f noisy
- g complicated
- h horrible
- i right
- j difficult
- k new



The mystery adjective is _____.

4 Look at the adjectives in the box. Which prefix does each one need to make its opposite? Write each opposite in the correct column of the table.

possible happy polite accurate visible patient necessary kind active

<i>im-</i>	<i>un-</i>	<i>in-</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5 Unscramble the adjectives to complete the travel blog.


www.mytravelblog.com/peteinturkey

Hi. I'm Pete. Welcome to my blog about travel around Turkey. Here are three reasons to go to Istanbul now.

1 BREAKFAST – Start the day with a (ouidseic) _____^a Turkish breakfast called *kahvalti*. It consists of eggs, bread, olives, cheese, meat, jam, honey, sliced tomatoes and cucumbers. Finish with a cup of (gtsonr) _____^b black coffee.

2 SHOPS – If you like crowds, then go to the (ybsu) _____^c Grand Bazaar, which is full of old shops. I prefer the (rendom) _____^d shops along Istiklal Street where you can buy (aehpc) _____^e clothes. Most shopkeepers speak some English, but it's always good to be (eiolpt) _____^f, so learn to say *please* and *thank you* in Turkish!

3 HISTORY – The museums are (loco) _____^g in the summer heat and provide plenty of useful information, but sometimes they are a bit (grinob) _____^h. My favourite experiences were outside the museums – climbing Galata Tower and walking along the (eactinn) _____ⁱ city walls.



3B

1 Do you recognize these buildings? Circle the name of each building and the city where it can be found.

a



It's *Buckingham Palace / The White House / the Acropolis in Athens / Washington / London.*

b



It's *the Eiffel Tower / Big Ben / the Petronas Tower in London / Kuala Lumpur / Paris.*

c



It's *the Red Fort / Hagia Sophia / the Giza Pyramid in Cairo / Istanbul / Agra.*

d



It's *the Kremlin / the Louvre / Burj Al Arab in Moscow / Paris / Dubai.*

2 Match each question with the correct answer.

- | | | |
|---|---|--|
| a | Have you ever lived in a different country? | Yes, I've visited the Fox Glacier. |
| b | Have you ever jumped out of a plane? | No, I've never had enough money! |
| c | Have you ever swum with dolphins? | Yes, I've lived in Australia and Thailand. |
| d | Have you ever stolen something? | No, but someone stole my wallet once. |
| e | Have you ever slept in a tent? | Yes, I've done a parachute jump. |
| f | Have you ever walked on a glacier? | No, but I've seen them. |
| g | Have you ever stayed in a luxury hotel? | No, but I have slept in a cave. |

3 Complete the sentences with *have/has* and the past participle form of the verbs in brackets.

- a (have) We _____ wonderful weather so far.
- b (try) I _____ parasailing. It's great fun.
- c (read) She _____ a travel guide all about the area.
- d (swim) My mum _____ across the Channel.
- e (break) John _____ his arm.
- f (write) We _____ to the hotel asking for a refund.
- g (do) They _____ a lot of research on which tent to buy.
- h (go) I _____ to Australia and New Zealand.
- i (eat) I _____ never _____ a hamburger!
- j (hold) _____ you ever _____ a snake?

4 Find the past participle of these verbs in the wordsearch.

W	C	E	M	W	D	J	Y	W	D
M	E	V	E	H	O	G	X	R	T
L	E	W	A	A	N	H	M	I	N
P	Q	Y	T	D	E	M	X	T	A
D	Y	R	E	R	G	O	Y	T	H
R	Y	S	N	B	R	O	K	E	N
I	N	N	W	V	W	Q	P	N	X
V	O	N	F	U	D	R	U	N	K
E	A	X	E	R	M	B	E	E	N
N	L	I	R	E	A	D	F	H	D

be	break	do	drink	drive
eat	have	read	swim	write

5 Put the words in the correct order to make sentences about Roy and Helena. Remember the capital letters and punctuation.

a and / have / asia / spent / i / two / roy / months / in

b have / cities / 13 / we / capital / visited

c people / of / have / thousands / we / amazing / met

d easy / been / it / hasn't

e roads / been / some / challenging / have / the / very / of

f had / bike / punctures / has / 36 / our

g have / out / run / times / petrol / nine / we / of



6 Use the clues to complete the sentences in the present perfect.

a They _____ out of a plane.



b We _____ across Europe.



c We _____ in a five-star restaurant.



d I _____ lots of lions and tigers.



e He _____ in the sea.



f I _____ on a boat.



3C

1 Read the sentences. Then decide: are they fact or opinion?

- | | | | |
|---|---|------|---------|
| a | Angkor Wat is the most amazing place! | fact | opinion |
| b | The name means 'Temple City' in Khmer. | fact | opinion |
| c | It is a UNESCO World Heritage Site. | fact | opinion |
| d | It was the best \$20 I have ever spent. | fact | opinion |
| e | It was built in the early 12 th century. | fact | opinion |
| f | It's a good idea to wear trainers. | fact | opinion |
| g | You should see Beng Mealea temple first. | fact | opinion |



2 Read the reviews and match the sentence halves.

http://www.travelreview.com

Chitwan National Park, Nepal

Average rating
★★★★★ 3 out of 5

Reviewed by 'Hans64' ★★★★★ 4 out of 5
17/6/2020
Make sure you go on an elephant safari. Go early to get the best experience – we went at dawn and we saw two rhinos, a crocodile, lots of deer, monkeys and a variety of birds. It was amazing!

Reviewed by 'Kai' ★★★★★ 2 out of 5
21/7/2019
We went on a jeep safari and we were really disappointed – two hours bouncing around in the back of a jeep to see a handful of birds. I recommend the Elephant Breeding Centre in Sauraha for 50 rupees. You can spend hours there, feeding the baby elephants!

Reviewed by 'MandyJ' ★★★★★ 4 out of 5
6/6/2019
We paid 1,500 rupees for our elephant safari, which I think is cheap! An elephant takes four people, and the safari lasts just over an hour. We saw deer, a rhino and lots of birds and iguanas. Cover yourself with insect repellent and wear long trousers – there are millions of biting insects and those elephants have ticks!

- | | | |
|---|------------------------------|-------------------------------|
| a | Kai didn't enjoy | the insects. |
| b | An elephant takes | the jeep safari. |
| c | Mandy didn't like | the Elephant Breeding Centre. |
| d | Kai recommends | is cheap. |
| e | Hans suggests | a crocodile. |
| f | An elephant safari | four people. |
| g | Mandy thinks the safari | costs 1,500 rupees. |
| h | Hans saw | costs 50 rupees. |
| i | The Elephant Breeding Centre | going early. |



4

Faraway places

4A

1 Read the passages about different tourists. Then match the people with each type of holiday.

Greg and Alison have just met. They want a romantic weekend in Paris.

Flo is arranging a big reunion for her university friends. They need five bedrooms and a kitchen so they can cook for themselves and keep the cost down.

Miguel loves photographing wild animals. He wants to visit Africa.

Jen and Ian are retired. They want to explore the Mediterranean countries, such as Greece, Italy and North Africa and they want to travel in luxury.

Sofia and Lorenzo have got young children. They want a relaxing holiday with plenty of sea and sun.

Luca is very athletic and he loves a challenge. He hates lying around and doing nothing!

Flo	Greg and Alison	Jen and Ian	Luca	Miguel	Sofia and Lorenzo
-----	-----------------	-------------	------	--------	-------------------

- | | | | | | |
|---|---------------|-------|---|---------------|-------|
| a | rock climbing | _____ | d | safari tour | _____ |
| b | beach | _____ | e | city break | _____ |
| c | cruise | _____ | f | self-catering | _____ |

2 Match the parts of the phrasal verbs to make correct sentences.

- | | | | |
|---|--------------------------|-------|---------------------------------|
| a | I need to find | _____ | around for a good deal. |
| b | He doesn't know | _____ | down so we were late arriving. |
| c | We went | _____ | after the cat, when we're away? |
| d | We are staying | _____ | out when the museum opens. |
| e | Who will look | _____ | for a swim after breakfast. |
| f | The bus broke | _____ | at the hotel in Prince's Road. |
| g | It's a good idea to shop | _____ | about the opening times. |

3 Complete the email with the prepositions from the box.

about across after at for through up

Subject: Holiday

Hi,


We arrived safely and we're having a great time!

On the first night, we stayed _____^a a small hotel in Llangollen, and Cerys, our guide, told us _____^b the canal and the local area. In the morning, she took us down to the wharf and we picked _____^c our traditional narrow boat. Cerys showed us around the boat and told us how to look _____^d everything. Then we were off!

Our first day has been amazing – we went _____^e our first lock and we travelled _____^f Britain's biggest aqueduct!

I'll write again soon, but I'm going _____^g a swim in the canal now!

Love,
Ola



4B

1 Circle the correct verb to complete each sentence.

- a Bangladesh *has changed* / *changed* a lot.
- b The population *has risen* / *rose* dramatically over the last ten years.
- c In 1961, there *have been* / *were* around 50 million people in Bangladesh.
- d By 2018, the population *has been* / *was* over 160 million.
- e Life expectancy *has improved* / *improved* in Bangladesh.
- f Poverty *has fallen* / *fell* in Bangladesh.
- g It *has been* / *was* affecting around 56% of the population in 1991 and about 30% in 2010.

2 Complete the text with the verbs from the box.

been changed dropped risen stayed visited was were

I've _____^a to Venice on holiday several times and it has _____^b dramatically.

Over the last 50 years, the water levels have _____^c, but the population has fallen. In 1951, the resident population _____^d 174,000. However, it has _____^e to less than 60,000 today! As the resident population has decreased, the number of tourists visiting Venice has increased. In 2012, 661 cruise ships _____^f Venice, many of them carrying over 4,000 tourists. However, this doesn't always result in money for Venice. There _____^g around ten million tourists in 2013, but only about half _____^h in hotels.



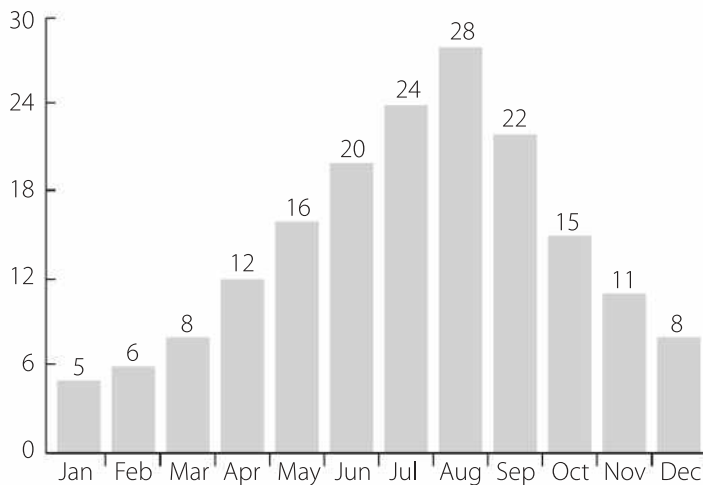
3 Read the text about Venice in 2 again. Then decide: are the statements true or false?

- | | | | |
|----------|---|------|-------|
| a | The population has risen in the last 50 years. | true | false |
| b | The numbers of tourists has fallen. | true | false |
| c | The population of Venice was 174,000 in 1951. | true | false |
| d | In 2012, over 600 cruise ships visited Venice. | true | false |
| e | Cruise ships are not good for the hotel business. | true | false |
| f | In 2012, about 3,000 tourists stayed in hotels. | true | false |

4 Ellie lived in Istanbul for a year and recorded the changing temperatures. Look at Ellie's chart below and complete the sentences.

- a The hottest month was _____.
- b The coldest month was _____.
- c March had the same average temperature as _____.
- d The two coldest months were January and _____.
- e The temperature increased by 12°C from March to _____.
- f January was ten degrees colder than _____.
- g The greatest monthly change in temperature was between _____ and _____.

Average Temperature in Istanbul



4C

1 Watch the slideshow *A sense of adventure*. Watch up to 4:25 again. Find a word that means the opposite of each word below.

- a facts _____
- b forget _____
- c neutral _____
- d offline _____
- e polite _____
- f positive _____
- g take away _____
- h useless _____

2 Complete the text from the slideshow with the words from the box.

culture	have	home	meeting	mixing	offer
people	really	sampled	see	seen	travellers

You've _____ all there is to _____ in Istanbul.
 _____ time! But wait! _____ you _____
 everything Istanbul has to _____? _____? Remember that travel
 is about _____, as well as places. It's about _____ other
 _____. And it's about _____ with local people and absorbing
 their _____.

3 Put the words in the correct order to make questions from the slideshow. Remember the capital letters and punctuation.

a how / you / about

b see / will / you / what

c stay / where / you / will

d for / adventure / you / ready / are / an

e to / need / much / are / how / money / you going

f has / to / you / have / everything / sampled / Istanbul / offer

g who you'll / who / discover / knows / meet or / what you'll

h about / the markets, squares, / restaurants / what / cafés and

i your guidebook / you / hotel / leave / in the / will

4 Correct the sentences from the slideshow. Then match each sentence with the correct explanation.

- | | |
|--|---|
| <p>a So you buys a guidebook and reads all about the city.</p> <p>_____</p> | <p>A preposition is missing.</p> |
| <p>b All online reviews are based opinions.</p> <p>_____</p> | <p>There is a mistake with an apostrophe.</p> |
| <p>c You can spend weeks here and never get boring.</p> <p>_____</p> | <p>There is a mistake with an article.</p> |
| <p>d Imagine you are planning a city break in the Istanbul.</p> <p>_____</p> | <p>An adjective ending is wrong.</p> |
| <p>e You visit the Blue Mosque, with it's blue tiles and six minarets.</p> <p>_____</p> | <p>The verbs don't match the subject.</p> |
| <p>f An experience amazing is waiting for you.</p> <p>_____</p> | <p>The wrong form of the verb is used.</p> |
| <p>g Some people can't use computers very good.</p> <p>_____</p> | <p>The word order is wrong.</p> |
| <p>h You walking across the stunning Ataturk Bridge.</p> <p>_____</p> | <p>An adverb is wrong.</p> |

5 Guidebooks and travel websites are both very useful sources of travel information. Where is the best place to look for ...

- | | | | |
|--|------------------|-------------|------|
| a a list of the top attractions? | a travel website | a guidebook | both |
| b a lot of different people's opinions about a place? | a travel website | a guidebook | both |
| c information about local food and drink? | a travel website | a guidebook | both |
| d an essay about the history of an area? | a travel website | a guidebook | both |
| e an overall impression of a place? | a travel website | a guidebook | both |
| f the most up-to-date information? | a travel website | a guidebook | both |
| g ideas for things to do? | a travel website | a guidebook | both |
| h a printed map of the town? | a travel website | a guidebook | both |
| i information on places to avoid? | a travel website | a guidebook | both |
| j well-researched articles? | a travel website | a guidebook | both |

5

Changing times

5A

1 Need or want? Circle one item we need to survive in each group.

- | | | | | |
|---|-------------|-----------|-------------|----------|
| a | television | chocolate | water | football |
| b | electricity | shelter | clothes | phone |
| c | food | car | bed | shops |
| d | book | air | boat | internet |
| e | school | fridge | shoes | plants |
| f | sleep | printer | supermarket | horse |

2 Which gadget will you prioritize for each of these situations?

electric fan flash drive GPS lighter penknife torch

- | | | |
|---|----------------------------|-------|
| a | Save important documents. | _____ |
| b | Climb a mountain alone. | _____ |
| c | Cook on a camping stove. | _____ |
| d | Cut some rope. | _____ |
| e | Find your way in the dark. | _____ |
| f | Keep cool in the heat. | _____ |

3 Match each word with a description.

- | | | |
|---|-----------|---|
| a | financial | an electrical wave that carries information |
| b | budget | the act of stealing, or taking, something |
| c | signal | someone, or a company, that gives a service to a customer |
| d | theft | an amount of money to be spent over a period of time |
| e | app | relating to money |
| f | valuables | software for a phone, tablet or computer |
| g | provider | items having a high monetary price |

4 Read *Surviving the City* and complete the text with the words from the box.

app buildings charger GPS home phone provider restaurants valuables



Spend money wisely

Spending lots of money in shops, shows, clubs and _____^a can cause financial problems. Make sure you fix a weekly budget and only go out once a week. Avoid takeaways and cook for yourself at _____^b as much as possible.

Learn how to find free wifi

Tall _____^c and underground transport systems mean that you won't always have a signal. Learn which areas don't have a signal and which phone _____^d can give you better signals.

Keep your gadgets charged

If you are using your _____^e all day, the battery is probably going to die. The easiest option is to get an external battery _____^f so you can top up your phone whenever you need it.



Keep safe and stay safe



Theft can be common in some parts of many cities. Keep _____^g out of sight and use an app to help you track your belongings such as Stick-N-Find. This app uses small GPS trackers stuck to your valuables that send signals to your smartphone. Also, walk confidently and activate your _____^h so you don't get lost.

Finding a toilet

There's nothing worse than being caught short! Learn which large shops have toilets you can use and use an _____ⁱ, such as *Toilet Finder*, or *Bathroom Scout* to locate the closest public toilets.

5B

1 Read the texts. Then decide: are the statements below true or false?

	<p>ASIMO is a humanoid robot made by Honda. ASIMO is 1.2 m tall and weighs just 52 kg. With a plastic resin body, ASIMO looks human and friendly. It has two basic video cameras for eyes and it can walk up and down stairs, pick up objects and run. ASIMO can be used to help people in the home, or carry out tasks in hospitals or schools.</p> <p>Atlas is a robot designed by Boston Dynamics. It has stereo cameras and a laser range finder in its head to give it excellent 3D vision. Made from aluminium and titanium, Atlas is heavy (about 150 kg) and strong. This robot is 1.8 m tall and can do complex jobs in dangerous places and situations.</p>	
---	---	---

- | | | | |
|---|---|------|-------|
| a | Atlas is designed to help people in the home. | true | false |
| b | The car company, Honda, made ASIMO. | true | false |
| c | Atlas is a similar height to a human. | true | false |
| d | ASIMO is designed to frighten people. | true | false |
| e | Atlas weighs more than ASIMO. | true | false |
| f | ASIMO can help old and disabled people. | true | false |
| g | ASIMO is useful in military and defence operations. | true | false |
| h | Atlas can see better than ASIMO. | true | false |

2 Complete the text with *will* and the verbs from the box.

disappear give go recycle soak take apart throw

E-Waste – time to act!

Whether it's Eid, Christmas or Diwali, it's likely that you _____^a or receive electronic presents: perhaps a new phone, a tablet, or maybe a gaming console. Meanwhile, you _____^b your old gadgets in the bin without thinking. Around 75% of e-waste _____^c to landfill, where the toxic chemicals _____^d into streams and groundwater.

Companies _____^e the other 25% of e-waste, by shipping it to developing countries. Here, people _____^f the devices under very bad working conditions. So, reuse, or buy second-hand, before you buy new because soon the planet _____^g under a mountain of e-waste!



3 Put the words in the correct order to make questions. Remember the capital letters and punctuation.

a 2030 / will / in / children / how / learn

b classrooms / there / be / will

c phones / get / will / replaced / teachers / with

d will / computers / use / children

e will / how / children / assess / teachers

f poorer / will / schools / help / how / children

4 Match the questions in 3 with these answers.

a Schools will give them phones, laptops or tablets.

b The classroom will be in their pocket – on a smartphone!

c Children will learn on electronic devices.

d They'll use quizzes and progress tests.

e They won't disappear! They will design lessons for the electronic devices.

f They won't use computers, they'll use phones or tablets.

5C

1 Find ten study words in the wordsearch. Then use each word to complete a sentence.

- a Even native English speakers often use a _____ to check both spelling and pronunciation.
- b It's not always possible to _____ new words into your own language.
- c If you find an exercise difficult, try to work it out for yourself before you ask your _____.
- d Many people use bad _____ in text messages.
- e Playing brain games can improve your _____.
- f Learning to take effective _____ is an important study skill.
- g Students who want to practise listening to _____ extracts can go online and find interesting podcasts.
- h You can use a _____ to find words with similar meanings and opposites.
- i In text messages we often use letters and numbers to save time, but in letters and emails we usually _____ full sentences.
- j When you learn a new word, make a note of its _____ and its pronunciation.



2 Circle the correct options to complete the conversation about learning vocabulary.

- A Hey, you beat me in the test again! How *do / don't*^a you remember all of the vocabulary?
- B Some of my friends use dictionaries, but I *do / don't*^b!
- A Why *do / don't*^c you like dictionaries?
- B It takes too long to look up a word! I *do / don't*^d use an app on my smartphone, though!
- A What app *do / don't*^e you use?
- B I *do / don't*^f usually use American dictionaries, but I do use Merriam-Webster.
- A Why *do / don't*^g you like that app?
- B It *does / doesn't*^h cost anything because it has adverts.
- A *Does / Doesn't*ⁱ it have audio?
- B Yes, it *do / does*^j. It's really helpful to hear the pronunciation.
- A Hmm ... I think I'll download it. I *do / don't*^k think you'll beat me next time!



3 Read between the lines and circle the correct answer.

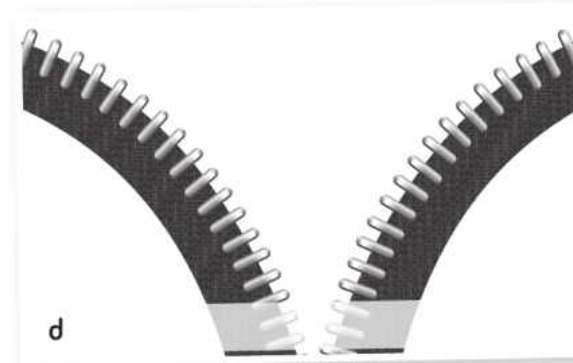
- a** He wrestled with the tent for a whole hour.
- 1 It was easy to put up the tent.
 - 2 It was difficult to put up the tent.
- b** They turned on their torches to light up the path ahead.
- 1 It was dark.
 - 2 They were lost.
- c** Holding my breath, I carefully placed the box on the table.
- 1 The box contained something fragile and delicate.
 - 2 The box contained something big and heavy.
- d** He marched down the street with his head held high.
- 1 He was worried.
 - 2 He was confident.
- e** She sighed, took a deep breath and picked up her pen.
- 1 She doesn't want to write.
 - 2 She wants to write.
- f** He said the alphabet aloud as he flicked through the pages.
- 1 He is reading a book.
 - 2 He is looking in a dictionary.

6

Technology

6A

1 What are these inventions?



2 Put each gadget in the correct column of the table.

ballpoint pen blender can opener flash drive
 safety razor stapler toaster toothbrush waterproof radio

Bathroom	Office	Kitchen

3 Put the words in the correct order to make sentences about inventions used in the home. Remember the capital letters and punctuation.

a water / kettles / boil

b in / there / people / were / televisions / than / 2004 / more

c with / a / microwave / radiation / cooks

d light / a / made / glass / bulb / of / is / out

e sun / protect / people / umbrellas / from / and / rain

f 4% / of / mirror / a / reflects / light / the

g food / a / temperatures / freezer / very / preserves / with / low

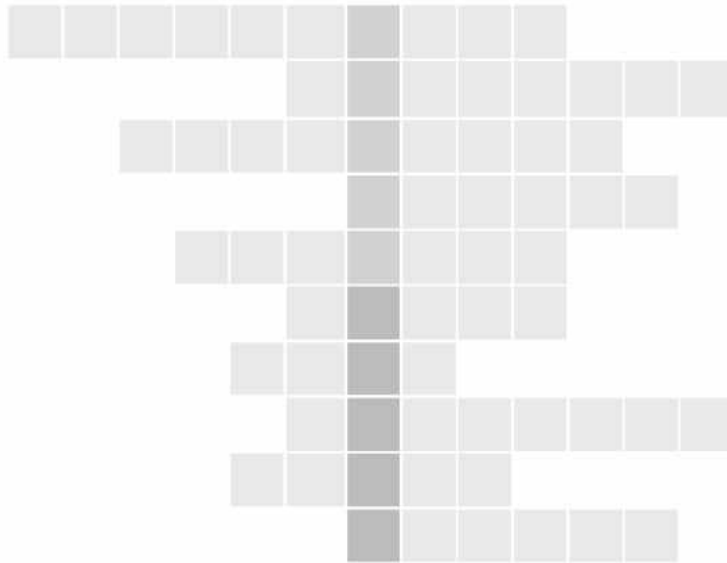
h more / the / week / 200 million / listen / to / than / radio / each / people

i a / called / torch / america / a / is / flashlight / in

j homes / most / people / radiators / heat / british / their / with

4 Unscramble the letters to make inventions and write them in the grid. What is the mystery invention?

- a leviesinto
- b labelrum
- c vicarmeow
- d tetelk
- e refezre
- f airdo
- g lubb
- h triadoar
- i chort
- j rorrim



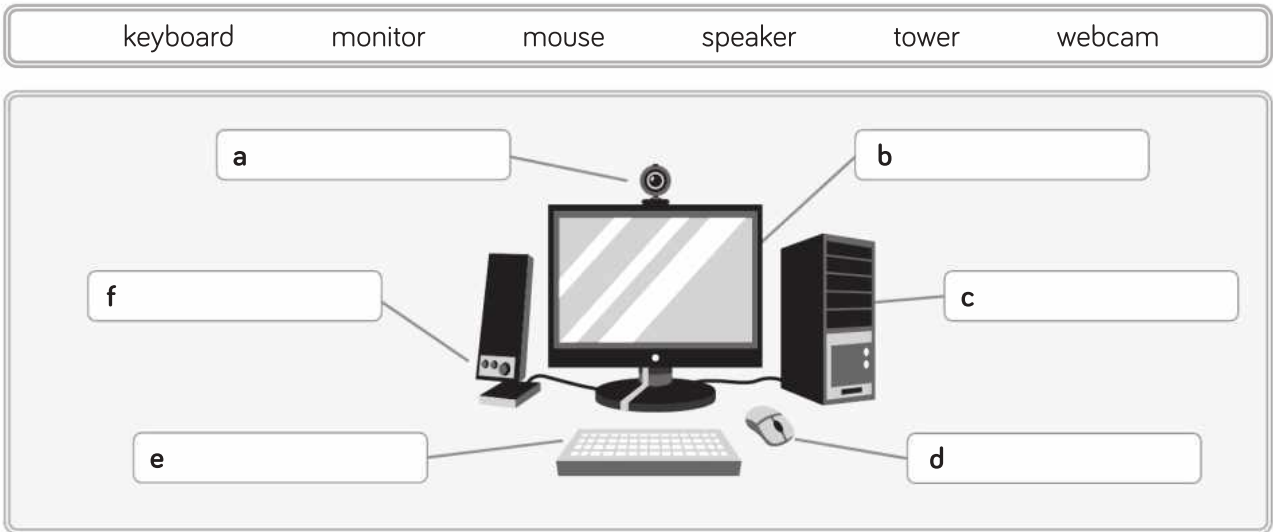
The mystery invention is _____.

6B

1 Circle the correct option to complete each sentence.

- a Twitter is a type of *social / technology* networking.
- b A tweet is a *letter / message* using Twitter.
- c You can only use a maximum of 280 *letters / words* in your Twitter messages.
- d Users can read and *collect / post* tweets.
- e Twitter has more than 500 *million / hundred* users.
- f Twitter users can send public, or *global / private* messages.
- g A Twitterbot is a computer *screen / program* that automatically posts messages.

2 Label the diagram.



3 Complete the text with the present perfect or past simple form of the verbs in brackets.

JOBS.INC

✉
🔍
👤
⚙️

Name: Rita Greenwood

Education: The University of Hong Kong

Job: Computer Programmer

connections

Last year, I (graduate) _____^a from The University of Hong Kong with a degree in Computer Science. I (study) _____^b modules on Mathematics, Computer Programming, Software Construction and Critical Thinking.

When I was at university, I (volunteer) _____^c in a local school as an IT technician. I (help) _____^d the school manage its computer systems and sometimes I (teach) _____^e classes how to use the new coding software.

I am creative and I enjoy solving puzzles. This year, I (work) _____^f with an IT team and (develop) _____^g a software program for education. I (travel) _____^h to many different countries and I (learn) _____ⁱ a little bit of Japanese and Spanish.

Please email me at: ritagreenwood15@hotmail.com

4 Match each question or statement with a response.

- | | | |
|---|------------------------------------|---|
| a | Can you send me your details? | I'll come! |
| b | We need some more paper. | I don't know! I'll look in the kitchen. |
| c | What time will you get in? | Yes, I'll email my CV to you. |
| d | The printer ink needs changing. | I'll arrive at about midday. |
| e | Where are the keys? | I'm not sure. I'll check the map. |
| f | How do we get to the conference? | I'll get some! |
| g | Who wants to join me for a coffee? | I'll do it! |

5 Circle the correct words to complete the telephone conversation.

- A** Hello, this is Red Flag Rescue. How can I help you?
- B** Hello, *I've filled / I'll fill*^a my car with the wrong fuel!
- A** No problem – it happens all the time! *We've helped / We'll help*^b you get that fixed. What's the make, model and registration number of your vehicle?
- B** I don't know – it's a hired car! Hold on, *I've checked / I'll check*^c ...
- A** No problem, *I've held / I'll hold*^d.
- B** OK, *I've checked / I'll check*^e and it's a Fiat 500 1.3 Multijet, registration WP15 PUY. I'm at Halliford's Garage.
- A** Thank you. Right, *I've sent / I'll send*^f someone to help you and *they've been / they'll be*^g with you in about 15 minutes.
- B** Thank you, goodbye.



6C

1 Watch the slideshow *Will we ever live on Mars?* Match the definitions with the correct word from the slideshow. Then decide: is each word a noun, verb or adjective?

Definition	Word	Type
a dangerous rays from the Sun	right	_____
b hard, protective hat	generate	_____
c correct	radiation	_____
d change to suit conditions	helmet	_____
e width of a circle	robot	_____
f continue to live	diameter	_____
g necessary and important	microbial	_____
h relating to very small life forms	basic	_____
i produce	survive	_____
j machine that can do complex tasks	adapt	_____

2 Match the words to make phrases from the slideshow.

a average	sky
b breathable	suits
c human	body
d human	temperature
e main	civilization
f night	facts
g protective	goals
h useful	atmosphere

3 Watch the slideshow from 3:38 to 4:26 again and complete the text about *Curiosity*.

Curiosity _____ out lots of new, useful facts _____ the planet.
 It _____ measurements of _____ and pressure.
 _____ for _____ of water and microbial life. It
 _____ soil and _____. And it _____
 thousands of amazing photographs back to Earth for us all _____.

- 4 The four basic human needs are shelter/protection, air to breathe, food and drink. Put each sentence in the correct column of the table below.

Fruit and vegetables will grow in special greenhouses.
 Machines will remove salt from the water and make it drinkable.
 Oxygen will be used to create a breathable atmosphere inside the life-support units.
 People will live underground to protect themselves.
 People will wear protective suits when they go outside.
 Solar panels will generate electricity for heating.
 Special machines will take water from the soil.
 The air on Mars is poisonous, so people will live in special 'life-support units'.

Shelter/Protection	Air to breathe	Food	Drink

5 Put the words in the correct order to make sentences and questions from the slideshow.

a there / how / get / will / we / ?

b is / Mars / more / 50 million / than / away / kilometres / !

c detailed / of / different / companies / lots / drawn up / have / plans / .

d to understand / worry / find it / if / you / hard / don't / .

e be / scientists / can't / all / we / rocket / !

f on / will / Mars / ever / humans / live / ?

g Mars / really / live / anyone / to / on / will / want / ?

h called / a company / Mars One / for / asked / volunteers / .

7

Teamwork



7A

1 Circle the correct preposition to complete each sentence.

- a I work *from / in* home.
- b I work *at / in* an office.
- c I work *from / at* a school.
- d I work *for / to* a multinational company.
- e I work *with / by* myself.
- f I work *with / for* colleagues.

2 Match each person with a description.

builder

illustrator

nurse

tax advisor

teacher

- a I love my job. I work full-time and sometimes it can be very emotional and stressful. My colleagues are marvellous and we help each other keep smiling through the busy night shifts. _____
- b I work full-time for a large multinational company. My job is physically hard – there’s a lot of lifting and moving of materials. Sometimes I work outside, which can be pretty miserable when it is raining in the winter. _____
- c I work part-time and share my job with another member of staff. We work in a large modern building. You need dedication and enthusiasm for this job and although I work part-time, I usually have to bring some work home with me. _____
- d I work for a small financial company, which has five employees. I work full-time, from 9 a.m. until 5 p.m. I have my own small office. People who are self-employed come to us as well as some small local businesses. _____
- e I’m self-employed and I work from home. You have to be creative to do this job. I don’t have a boss, which is great, but I do miss having colleagues to chat to! _____

3 Find eight words about the workplace in the wordsearch. Then use each word to complete a sentence.

M	U	L	T	I	N	A	T	I	O	N	A	L
E	Y	P	D	S	C	M	Z	P	J	L	C	M
F	Y	G	D	N	O	P	H	G	P	K	L	Y
L	Z	S	N	T	M	A	G	C	R	P	Y	L
W	E	Y	F	N	P	O	W	O	I	Z	B	H
P	A	I	J	V	A	Q	F	E	N	C	O	T
L	H	B	F	V	N	U	U	F	Y	F	S	F
S	O	E	F	R	Y	U	B	N	I	I	S	Z
C	O	L	L	E	A	G	U	E	S	C	Z	L
W	W	R	O	P	C	M	Y	T	D	X	E	P
Q	I	B	R	C	U	S	T	O	M	E	R	S
A	E	I	J	X	A	I	S	D	T	R	Y	E
E	M	P	L	O	Y	E	E	S	N	T	E	D

- a I chat to my _____ when we have coffee breaks.
- b She's the _____, so she has lots of responsibility.
- c I have 15 _____ in my business.
- d This is a small, local _____.
- e The number of _____ visiting our store has increased by 50%.
- f They work in a large, open-plan _____.
- g She works for a large _____ company.
- h I don't like work when it's a night _____!

4 There are three stories. Match the situation, problem and solution for each story.

Situation

- a Charis is a teacher. She works full-time in a busy school.
- b I work in a small supermarket. I only get paid \$10 an hour.
- c He is working for the family business as a mechanic in his father's garage.

Problem

- d I need to earn more money to pay for a training course.
- e She spends a lot of extra time preparing lessons and is exhausted.
- f He is unhappy because he has always wanted to be a designer.

Solution

- g He can talk to his boss and ask for an increase in salary.
- h He can enrol in evening classes and study design part-time.
- i She can talk to her head teacher and ask to teach fewer classes.

Story 1: a, _____, _____.

Story 2: b, _____, _____.

Story 3: c, _____, _____.

7B

1 Can you name the famous leaders?

Richard Branson
Angela Merkel

Jacinda Ardern
Indra Nooyi

Bill Clinton
Nelson Mandela



a _____



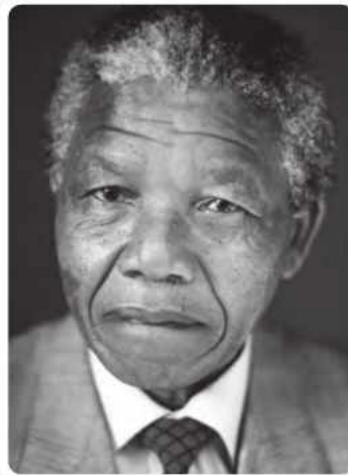
b _____



c _____



d _____



e _____



f _____

2 Punctuate the sentences about the workplace.

a if everyone moves forward together then success takes care of itself

b if there is no communication the team will fail

c the team will work best if each person knows their role

d if people in the group think only about themselves the team will not succeed

e a team is more likely to succeed if the objective is made clear from the start

f a team is effective if it has a mixture of people with different experiences and skills

g if a team has a good leader conflicts and disagreements are solved quickly

3 Complete the text with the verbs from the box. You may need to change the form.

be challenge deal fail focus have leave talk win

Sir Alex Ferguson spent 26 seasons leading Manchester United, the English football club. What are his leadership secrets? For Ferguson, the manager is the most important person in the club. He believes that if the coach _____^a no control, he _____^b. In addition, if any players _____^c his authority and control, he _____^d with them. He also has strong views on the attitude of players. If a player _____^e in a negative way and criticizes another player, he _____^f the club even if he _____^g the best player in the world! Unlike many British clubs, Ferguson believes in developing young players. He argues that if you _____^h on youth, the team _____ⁱ in the longer term.



4 Use the information to write sentences with *if* clauses.

a	Situation	I / have / good idea	Result	tell / my group
----------	------------------	----------------------	---------------	-----------------

b	Situation	team member / stay / silent	Result	invite / them to speak
----------	------------------	-----------------------------	---------------	------------------------

c	Situation	I / don't / understand	Result	ask / speaker / to repeat
----------	------------------	------------------------	---------------	---------------------------

d	Situation	everyone / share / their ideas	Result	team / work / effectively
----------	------------------	--------------------------------	---------------	---------------------------

e	Situation	team member / feel / angry	Result	project / suffer
----------	------------------	----------------------------	---------------	------------------

f	Situation	people / know / their roles	Result	team / work / well
----------	------------------	-----------------------------	---------------	--------------------

7c

1 Circle the odd one out.

- | | | | | |
|---|-------------|-------------|-----------|-----------|
| a | facilitator | helper | supporter | writer |
| b | individual | collection | mass | group |
| c | opinion | appearance | idea | thought |
| d | fault | correct | mistake | error |
| e | result | solution | problem | answer |
| f | creative | imaginative | old | ingenious |

2 Read the text. Then decide: are the statements below true or false?

http://www.university.com

Brainstorming on your own

We normally think of brainstorming as something you do in a group. However, group brainstorming doesn't always work.

There are many problems with group brainstorming. If someone is listening to another person too intently, or has to wait to share an idea, they may forget it - this is called 'blocking'. Another problem is that someone may worry too much about other people's opinions and feelings to put forward their idea.

An effective alternative to group brainstorming is 'individual brainstorming'. There are lots of techniques to help you brainstorm on your own. One way is to set yourself a period of time and write down your ideas without stopping and worrying about spelling, grammar or punctuation - this is 'free writing'.

- | | | | |
|---|---|------|-------|
| a | The first paragraph introduces brainstorming. | true | false |
| b | The second paragraph talks about the advantages of brainstorming. | true | false |
| c | The third paragraph talks about individual brainstorming. | true | false |
| d | Brainstorming never works effectively. | true | false |
| e | It's important to write accurately when free writing. | true | false |
| f | Free writing is a technique for individual brainstorming. | true | false |
| g | Blocking always happens with group brainstorming. | true | false |

3 Correct the sentences. Then match each sentence with the correct explanation.

a They is in a group.

b Do me talk too much?

c This is a group brilliant.

d What do you think.

e Yesterday, we have brainstormed.

f We meet at Tuesday.

g She is a excellent leader.

The pronoun should be *I*.

The punctuation is wrong.

The preposition should be *on*.

The tense is wrong.

The article is wrong.

The word order is wrong.

The subject doesn't match the verb.

8

Groups & communities



8A

1 Put the words in the correct order to make sentences about groups. Remember the capital letters and punctuation.

a team / a / of / sports / type / a / group / is

b group / part / of / a / are / neighbours / community

c to / people / group / belong / some / blood / the / same

d of / discuss / a / book / meet / club / to / members / novels and poetry

e person / if / in / support / a / club / you / youre / fan / a / famous

f group / the / same / teenagers / are / age / in

2 Unscramble the letters to make group words and write them in the grid. What is the mystery word?

a orpsst

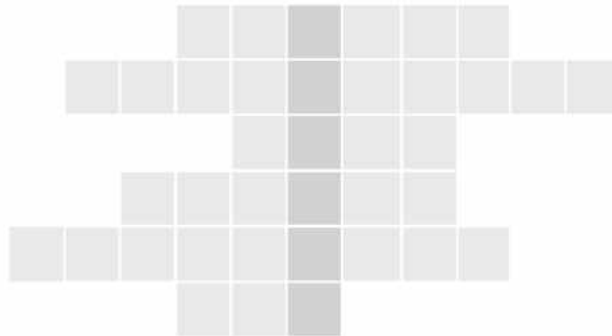
b denfishrip

c bluc

d miflay

e umcoymint

f eag



The mystery word is _____.

3 Is each missing word a noun, verb or adjective?

- a The people in my book club are very _____.
- b We always meet in the large _____.
- c I _____ my friends here every week.
- d Everyone has to _____ a book.
- e Each month, we read a _____ book.
- f We have _____ discussions about what we have read.
- g Anyone can join this _____.
- h Members _____ students, mums and business people.

4 Read around the highlighted words. Then decide: which meaning is the best?

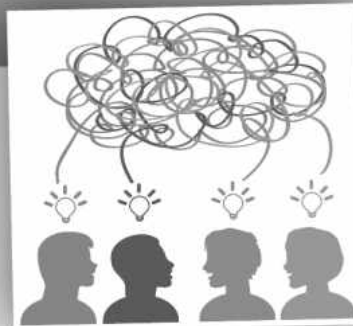
HOW GROUPS WORK

Main groups

There are two main types of group.

Primary groups are clusters of people like families or close friends where there is face-to-face interaction. Primary groups are the main place where attitudes and values are developed and sustained. A family is a typical primary group.

Secondary groups are those in which members are rarely in direct contact. They usually develop later in life and they don't last for a long time. These groups can be found at work and school. Although group members may have a shared goal, the purpose of the group is about the task instead of the relationships. If a friendship becomes more important than the task, the group becomes ineffective.



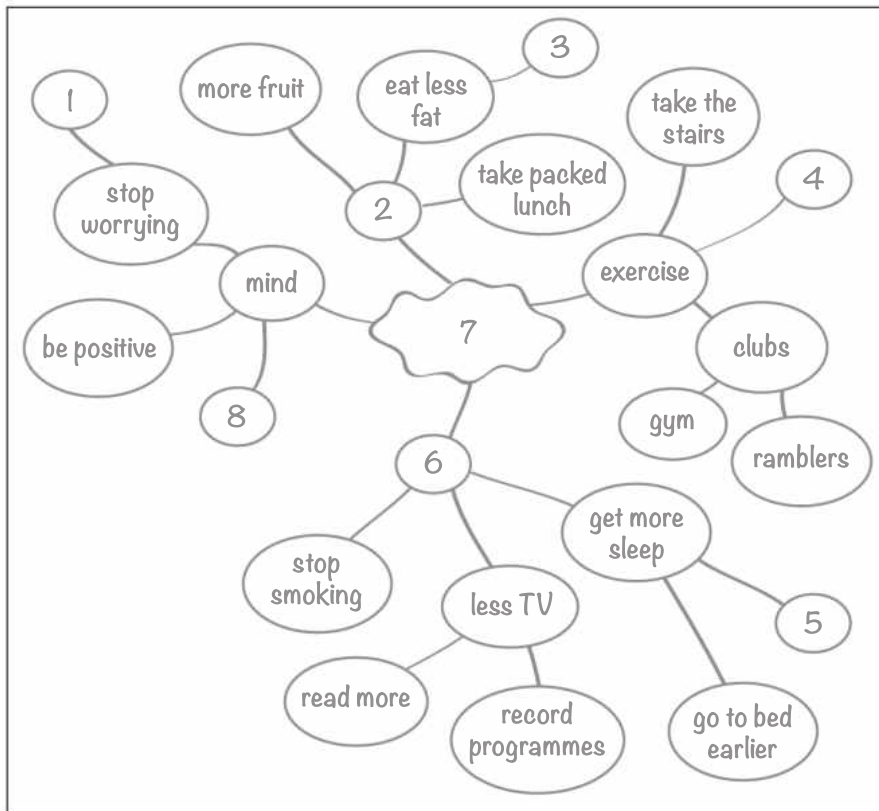
- | | | | | | | | |
|---|-----------|-------------|--------------------------|---|-------------|-------------|--------------------------|
| a | clusters | collections | <input type="checkbox"/> | d | rarely | often | <input type="checkbox"/> |
| | | sizes | <input type="checkbox"/> | | | usually | <input type="checkbox"/> |
| | | heights | <input type="checkbox"/> | | | not usually | <input type="checkbox"/> |
| b | sustained | kept alive | <input type="checkbox"/> | e | shared | first | <input type="checkbox"/> |
| | | reduced | <input type="checkbox"/> | | | same | <input type="checkbox"/> |
| | | put away | <input type="checkbox"/> | | | different | <input type="checkbox"/> |
| c | typical | famous | <input type="checkbox"/> | f | ineffective | working | <input type="checkbox"/> |
| | | usual | <input type="checkbox"/> | | | not working | <input type="checkbox"/> |
| | | small | <input type="checkbox"/> | | | unhappy | <input type="checkbox"/> |

8B

1 Circle *because*, *so* or *as a result* to complete each sentence.

- a I missed the bus *because* / *so* I didn't hear the alarm.
- b I missed the bus *because* / *so* I jumped on my bike.
- c I cycled really fast *because* / *as a result* I was late for work.
- d I fell off my bike *because* / *so* I cycled really fast.
- e I fell into some mud and *as a result* / *because* I got very dirty.
- f I needed fresh clothes *because* / *so* I went back home.
- g I went back home and *as a result* / *because* I was late for work.
- h I was late for work *because* / *so* I lost my job.

2 Complete the mind map. Write the correct number next to each word or phrase.



- a cycle to work 4
- b get healthy _____
- c habits _____
- d diet _____
- e no takeaways _____
- f new mattress _____
- g video-call family _____
- h yoga _____

8C

- 1 Watch the slideshow *What can we learn from ants?* Match the definitions with the correct word from the slideshow. Then decide: is each word a noun, verb, adjective or adverb?

Definition	Word	Type
a percentage of something	huge	_____
b very big	common	_____
c part to play	extrovert	_____
d to show something to others	smoothly	_____
e an outgoing and confident person	hire	_____
f without any problems	proportion	_____
g shared by more than one person	vital	_____
h place where people or animals live together	community	_____
i to give someone a job	role	_____
j very important	demonstrate	_____

- 2 Put the words in the correct order to make sentences and questions from the slideshow.

a is / cooperation / to a / success / team's / key / .

b others / roles / more / are / difficult / some / than / .

c ' / never / wingman / leave / your / . '

d to / love / extroverts / skills / demonstrate / their / .

e is also / a big / problem-solving / part / teamwork / of / .

f leaders / team / play / a / role / vital / .

g strong / you / team player / a / are / ?

h what / you / of leader / do / prefer / style / ?

3 Complete the text about teamwork with the words from the box.

cooperate	examples	football	kitchen
member	moves	person	spaceship

Players in a _____ team, doctors and nurses, members of a _____ crew and firefighters, are all _____ of team members who _____.

Each team _____ has a role. Some roles are more difficult than others. In a restaurant _____, one person chops, another _____ mixes and another cooks. They need to coordinate so that the process _____ smoothly from one person to another.

4 Correct the sentences and questions from the slideshow. Then match each sentence with the correct explanation.

- | | | |
|--|-------|--------------------------------------|
| a Some leaders can be bossy pretty. | _____ | The word order is wrong. |
| b This can lead to some team members making stressed. | _____ | The preposition is wrong. |
| c So, leaders must know when to stop push. | _____ | The verb phrase is wrong. |
| d Overwork can be real problem. | _____ | The verb <i>do</i> is missing. |
| e Getting at the top first is the goal. | _____ | The question word is wrong. |
| f They likes to 'lead by example'. | _____ | The subject doesn't match the verb. |
| g How do you think? | _____ | The final verb is in the wrong form. |
| h What style of leader you prefer? | _____ | The article is missing. |

5 Read an extract from the slideshow script. Then decide: are the statements below true or false?

However, despite their reputation, some ants are not great team players. A recent study showed that about a quarter of all ants do very little. Meanwhile, a tiny proportion – about 3% – do most of the work. That's so unfair!

But perhaps the 'lazy ants' are thinking great thoughts. Bill Gates, the former CEO of Microsoft, once claimed: 'I always hire a lazy person to do a difficult job.' Why did he say that? What did he mean?

Sometimes a team member has to speak up if he or she thinks the team is going in the wrong direction. For a lot of people, this can be very difficult.

On the other hand, most teams have an 'extrovert' – a team member who loves to speak up. As often as possible. Extroverts love to demonstrate their skills.

- | | | | |
|----------|--|------|-------|
| a | Ants are well known for working together. | true | false |
| b | Scientists research ant behaviour. | true | false |
| c | All ants work equally hard. | true | false |
| d | Around 25% of ants are lazy. | true | false |
| e | Bill Gates thinks that people who seem lazy can be good at their jobs. | true | false |
| f | People always tell their boss when they see a problem. | true | false |
| g | Extroverts are very confident. | true | false |
| h | Extroverts only speak when they have something important to say. | true | false |

9

Healthy lifestyle

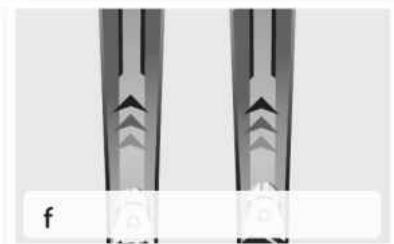
9A

1 Healthy or unhealthy? Circle the odd one out.

- | | | | | |
|---|---------|---------|---------|--------------|
| a | orange | sugar | banana | apple |
| b | cycling | running | walking | studying |
| c | carrot | sweets | cake | chocolate |
| d | coffee | water | cola | tea |
| e | worry | sleep | sadness | anger |
| f | cycle | drive | walk | roller skate |

2 These things can help keep you fit. Can you guess what they are? Use words from the box. (You won't need all of them.)

bike	exercise ball	football	hand weights	pedometer
punchbag	resistance band	roller skates	rowing machine	running machine
skipping rope	skis	tennis racket	trainers	yoga mat



3 Put the words in the correct order to make statements and/or questions. Remember the capital letters and punctuation.

a healthy / running / is

b keeps / every day / walking / healthy / you

c you / doing / is / yoga / for / good

d relaxing / yoga / doing / is

e eating / is / fruit / you / good / for

f for / lots / sugar / is / you / eating / bad / of

4 Circle the correct gerunds to complete the magazine article.

Are Smoothies Good or Bad?

In recent years, *drinking / growing*^a smoothies has become increasingly popular. What could be unhealthy about *finding / mixing*^b together fruit? Surprisingly, a fruit smoothie is full of natural sugars, *containing / replacing*^c over 130 calories per cup. As a result, *containing / replacing*^d fruit with vegetables may be a better option. However, for many people, *drinking / liking*^e a cup of blended spinach or broccoli is pretty disgusting! *Adding / Replacing*^f sugar or honey will make your vegetable smoothie taste better – but also unhealthy again. In my opinion, *eating / drinking*^g whole fruit and *mixing / drinking*^h water is the only way to keep healthy.



5 Write sentences with *like* or *want to*. You may need to change the form.

Bob	sleep	eight hours
Jo	jogging	park
He	drinking	fizzy drinks
They	go on	diet
We	swimming	sea
She	do	yoga

- a _____
 b _____
 c _____
 d _____
 e _____
 f _____

9B

1 Complete the tips for achieving a better work-life balance with the words from the box.

emails employer limit meals perfect sleep time work

- a Get plenty of _____ at night.
 b Always stop for _____.
 c Be prepared to say 'No' to your _____.
 d Prioritize your tasks and give them a time _____.
 e Leave work at _____; don't take it home.
 f Don't look at _____ after 6 p.m.
 g Make _____ for exercise; it boosts your energy levels.
 h You don't have to be _____, just be good enough.


2 Match each question with a response.

- | | |
|-----------------------------------|--|
| a Do you have to wear a suit? | Yes, and you have to do a teaching course. |
| b Can you leave work early? | No, but you have to be fit and enthusiastic! |
| c Do you have free weekends? | You can't use it in the classroom. |
| d Can you use your phone? | No, you have to eat in the staffroom. |
| e Do you have to hold a degree? | No, you have to stay until the end of the day. |
| f Can you eat and drink in class? | You usually have to work on Saturdays and Sundays. |
| g Do you have to be healthy? | No, you can wear any smart clothes. |


- 3 Use *can't* to write about the signs using verbs from the box. (You will need to use one verb more than once.)

drink make take use

a computer 

b tap water 

c pictures 

d phone 

e fires 

- 4 Find words in the text with the same vowel sound as *can* and *can't*.

I went to see the doctor six months ago. She said I needed to be more active if I wanted to have a healthy heart. After that, I started going to the gym and I began cycling to work. I also changed my diet. I eat lots of vegetables, I only drink water or tomato juice and I never eat fatty or sugary foods. Now, I'm halfway to my goal of losing 20 kg and I feel calm and confident!

<i>can</i>	<i>can't</i>



9C

1 Match each health trend with a description.

- | | | |
|----------|---------------|--|
| a | Pilates | using a handrail to do exercises |
| b | acupuncture | food eaten by early humans |
| c | hypnotherapy | exercises to improve strength, flexibility and posture |
| d | barre workout | fine needles are inserted in the skin at specific points |
| e | meditation | the act of quiet reflection |
| f | paleo diet | creating a relaxed state of mind open to suggestion |

2 Unscramble the letters to make health-related words. Then find them in the wordsearch.

- | | | |
|----------|-----------|-------|
| a | ssrste | _____ |
| b | boystie | _____ |
| c | screeexi | _____ |
| d | tide | _____ |
| e | pesle | _____ |
| f | lupintool | _____ |
| g | yesfillet | _____ |
| h | slimcache | _____ |



3 Read the article. Then decide: are the statements below true or false?

City or Country?

Nowadays, many people are choosing to leave the city and search for a healthier lifestyle in the country. Thanks to technological advances, many people are able to work far away from the office. But is it really healthier living in the countryside?

It's true that in rural areas, violent crime rates are lower. Also, air quality is better and there are fewer fast-food restaurants. As a result, there are fewer deaths from cancer and heart disease. However, some research challenges the idea that rural life is healthier. For example, adults in urban areas smoke less and are more physically active. While there are fewer people living in the country, there are twice as many vehicle deaths than in the city. This is largely because it takes longer to reach medical services. In addition, urban residents have easy access to doctors and indoor fitness opportunities. Finally, life in the countryside can be very lonely and suicide rates are higher than in the city. So, maybe we should all stay healthy by staying in the city!



- | | | | |
|---|---|------|-------|
| a | Computers make it easier for people to move to the countryside. | true | false |
| b | There is less air pollution in the city. | true | false |
| c | In the city, there are more deaths from heart disease. | true | false |
| d | There are more cases of cancer in the country. | true | false |
| e | People are more active in the countryside. | true | false |
| f | There are fewer vehicle deaths in urban areas. | true | false |
| g | There are more suicides in the countryside. | true | false |

4 Read the text in 3 again. Find three positive and three negative factors about living in the city.

Positive factors	Negative factors

10

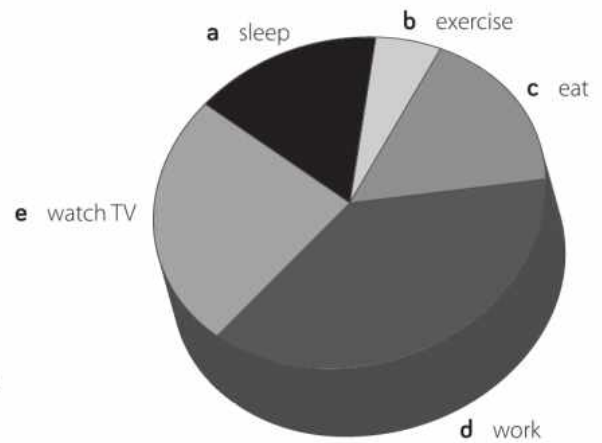
Health & safety

10A

1 Use *more* or *less* to give advice to Sarah about her lifestyle.

- a She should sleep _____.
- b She should exercise _____.
- c She should eat _____.
- d She should work _____.
- e She should watch TV _____.

Sarah's Typical Day

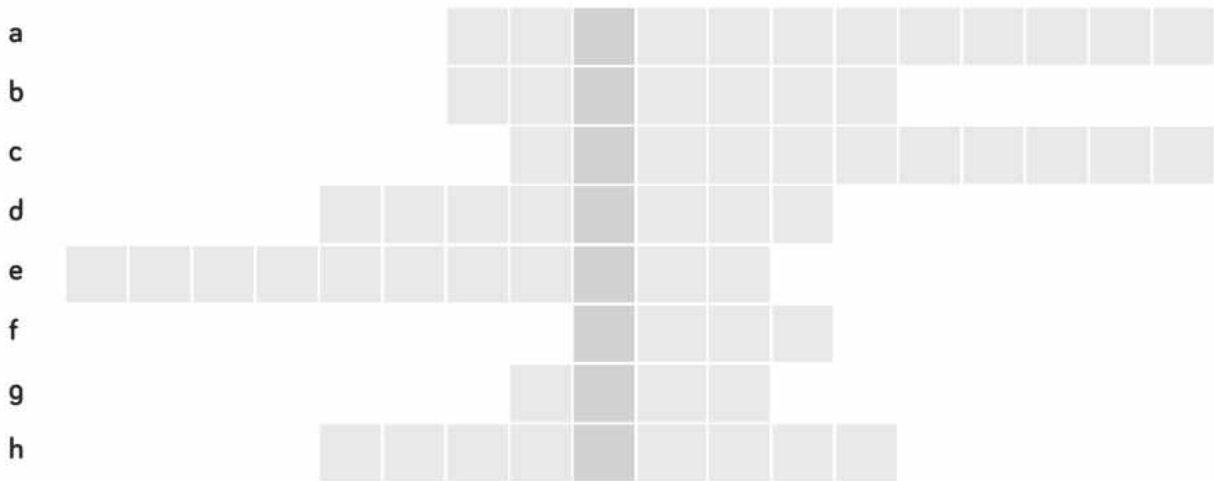


2 Put the words in the correct order to offer some advice. Remember the capital letters and punctuation.

- a A I like takeaways.
B home / at / should / you / cook _____
- b A I eat a lot of meat.
B should / more / vegetables / you / eat _____
- c A I watch TV every evening.
B you / TV / evening / every / watch / shouldn't _____
- d A I always take the lift.
B take / should / the / you / stairs _____
- e A I always drive to work.
B should / cycle / you / work / to _____
- f A I drink a lot of coffee at work.
B much / shouldn't / so / coffee / you / drink _____

3 Complete the creative thinking words and write them in the grid. What is the mystery word?

- | | | |
|----------|---------------------------------|---------|
| a | a negative feature of something | di_____ |
| b | the thing you want to solve | pr_____ |
| c | a different idea or option | al_____ |
| d | to judge | ev_____ |
| e | a way of working without waste | ef_____ |
| f | a creative thought | id_____ |
| g | your aim or target | go_____ |
| h | a benefit or positive point | ad_____ |



The mystery word is _____.

10B

1 Use the internet or guess: are the work-related facts true or false?

- | | | | |
|----------|---|------|-------|
| a | The pencil became common in the 12 th century. | true | false |
| b | It is impossible to fold A4 paper in half more than seven times. | true | false |
| c | If you keep elastic bands in the fridge, they last longer. | true | false |
| d | In America, there are fewer absences on Tuesdays than the other days of the week. | true | false |
| e | Every worker in the UK is allowed three months' paid sick leave. | true | false |
| f | Ninety-two per cent of workers in Australia are not Australians. | true | false |
| g | If you are a typist, your fingers travel more than 20 km each day. | true | false |

2 Write an abbreviation for the bold words and phrases.

- a What's your **date of birth**? _____
- b It's 3 in the **afternoon**. _____
- c Please reply **as soon as possible**. _____
- d She is the **Chief Executive Officer** of the company. _____
- e He plays sports, **for example**, squash and badminton. _____
- f I'm just going to the **bathroom**. _____

3 Read the notes about how to live longer. Write them as full sentences.

a if stressed out → probably get sick

b sitting ↓ all day bad for you

c should ½h exercise / day

d eat lots toms, veg, fish, grains

e keep learning + trying new things

f shouldn't smoke = cancer + lung disease

- a _____
- b _____
- c _____
- d _____
- e _____
- f _____

4 Read the text. Then answer the questions about malaria below.

Just one single bite from a mosquito is enough to infect a person with malaria – a serious tropical disease, killing around 400,000 people each year. In fact, according to the World Health Organization, a child dies from malaria every two minutes.

While there is no cure, there are excellent ways to avoid getting the disease. Early diagnosis reduces disease and prevents death. Sleeping under nets sprayed with insecticide can protect people most at risk, such as children and pregnant women, and when at least 80% of houses are sprayed with pesticide, malaria cases drop rapidly.

Until a reliable vaccine is created, malaria will continue to be a significant problem for many communities and many businesses. In Sub-Saharan Africa, more than 72% of businesses are seriously affected by malaria and workers being off sick.



- a How many people does malaria kill each year? _____
- b What is WHO? _____
- c What are the cures for malaria? _____
- d What are two ways to prevent malaria? _____
- e How can homes be protected? _____
- f Where are 72% of businesses affected? _____
- g Why is malaria a problem for businesses? _____

10c

1 Watch the slideshow *What's good for you?* Match the definitions with the correct word from the slideshow. Then decide: is each word a noun, verb or adjective?

Definition	Word	Type
a a harmful substance	daily	_____
b can be trusted	evidence	_____
c happening once a day	digest	_____
d signs that show something is true	celebrities	_____
e to absorb into the body through the stomach	toxin	_____
f a unit of weight	syrup	_____
g a mixture of sugar and water	reliable	_____
h famous people	gram	_____

2 Circle the correct word to complete each sentence from the slideshow.

- a Cholesterol from our food doesn't end *about / back / down / on / to / up* in our blood.
- b Eat sensibly and listen *about / back / down / on / to / up* health advice from reliable sources.
- c Let's go *about / back / down / on / to / up* into the past and take a look at some 'healthy' diets.
- d The acid in the grapefruit breaks *about / back / down / on / to / up* the fat.
- e It's so hard to keep *about / back / down / on / to / up*.
- f Find a diet that makes you feel happy and healthy, and stick *about / back / down / on / to / up* it.
- g Followers of the diet believe that if you eat a grapefruit together with fatty foods, you won't put *about / back / down / on / to / up* weight.
- h It makes sense, when you think *about / back / down / on / to / up* it.

3 Complete the text from the slideshow with the words from the box.

believe	evidence	fans	fatty
grapefruit	healthier	popular	weight

The 'grapefruit diet' was _____ in Hollywood in the 1930s – and it still has _____ today. Followers of the diet _____ that if you eat a grapefruit together with _____ foods, you won't put on _____. The acid in the _____ breaks down the fat. Nice try! But there is no _____ that this diet makes people _____.

4 Correct the sentences from the slideshow. Then match each sentence with the correct explanation.

- | | |
|---|---|
| a In fact, 90% of the cell in our bodies are not human!
_____ | An adjective is used where an adverb is needed. |
| b Imagine the variety of microorganisms inside your stomache.
_____ | There is a spelling mistake. |
| c Eat sensible and listen to health advice from reliable sources.
_____ | One of the nouns is singular not plural. |
| d Don't go crazy worry about your diet.
_____ | The superlative adjective is wrong. |
| e Know you're body.
_____ | A verb is in the wrong form. |
| f Listen at it.
_____ | An article is missing. |
| g Find diet that makes you feel happy and healthy.
_____ | The possessive pronoun is wrong. |
| h Your health is the importantest thing you have.
_____ | A preposition is wrong. |

5 Choose the best ending to each sentence.

- a** Since the 16th century, opinions about diet
- haven't changed at all.
have changed a little bit.
have changed a lot.
- b** Celebrities
- are usually less healthy than other people.
often try new diets.
study science so they can eat healthy food.
- c** The speaker thinks it is
- expensive to stay up to date with science.
boring to stay up to date with science.
difficult to stay up to date with science.
- d** The speaker thinks it is
- unsurprising that everyone digests food differently.
disappointing that everyone digests food differently.
very strange that everyone digests food differently.
- e** The speaker thinks you should
- think about eating healthy food all the time.
not worry about eating healthy food too much.
read everything you can about healthy food.
- f** The speaker thinks
- you should read everything you can about diets.
all diets are equally good for you.
it's important to find the right diet for you.

11

Preparing for work



11A

1 Which jobs complete the sentences? Write them in the grid. What is the mystery job?

- a A b_____ works in the financial services sector.
- b A s_____ works in construction.
- c A d_____ works in the healthcare sector.
- d A t_____ works in education.
- e A web d_____ works in IT services.
- f An a_____ works in financial services.
- g A petroleum e_____ works in the energy sector.
- h A pa_____ works in the healthcare sector.
- i A de_____ also works in healthcare.

a										
b										
c										
d										
e										
f										
g										
h										
i										

The mystery job is _____.

2 Read the text. Then decide: are the statements below true or false?

BUILDING SURVEYOR

1 ROLE The job involves giving advice on property and construction. Building surveyors prepare plans and advise clients on property issues. When inspecting buildings they may need to work outside in cold, wet conditions.

2 ENTRY REQUIREMENTS Building surveying is open to graduates of all subjects. On entry to the profession, they complete two years of on-the-job training before becoming fully qualified.

3 SALARY Average salaries fall between £22,000 and £26,000. However, at the top end, company partners can earn around £70,000, or more.

4 HOURS OF WORK Building surveyors usually work from 9.00 a.m. to 5.00 p.m., Monday to Friday. Some employers may require them to be on a 24-hour emergency call-out rota. Self-employment and consultancy work is possible and this can provide more flexibility.



- | | | | |
|---|---|------|-------|
| a | This job is in the construction sector. | true | false |
| b | Surveyors work outside all of the time. | true | false |
| c | You have to have a Maths degree to become a surveyor. | true | false |
| d | The employer trains them for two years. | true | false |
| e | Most surveyors earn around £70,000 per annum. | true | false |
| f | They usually work an eight-hour day. | true | false |
| g | Sometimes, they may have to work at night. | true | false |

3 Look at the job description in 2 again. Which section would each sentence below fit into? Write the number.

- | | | |
|---|---|-------|
| a | Pre-entry experience is highly recommended. | _____ |
| b | Tasks include determining the condition of buildings, dealing with planning applications and advising on energy efficiency. | _____ |
| c | Chartered surveyors can earn nearly twice this amount. | _____ |
| d | Extra hours may be required to liaise with clients and meet project deadlines. | _____ |
| e | In the London area, this amount may be higher. | _____ |
| f | It can include residential, commercial, industrial, leisure and agriculture projects. | _____ |
| g | A degree in Geography, Science or Mathematics is an advantage. | _____ |
| h | Surveyors work in an office, but sometimes they have to visit construction sites. | _____ |

4 Sort the employee goals. Write each letter in the correct column of the table.

- a I want to use my knowledge and skills in my job.
- b Before I'm 50, I'd like to set up my own business.
- c My plan is to move into a position of responsibility where I can lead a team.
- d As a new graduate, I simply want to start getting some experience in the field.
- e One day, I plan to return to university and study for an MBA.
- f My aim is to be a marketing manager in the next ten years.
- g I would like to work in a job that I enjoy.
- h My goal is to earn enough money to buy a car.

Short-term goals	Long-term goals
a	

11B

1 Put the words in the correct order to make questions and answers. Remember the capital letters and punctuation.

- a abroad / going / are / work / you / to

Carla: _____

- b no / in / i'm / going / stay / to / spain

Maria: _____

- c companies / apply / you / going / to / are / to / international / any

Carla: _____

- d going / send / an / to / yes / i'm / madrid / repsol / in / to / application

Maria: _____

- e you / going / groups / to / join / any / networking / are

Carla: _____

- f to / profile / going / my / add / linkedin / to / i'm

Maria: _____

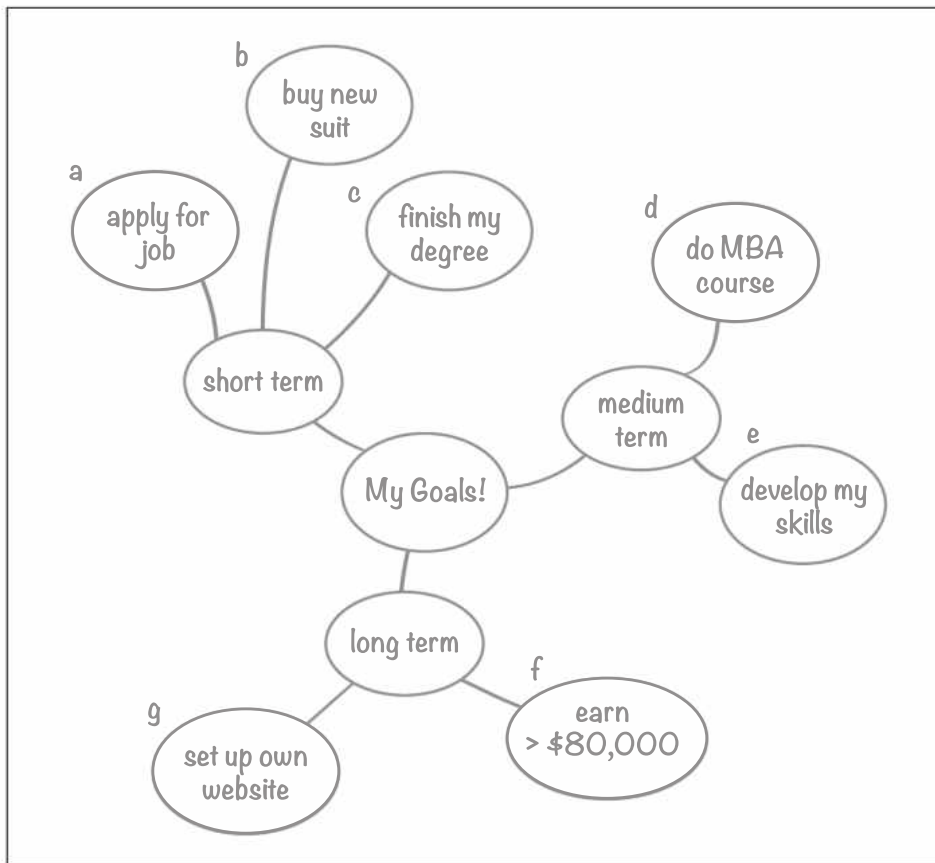
2 Which verb isn't part of the infinitive? Circle the odd one out.

- a see apply go working
b had write be visit
c talk went listen work
d made buy offer add
e pay live doing employ
f answer hope enjoys put
g ask said read bring

3 Complete the sentences with the correct form of the verb *be*.

- a They _____ going to buy a new house.
b We _____ going to travel to Malaysia.
c She _____ going to get married.
d I _____ going to visit my family.
e Mary and Jen _____ going to see a film.
f Next week, I _____ going to leave my job.
g Before his 60th birthday, he _____ going to do a parachute jump.
h On Friday, my brother _____ going to start university.

4 Look at Khalid's mind map. Write sentences about his plans using *be going to*.



Short-term goals	
a	_____
b	_____
c	_____
Medium-term goals	
d	_____
e	_____
Long-term goals	
f	_____
g	_____

11c

1 Match the interview questions and answers.

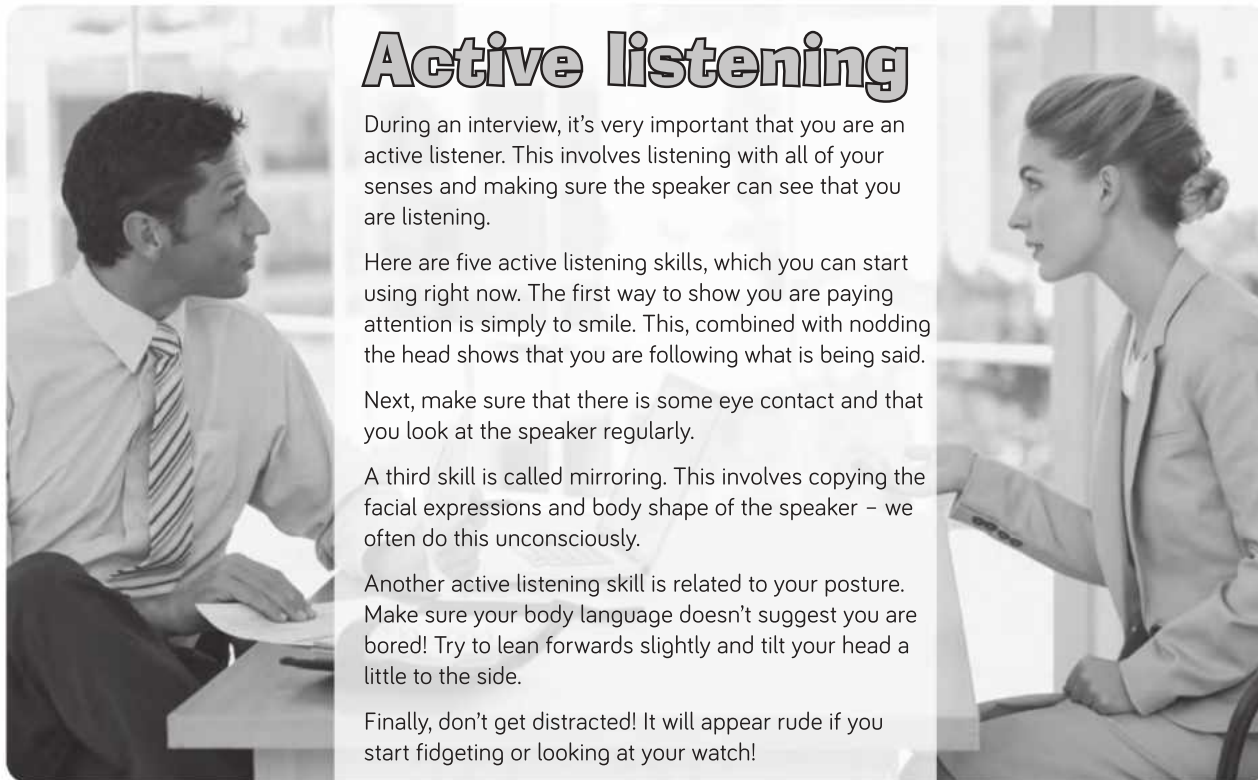
- | | | |
|---|------------------------------------|---|
| a | How did you hear about this job? | I have a degree in Maths. |
| b | Why do you want to work here? | Yes, I spent three months as an intern at Sparx. |
| c | What qualifications do you have? | This is a respected, international company. |
| d | Can you speak any languages? | Right now, I simply want more experience in the field. |
| e | Do you have any work experience? | I was part of our university team, which won UKIEPC. |
| f | What are your long-term goals? | I met one of your colleagues at a careers conference. |
| g | What are your short-term goals? | I would like to move into a position of responsibility. |
| h | What is your greatest achievement? | Yes, I'm fluent in French and English. |

2 Find nine adjectives in the wordsearch. Then use each word to complete a sentence.

- a Someone who always tells the truth
is _____.
- b Someone who has good manners
is _____.
- c Someone who has bad manners
is _____.
- d Someone who only wants to talk about themselves
is _____.
- e Someone who never changes their mind, even
if they are wrong is _____.
- f Someone who works hard to achieve their goals
is _____.
- g Someone who always feels positive about themselves is _____.
- h Someone who often tells lies is _____.
- i Someone who always shows interest and excitement is _____.



- 3 Read the text. Then circle the correct word to complete each sentence below.



Active listening

During an interview, it's very important that you are an active listener. This involves listening with all of your senses and making sure the speaker can see that you are listening.

Here are five active listening skills, which you can start using right now. The first way to show you are paying attention is simply to smile. This, combined with nodding the head shows that you are following what is being said.

Next, make sure that there is some eye contact and that you look at the speaker regularly.

A third skill is called mirroring. This involves copying the facial expressions and body shape of the speaker – we often do this unconsciously.

Another active listening skill is related to your posture. Make sure your body language doesn't suggest you are bored! Try to lean forwards slightly and tilt your head a little to the side.

Finally, don't get distracted! It will appear rude if you start fidgeting or looking at your watch!

- a Active listening is *showing* / *telling* the speaker that you are listening.
- b The first active listening skill is to smile and *pay attention* / *nod*.
- c The listener should look at the speaker *constantly* / *often*.
- d Sitting in the same position as the speaker is an example of *mirroring* / *posture*.
- e We often copy the speaker's expression without *knowing* / *seeing*.
- f You will look bored if you sit *forwards* / *backwards*.
- g Keep your fingers and hands *still* / *busy* during the interview.

12

Future plans

12A

1 Can you guess the international universities?

Harvard University, USA King Fahd University, Saudi Arabia The University of Hong Kong
 The University of Tokyo, Japan University of Cambridge, UK University of Melbourne, Australia



a _____



b _____



c _____



d _____



e _____



f _____

2 Match each first conditional clause with the rest of the sentence.

- | | | |
|---|------------------------------------|---------------------------------|
| a | If I study in Denmark, | when you graduate. |
| b | I'll miss my family | if you go overseas. |
| c | In September, you'll feel thrilled | I'll pay less for tuition fees. |
| d | You'll gain confidence | I'm not going to buy my ticket. |
| e | If my visa hasn't arrived, | you graduate next year. |
| f | I'll study in Denmark when | if I study in America. |
| g | You'll be fluent in Danish when | I'm in my second year. |

3 Find a word in the article that fits each definition.

FIVE TIPS FOR MOVING ABROAD

1 Find out!

Do some research about moving to your new destination. Do you need a visa? How do you set up a bank account? What happens about taxes? Use the internet to find out about transport and desirable places to live.

2 Have a holiday

Before you commit to a new life abroad, visit your destination on holiday. Spending time there will help you understand the advantages and disadvantages of your new home.

3 Handle your health

If you have any health problems, try to sort them out before you leave. If you wear glasses or contact lenses, get a spare set. If you take medication, will you have enough to last you the first few weeks? Get proof of any vaccinations you've already had and check whether you need any boosters.

4 Know your rights

You will need to familiarize yourself with local laws and understand your rights. Issues such as working hours, holidays and your freedom to travel may be different and there may be lots of legal paperwork such as contracts, resident or work permits to fill out. Will you be able to drive using your existing license? Will you need to register with your embassy?



5 Save, save, save!

It's always wise to have a bit of extra money put by. This could get you home in an emergency, pay for unexpected bills or be used to treat yourself when you feel homesick.

- a a noun meaning 'a place you intend to travel to' _____
- b an adjective meaning 'something you want because it's attractive' _____
- c a verb meaning 'to make a serious and dedicated action' _____
- d an adjective meaning 'extra' or 'additional' _____
- e a verb meaning 'to gain knowledge or understanding' _____
- f a verb meaning 'to formally make yourself known' _____
- g an adjective meaning 'missing home' or 'lonely' _____

4 Look at the clues and complete the first conditional sentences.

- a (take / spare / glasses) If I go abroad, _____.
- b (video-call / family) If I'm homesick, _____.
- c (visit / holiday) _____, she'll learn more about the country.
- d (save / money) _____, they'll be prepared for emergencies.
- e (move / Middle East) He'll register with the embassy _____.
- f (use / internet) _____, we'll find desirable places to work.

12B

1 Tick the five things to include in your cover letter.

- a relevant experience
- b negative opinions about your previous boss
- c information about family and friends
- d where you saw the job advertised
- e thank you
- f qualifications you don't yet have
- g reason for writing
- h your skills
- i description of your appearance
- j why you left your last job

2 Match each feature of a cover letter with an example.

- | | | |
|---|--------------------------|--|
| a | your career goals | I would like to take on a position of responsibility. |
| b | greeting | I'm well organized and I enjoy solving practical problems. |
| c | sign-off | Currently, I am Public Spaces Officer for Rutland Council. |
| d | what you are doing now | I've designed a sensory garden for the local hospital. |
| e | your relevant experience | Yours faithfully, |
| f | your personal qualities | Dear Sir/Madam, |

3 Read the expressions. Then write each letter in the correct column of the table.

- | | | | |
|---|------------------------------------|---|-----------------------------------|
| a | How lovely to see you! | f | What's up? |
| b | Would you mind lowering the noise? | g | I wish you the very best of luck! |
| c | Shut up! | h | Right, I've gotta go! |
| d | Lots of love, Jane | i | Sorry, but I have to go now. |
| e | All the best! | j | Yours sincerely, J Frankum |

Function	Formal register	Informal register
Letter signing off	_____	_____
Greeting	_____	_____
Finishing a conversation	_____	_____
Requesting less noise	_____	_____
Wishing someone luck	_____	_____

4 Match the salaries and put them in the correct order in the table. Remember that > means 'more than' and < means 'less than'.

€25,000 €250,000 <€25,000 >€250,000 €2,500,000 €2,500 <€20,000

two thousand, five hundred euros eighteen thousand euros twenty-five thousand euros
 two hundred and fifty-five thousand euros two hundred and fifty thousand euros
 twenty thousand euros two million, five hundred thousand euros

Order	Figures	Words
1 (highest)		
2		
3		
4		
5		
6		
7 (lowest)		

12c

1 Watch the slideshow *Are you in control?* Match the definitions with the correct word from the slideshow.

Definition	Word
a a natural way to behave	ignore
b hard or tough	obstacle
c one part of a series	instinct
d something that makes reaching a goal more difficult	overcome
e to think hard about only one thing	episode
f to pay no attention to something	outcome
g a result	concentrate
h to get around a problem or difficulty	strict

2 Complete the paragraph about the marshmallow test.

Research shows that people who can think long term are more successful in _____ their goals. But how can we _____ this?

One way is the marshmallow test. A child is _____ in a room with a marshmallow.

She is told: '_____ ahead, eat the marshmallow. But if you can _____ for 15 minutes, you can have two.'

Can you _____ what usually happens? The marshmallow test _____ how much self-control someone has. Or doesn't _____. Children and adults _____ that different.

3 Match the sentence parts to make sentences about the Pomodoro Technique.

a Set a stopwatch or kitchen timer	with yourself.
b Start working	but work.
c Be strict	on your assignment.
d For 25 minutes, do nothing	your emails.
e Take five	back to business for 25 minutes.
f Return that call, or check	minutes off.
g When the alarm rings, it's	should take a longer break.
h Every four rounds you	to 25 minutes.

4 Correct the sentences from the slideshow. Then match each sentence with the correct explanation.

a Generally, animals don't much plan ahead.

A preposition is wrong.

b Squirrels hide foods to eat in the winter.

One of the nouns is plural not singular.

c At the other hand, chimpanzees can think ahead.

The word order is wrong.

d If you offered a chimp a banana, he will eat it.

An article is missing.

e The chimp choses the stick.

The comparative adjective is wrong.

f The chimp have self-control.

The subject doesn't match the verb.

g He can imagine a gooder result.

The first verb is in the wrong tense.

h What clever chimp!

There is a spelling mistake.

5 According to the speaker, are the sentences true or false?

a Older people usually plan for the future more than younger people.

true false

b Young people are often too busy working hard to make plans.

true false

c It's helpful to have a clear idea of what we want from life.

true false

d Everyone has the same desired outcomes.

true false

e Everyone should choose only one desired outcome that they want from life.

true false

f Imagining how we will feel when we achieve our goals can be very motivating.

true false

g Desired outcomes are used in neuro-linguistic programming.

true false

h Once we have identified our goals, we don't need to make plans.

true false

Language reference

These reference pages give you more details about the grammar focused on in the course book units. Refer to these pages when you do your workbook exercises. They are a good way to revise and make sure you understand how to use all the key language from the course.

The notes show how to form sentences using grammatical structures and how these forms change. They also give details of exceptions and tricky areas.

The notes also give clear examples of how language is used in complete sentences and exchanges. You can use and adapt these examples to develop your own sentences and conversations.



Units 1 & 2

Using *talk*, *say*, *tell* and *speak*

These words are often confused as they have very similar meanings, but there are rules about how we use each one. We use *talk* + *to* when we are talking to a person or an audience.

Examples Who did you talk to when you were out?
I get nervous about talking to big audiences.

We use *say* to report someone else's speech, to ask someone what they said and before a message.

Examples James said he was worried about the exam.
What did the teacher say when you were late?
Amy says she is a good runner.

We use *tell* with instructions or orders, or when we report information given by someone else, or with certain phrases.

Examples The teacher told us to sit down.
Stella told me about her family.
Will you tell me a joke?

We use *speak* with languages or adjectives.

Examples Conor speaks French and German.
You speak too fast!

Past simple

Regular verbs

We add *-ed* to the verb to make the past simple.

There are a few exceptions for regular verbs:

- When the verb ends in 'e' we do not add another 'e'.
- We change the 'y' at the end of a verb to an 'i'.

- We add a consonant to verbs that end in a stressed vowel and consonant.
- We add an 'l' to a verb that ends in a single 'l'.

Verb	Past simple
laugh	laughed
live	lived
study	studied
stop	stopped
equal	equalled

Irregular verbs

Irregular verbs have a variety of endings. Some verbs do not change. Some verbs change but do not follow a pattern.

Verb	Past simple
hit	hit
go	went
have	had
ring	rang
see	saw

Negative

We use *did not* or the short form *didn't* with the verb to make the negative form of the past. We do not change the verb ending.

Example I didn't talk to my teacher.

Questions

We use *did* with the verb to make questions. We do not change the verb ending.

Example A Did you go to town yesterday?

B Yes, I did./No, I didn't.

The verb *be*

The verb *be* has the following forms.

Subject	Past simple
I	was
You	were
He, She, It	was
We	were
They	were

Negative

We use the past form of *be* + *not* to make negative sentences. We use *was not* or *were not* or the short forms *wasn't* or *weren't*. We do not use *didn't*.

Examples He wasn't at home last weekend.

We weren't ready for the exam.

Questions

We use the past form of *be* to make questions. We do not use *did*.

Examples **A** Was the talk interesting yesterday?

B Yes, it was./No, it wasn't.

A Were you surprised by the news?

B Yes, I was./No, I wasn't.

Present simple and present continuous

We use the present simple to talk about everyday things that are generally true.

Examples I study for about four hours every day.

My friends live in an apartment near my house.

We use the present continuous to talk about current activities.

Example We are waiting for a train. It's already ten minutes late.

Some verbs are not usually used in the present continuous.

Examples They want to buy a new car. *not* They are wanting ...

I need a new watch. My old one is broken. *not* I am needing ...

Positive

Subject	<i>am/are/is</i>	Verb
I	am	doing a part-time job.
You	are	walking very quickly.
She	is	trying to start her car.

Negative

Subject	<i>am/are/is</i>	Verb
I	'm not	waiting any longer.
You	aren't	walking very quickly.
She	isn't	watching TV.

Questions

<i>Am/Are/Is</i>	Subject	Verb
Am	I	being helpful?
Are	they	working at home today?
Is	he	wearing a new jacket?

Present continuous for future arrangements

As well as using the present continuous tense to talk about things that are happening now, we can also use it to talk about future plans and arrangements. We usually use the present continuous to talk about plans we have already made or agreed.

Examples Are you seeing Harry tomorrow?

I'm visiting my cousin on Friday.

The boys aren't playing football this weekend.

Units 3 & 4

Present perfect

We use the present perfect to talk about personal experiences. We form the present perfect with *has* or *have* and the past participle.

We form the past participle with *-ed* for regular verbs. There are various verb endings for irregular verbs.

Examples I've lived in five countries.
I've driven over 2,000 miles around the States.

Positive

Subject	<i>has/have</i>	Verb
I, You, We, They	have	met lots of interesting people.
He, She	has	seen all of Shakespeare's plays.

Negative

Subject	<i>hasn't/haven't</i>	Verb
I, You, We, They	haven't	been to Tibet.
He, She	hasn't	eaten raw fish before.

Questions

<i>Has/Have</i>	Subject	Verb
Has	he, she	studied French?
Have	I, you, we, they	read any books by Franz Kafka?

Verb phrases

Verb phrases are made from a verb + a preposition. There are no rules about which prepositions go with which verbs, so you need to learn the phrases and practise using them as much as possible. Here are some common verb phrases.

go for, ask about, talk about, think about, look after, look for, look into, stay at, stay in

Examples Joe asked me about my holidays.
Can you look after my cat while I'm away?
He rarely stays at home on Saturdays.
We stayed in a huge hotel near the sea.

Present perfect and past simple

We use the past simple to talk about a finished past event.

Example The population of the UK went up by 100,000 people last year.

We use time phrases like these with the past simple: *last month, five years ago, in 1960*.

We use the present perfect to talk about an event that started in the past and may continue into the future.

Example The population of Japan has dropped recently.

We use time phrases like these with the present perfect in this way: *recently, since yesterday, several times*.

We also use the present perfect with some verbs to talk about a recently completed activity.

Examples I've finished my homework.
She's just come back from holiday.

We use time phrases like these when we use the present perfect in this way: *already, just*.

We also use the negative form of the present perfect to talk about an activity that will be complete soon.

Examples I haven't eaten my lunch.
She hasn't seen *The Intern* yet.

We often use the time word *yet* in such sentences.

Units 5 & 6

Using *will* and *won't* for predictions

We use *will* and *won't* to talk about possible future events.

Example **A** Will robots become common household items?
B Yes, they will./No, they won't.

We often use *think* with *will*.

Example **A** Do you think people will stop buying books?
B Yes, I think they will.

To make negative predictions we make *think* negative.

Example Do you think it'll rain tomorrow?
No, I don't think it will.

When we are answering a question, we can use *so* in place of the *will* clause.

Example Do you think you'll get into university?
Yes, I think so./No, I don't think so.

We can also use *hope* or *expect*.

Example Will your team win this week?
I hope so./I expect so.

We often use the short form of *will* when we speak.

	Long form	Short form		Long form	Short form
Positive	I will	I'll	Negative	I will not	I won't
	you will	you'll		you will not	you won't
	he, she, it will	he'll, she'll, it'll		he, she, it will not	he, she, it won't
	we will	we'll		we will not	we won't
	they will	they'll		they will not	they won't

We do not use the short form of *will* in a question.

Examples ~~When'll you be home?~~ When will you be home?
~~What'll you have for dinner?~~ What will you have for dinner?

will for offers of help

We use *will* to talk about things we believe or predict will happen in the future.

However, we can also use *will* to make an offer of help or to ask for help.

Examples That looks heavy. I will help you carry it.
Will you help me, please?

Units 7 & 8

Zero conditional

We use *if* to talk about things that are true in a certain situation.

We use the present simple for both parts of the sentence.

We put *if* before the situation, and we put a comma after the situation.

Example If I have an idea, I usually write it down or record it on my smartphone.

We can put the result before the situation.

Example A project usually succeeds if people work together.

The situation may refer to scientific or mathematical situations.

Example If you add oil to water, it doesn't mix.

Discourse markers: *anyway, right and so*

We use discourse markers to connect and organize parts of a conversation.

We use *anyway* to end or change a topic.

Example A What shall we do about this problem?
B I don't know. Anyway, let's talk about something positive.

We use *right* to agree with a speaker. We use it in a similar way to *OK*.

Example A The best thing to do now is wait.
B Right.
A We can't do anything till Jake gets back.

We also use *right* to start a conversation.

Example A Right, is everyone here?
B Yes, I think so.
A OK. Let's start the meeting.

We use *so* in the same way as *right*.

Example A Thank you for coming, Mr Harris.
B My pleasure.
A So, first of all. Could you tell us why you applied for the job?

Cause and effect

We use *because, so* and *as a result* to connect causes and effects.

Example Cause I exercised for 30 minutes every day last month.
Effect I lost four kilos.

With *because* we put the effect first and the cause second.

Example I lost four kilos last month because I exercised for 30 minutes every day.

With *so* and *as a result* we put the cause first and the effect second.

Examples Last month, I exercised for 30 minutes every day, so I lost four kilos.
Last month, I exercised for 30 minutes every day. As a result, I lost four kilos.

Units 9 & 10

Gerund as subject and object of a sentence

To form the gerund, we add *-ing* to the end of a verb. For example, *reading, writing, swimming, talking*, etc.

Gerunds can be used like nouns and they can be either the subject or the object of a sentence.

Examples Running makes me feel healthy.
Eating chocolate is not good for you.
Do you enjoy watching TV?

can, can't; have to, don't have to

We use *can* and *can't* to talk about permission.

Example You can wear your shoes inside a house in England.
It is OK to wear your shoes in an English house. In this case you have permission.

Example You can't wear your shoes inside a house in Japan.
It is not OK to wear your shoes in a Japanese house. In this case you do not have permission.

We use *can* to make questions.

Example **A** Can I wear shoes inside this temple?
B No, you can't.

We use *have to* and *don't have to* to talk about rules or the lack of rules.

Example You have to wear slippers in a Japanese house.
The rule is to wear slippers in a Japanese house.
Example You don't have to wear slippers in an English house.
There is no rule in England about wearing slippers inside the house. You have a choice to wear them or not.

We use *do* to make questions.

Example **A** Do I have to wear a tie for this event?
B Yes, you do. It's very formal.

should and shouldn't for advice

We use *should* to give positive advice.

Example You should go to bed early before your exam.

We also use *should* to ask for advice.

Example **A** Should I drink fewer fizzy drinks?
B That's probably a good idea.

We use *shouldn't* to give negative advice.

Example You shouldn't eat a lot of fast food.

Units 11 & 12

be going to

We use *be going to* to talk about our future plans and intentions. We use *be going to* with the infinitive form of the main verb.

Example **A** What are you going to do after you graduate?
 B I'm going to work for a finance company.

We form the negative with *be + not + going to + verb*.

Examples They're not going to offer him a job.
 She isn't going to come to the wedding.

First conditional

We use the first conditional to talk about possible events in the future and their consequences.

We form the first conditional with an *if* clause and a future clause. We use the present simple in the *if* clause and *will* in the future clause.

Example If it rains, the game will be put off till next week.

The event in this case is 'it rains' and the consequence or result is 'the game will be put off'.

We separate the two parts of the sentence with a comma.

We can also use a negative conditional clause.

Example If I don't finish this report, my boss will get really angry.

We can also use a negative future clause.

Example If I finish this report, my boss won't get angry.

We can put the future clause first.

Example Will you go to the concert if there are any tickets left?

We do not need a comma in this case.

We can also use *going to* in the future clause.

Example I'm not going to wear a jacket if it's warm tomorrow.

We use *when* to talk about definite future events.

Examples When I get hungry, I'll have a sandwich.
 You'll feel better when you wake up tomorrow.

Notes



Lined writing area consisting of 25 horizontal lines.



Notes

Acknowledgements

Page 24: Photograph of tourists riding elephant, iStock.com/Petrus LJ van Veldhoven

Page 45: Photograph of dog sledding, Mircea C/Shutterstock.com

Page 47: Photographs of Angela Merkel, Bill Clinton, Indra Nooyi and Nelson Mandela, iStock.com/EdStock; Photograph of Richard Branson, MintImage/Shutterstock.com; Photograph of Jacinda Ardern, photocosmos1/Shutterstock.com

Page 48: Photograph of Alex Ferguson, iStock.com/EdStock

Page 52: Photograph of mountain climbers, iStock.com/MichalLudwiczak

Page 78: Photograph of the University of Melbourne, iStock.com/kokkai

Published by

Garnet Publishing Ltd
8 Southern Court
South Street
Reading RG1 4QS, UK

Copyright © Garnet Publishing Ltd 2021

Sally Etherton has asserted her right under the Copyright, Designs and Patents Act, 1988, to be identified as the author of this work.

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the Publisher. Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

ISBN: 978-1-78260-788-5

British Library Cataloguing-in-Publication Data

A catalogue record for this book is available from the British Library.

Production

Project management: Rachel Finnie, Matthew George
Editorial team: Alice Beecham, Ella Brice-Jeffreys,
Nina Elliott, Matthew George
Design & layout: Mike Hinks, Alison Spiers Davis
Illustration: Doug Nash
Photography: Alamy, Getty Images, iStockphoto, Shutterstock
Additional material: Matthew George, Andrew Hornsby-Smith

Printed and bound in Lebanon by International Press:
interpress@int-press.com

C21

ENGLISH FOR THE 21st CENTURY

Level 3 Workbook

Suitable for:

CEFR: A2

Pre-Intermediate

IELTS: 3.0

C21 is a five-level skill- and task-based course designed to prepare the 21st century learner to use English effectively in social, educational and professional contexts. C21 is a unique research-based programme that has been developed in line with the latest educational trends and strategies. These include:

- ▶ a strong focus on independent learning, while at the same time actively highlighting the central role of collaborative learning
- ▶ essential 21st century skills highlighted in the 21st century framework, including those related to communication, study skills and life skills
- ▶ the key language skills that learners need to engage socially, academically and professionally with their surroundings.

Language skills: Vocabulary
Grammar
Four skills – listening, speaking, reading and writing

21st century skills: Collaboration, Communication, Creativity, Critical thinking, Study skills and Life skills

Key features:

C21 follows an integrated approach to introducing and providing learning opportunities that emphasize 21st century skills together with communication skills; a combination that is now recognized as vital for success in the 21st century.

- ▶ skill- and task-based course
- ▶ targeted specifically at college and university students
- ▶ contexts and content that cater for global citizens of the 21st century
- ▶ low-level entry point
- ▶ coverage of all essential vocabulary and competencies for pre-sessional students
- ▶ ideal for students wishing to improve their performance in international benchmark and skill-based examinations such as IELTS
- ▶ ongoing assessment and progress tests
- ▶ fully interactive course book and digital workbook

Course components:

Print Course Book with Slideshows and Audio
Teacher's Book
Workbook
Progress tests

Digital Interactive Course Book and Slideshows
Interactive Workbook and Slideshows
Teacher's eBook
Ongoing assessment tests
Academic Skills material
Extra Vocabulary and Grammar material
Reading and Writing worksheets

For C21 resources: www.garneteducation.com/c21

Garnet
EDUCATION
www.garneteducation.com

ISBN 978-1-78260-788-5



9 781782 607885 >