

Suitable for:  
CEFR: B2

2<sup>nd</sup> Edition

# CE21

ENGLISH FOR THE 21<sup>st</sup> CENTURY

Level 5 Workbook

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GARNET  
EDUCATION

# CE21

ENGLISH FOR THE 21<sup>st</sup> CENTURY

## Level 5 Workbook

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# 1

## Development

### 1A

1 Complete each sentence with a word from the box.

chart      data      decrease      income      increase  
inequality      percentage      poverty      trend

- a There has been an upward \_\_\_\_\_ in burglaries across the city in recent years.
- b The Department of Statistics collected \_\_\_\_\_ for the years 2018, 2019 and 2020.
- c The bar \_\_\_\_\_ shows the number of burglaries across the city each year.
- d It shows that in the three years from the beginning of 2018 to the end of 2019, the \_\_\_\_\_ of homes that were burgled rose two percentage points.
- e Resident associations in the city have expressed concern at this dramatic \_\_\_\_\_.
- f Some studies blame the trend on income \_\_\_\_\_ in the city.
- g Research suggests that household \_\_\_\_\_ for the poorest 20% of the city's population has fallen recently.
- h As a result, the number of people living in \_\_\_\_\_ has increased.
- i The City Council hopes that if they can deal with the causes of poverty, the burglary rate in the city will \_\_\_\_\_.

2 Read the article. Then put each bold word into the correct column of the table.

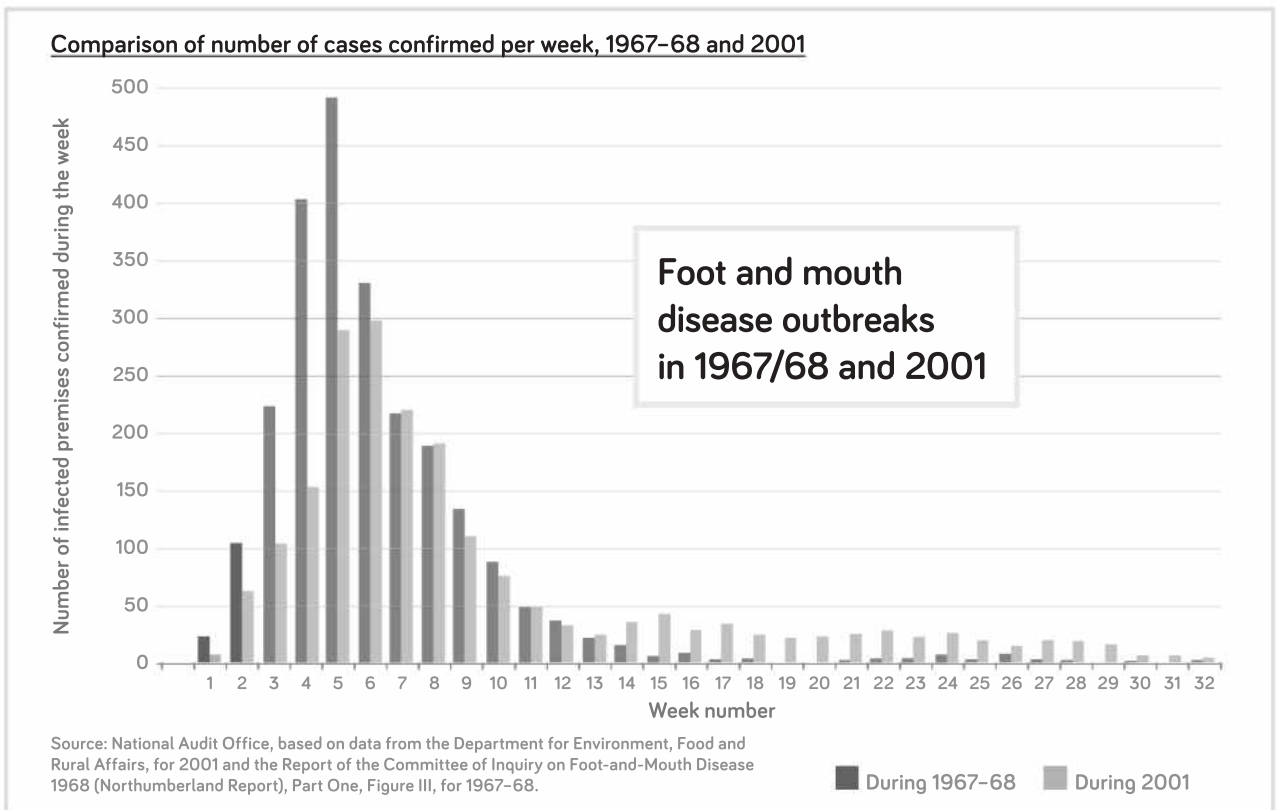
### Summary of trends in electrical sales

Overall, profits increased **slightly** between October and December. Sales of smartphones rose **dramatically** in November when the latest models were released. The same month also saw a **significant rise** of 12% in tablet sales. However, the sales of gaming consoles dropped **significantly** during this period and there was also a **slight decrease** in sales of desktop computers. Sales of laptops, on the other hand, showed a **dramatic increase** during the winter months.



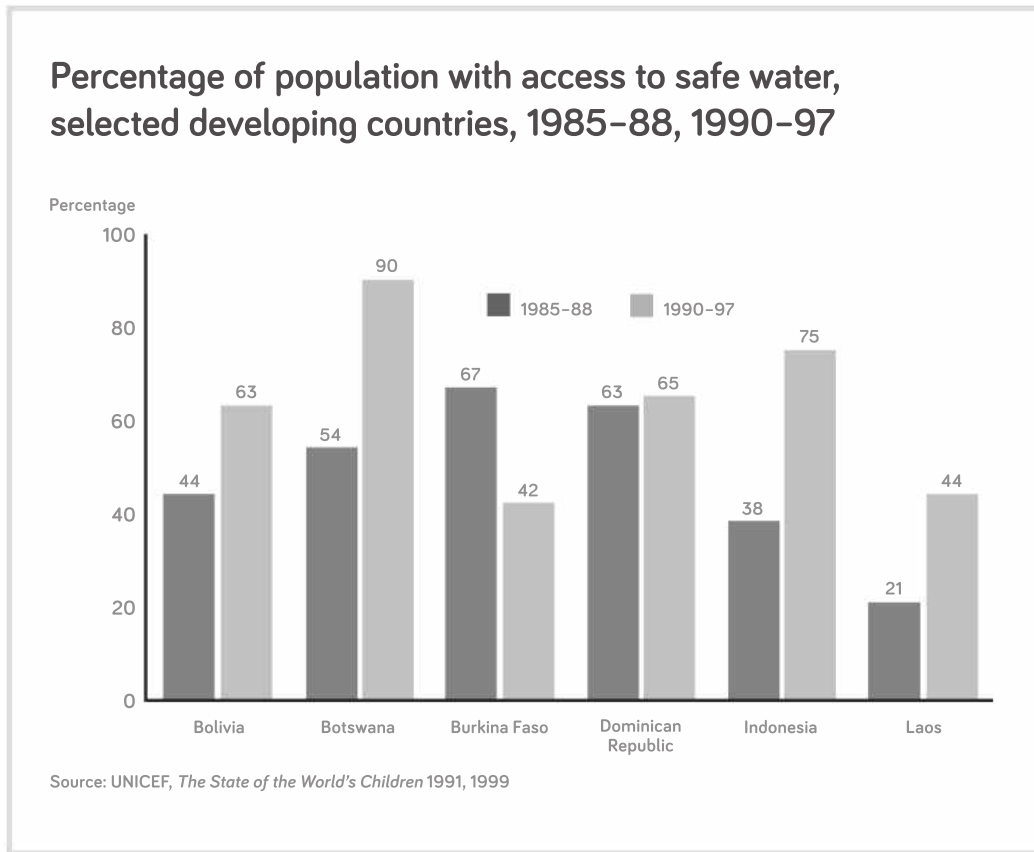
Adverbs	Adjectives	Nouns
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 3 Study the graph comparing the outbreaks of foot and mouth disease in the UK in 1967/68 and 2001. Then decide: is each sentence true or false?



- a In 1967/68, cases of foot and mouth disease dropped significantly between weeks 5 and 6. true false
- b In 1967/68, there was a dramatic drop in number of cases between weeks 7 and 8. true false
- c In 1967/68, the number of cases rose slightly between weeks 3 and 4. true false
- d In 2001, the number of cases rose dramatically between weeks 5 and 6. true false
- e In 2001, there was a slight drop in the number of cases between weeks 7 and 8. true false
- f In 2001, the number of cases increased significantly between weeks 4 and 5. true false
- g In both outbreaks, the number of cases peaked in week 5. true false
- h There were fewer than 50 cases in week 12 of both outbreaks. true false

- 4 Study the bar graph. Then complete each sentence with a phrase from the box.



dropped significantly      rose dramatically  
 significant drop      significant rise      slight rise

- a There was a \_\_\_\_\_ in access to safe water in the Dominican Republic.
- b In Laos, the percentage of the population with access to safe water \_\_\_\_\_.
- c There was a \_\_\_\_\_ in the number of people with access to safe water in Burkina Faso.
- d In Botswana, there was a \_\_\_\_\_ in access to safe water.
- e Overall, access to safe water only \_\_\_\_\_ in one country.

## 1B

**1 Match the sentence parts to make sentences in the perfect tense.**

- |   |                          |                             |
|---|--------------------------|-----------------------------|
| a | I've been playing        | new bike.                   |
| b | She's been eating        | more vegetables lately.     |
| c | He hasn't been saving    | to the gym a lot.           |
| d | I've bought a            | TV in the evening.          |
| e | We've been getting up    | a lot of football recently. |
| f | I've given               | at 7 a.m. lately.           |
| g | We haven't been watching | up sugar.                   |
| h | They've been             | his money recently.         |

**2 Read the sentences. Then decide: does each one describe an activity or an achievement?**

- |   |   |          |             |
|---|---|----------|-------------|
| a | He's been going to gym classes.               | activity | achievement |
| b | He's passed his driving test.                 | activity | achievement |
| c | They've moved house.                          | activity | achievement |
| d | I've been cycling to work lately.             | activity | achievement |
| e | We've been eating less sugar.                 | activity | achievement |
| f | My brother's saved €4,000 already!            | activity | achievement |
| g | They've been vegetarian for two months.       | activity | achievement |
| h | Sara's been baking for the charity cake sale. | activity | achievement |

**3 Number the lines to put the conversation with a life coach in the correct order.**

- |   |   |          |
|---|---|----------|
| A | How have you been?  | <u>1</u> |
| A | Excellent. Have they given you more targets?                            | _____    |
| A | Which activities have you been doing?                                   | _____    |
| B | Good, thanks. I've been working hard at the targets we set.             | _____    |
| B | No, they said I've done everything I need to.                           | _____    |
| A | Well done. Tell me about some of the targets you've achieved.           | _____    |
| B | Well, I've passed my cookery exam, and I've been to the Careers Office. | _____    |
| B | I've been getting up earlier, and I've been attending every lecture.    | _____    |

4 Use the present perfect continuous to write about Tim's activities.

**My targets (week 1)**

get up before 8 a.m.



tidy my room



eat lunch every day



spend less than three hours gaming



walk for an hour every day



go to bed before 11 p.m.



- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_
- f \_\_\_\_\_

5 Choose the correct verb forms to complete the text about a couple's recycling habits.

We want to make the world a better place, so we've *set / been setting*<sup>a</sup> ourselves three ethical targets to achieve. The first target is about shopping. We've *supported / been supporting*<sup>b</sup> our local shops lately, and we've *chosen / been choosing*<sup>c</sup> more fair-trade and local products. We have already achieved the second target on rubbish, as we've *reduced / been reducing*<sup>d</sup> the amount of packaging we buy and we've *started / been starting*<sup>e</sup> a compost heap in the garden. Our final target is about helping others. John's *given / been giving*<sup>f</sup> more money to charity and I've *helped / been helping*<sup>g</sup> at the local school recently.



## 1c

**1** Put the words in the correct order to make sentences about taking notes.

a to / write / whether / notes / decide / by / on / a / hand / computer / or

---

b who / notes / by / write / hand / more / of / the / students / lecture / understand

---

c near / the / so / you / sit / can / see / the / front / lecturer / board / and / the

---

d the / lecture / date / and / title / put / of / the / the / first / page / on

---

e your / the / notes / in / own / write / the / words / lecturer's / not

---

f abbreviations / and / quickly / record / symbols / to / use / help / you / information

---

g 'therefore' / pay / as / to / such / attention / and / signposts / 'finally'

---

h your / possible / notes / as / soon / as / review

---

2 Write the main ideas in the correct place in the left-hand column of the notes.

Benefits?  
Dimensions  
Drawbacks?  
Location  
Construction



### The Large Hadron Collider: pros and cons

<p><b>a</b> _____</p> <ul style="list-style-type: none"> <li>• CERN</li> <li>• USD 6 billion</li> </ul>	<p>Built by European Organization for Nuclear Research (CERN). 10,000 scientists/engineers from &gt; 100 countries worked on the project. Cost over USD 6 billion to build.</p>
<p><b>b</b> _____</p> <ul style="list-style-type: none"> <li>• Europe – where?</li> <li>• why underground?</li> </ul>	<p>In Europe – beneath Switzerland and France. Circular tunnel underground – land too expensive above ground. Magnets direct 2 particle beams in opposite directions around tunnel so collide together.</p>
<p><b>c</b> _____</p> <ul style="list-style-type: none"> <li>• 27 km long</li> <li>• 38,000 tonnes</li> </ul>	<p>Tunnel is 27 km long. Weighs approx. 38,000 tonnes. Filled with 2,000 giant electromagnets.</p>
<p><b>d</b> _____</p> <ul style="list-style-type: none"> <li>• employs thousands</li> <li>• new discoveries benefit health and industry</li> </ul>	<p>Employs approx. 3,000, but max. 13,000 may be on/using site. Hopes to inspire new generation of physicists. Prove theories about particle physics. Developed new technology, which has led to better cancer therapy, cleaner manufacturing, medical imaging, etc.</p>
<p><b>e</b> _____</p> <ul style="list-style-type: none"> <li>• expensive to build</li> <li>• USD 1 billion to run each year</li> </ul>	<p>Costs around USD 1 billion/year to run – electricity to freeze magnets to &lt; -270°C, etc. It's possible that the experiments won't work.</p>



3 In which section of the notes does each item belong? Write a-e.

	Section
1 Largest single machine in the world.	_____
2 Lies between Geneva Airport and Jura Mountains.	_____
3 LHC tunnel is 50–175 m underground.	_____
4 Complex machine – often breaks down/problems.	_____
5 Education – offers internships, research posts and student summer school.	_____
6 Takes up a lot of space above and below ground.	_____
7 Designed in early 1980s – opened in 2008.	_____
8 Encourages cooperation between countries.	_____
9 Biggest particle accelerator in the world.	_____
10 Geneva has stable geology – no earthquakes, etc.	_____

4 Write out the notes about the proposed Tokyo to Paris railway line in full, using the verb *will*.

The Tokyo to Paris railway line

New R line connect T + P

~10,000 km

Trains > 600 km/h

Cost to construct = > €700 b

Journey time ↓ ~15 h

Open Spring 2030

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_
- e \_\_\_\_\_
- f \_\_\_\_\_

# 2

## Change

### 2A

**1** Write questions in the past perfect using the information provided.

a (who / live / there / before)

---

b (what / Maryam / do / with the keys)

---

c (where / he / go)

---

d (why / she / take / the car)

---

e (you / eat / anything)

---

f (they / read / instructions)

---

g (who / Boris / ring)

---

2 Choose the correct verb forms to complete the text about the aeroplane.

## The aeroplane

Humans have always wanted to fly. First, they tried strapping wings on their arms and flapping them up and down to imitate birds. Once they *worked* / *had worked*<sup>a</sup> out that the human skeleton was too heavy for flight, they *began* / *had begun*<sup>b</sup> to look for other ways to fly.

Before inventors *came* / *had come*<sup>c</sup> up with the idea of the aeroplane, people *flew* / *had flown*<sup>d</sup> successfully using balloons. However, once they *realized* / *had realized*<sup>e</sup> that balloons depend on the whims of air currents, many inventors *looked* / *had looked*<sup>f</sup> for other ways to fly.

In 1799, after he *experimented* / *had experimented*<sup>g</sup> with the forces of lift and drag, Sir George Cayley *came* / *had come*<sup>h</sup> up with an original design for the first fixed-wing plane. In 1874, Félix du Temple made the first attempt at powered flight. The Wright brothers *were* / *had been*<sup>i</sup> the first people to make sustained, powered flights after they *developed* / *had developed*<sup>j</sup> aerodynamic surfaces.



3 Read the sentences and order the pairs of events using the words and phrases from the box.

### The worst day of my life

- a I had just finished my presentation when the sun came up.  
 b I was very tired because I hadn't slept all night.  
 c I had just turned on the computer when I spilled my coffee on the keyboard.  
 d Luckily, I had saved my presentation when the computer crashed.  
 e I arrived at the interview on time, but I had left my flash drive on the train.  
 f I had lost the job, before I did the interview!

arrive for interview

computer crashes

do interview

do not sleep

finish presentation

leave flash drive

lose job

save presentation

spill coffee

sun comes up

tired

turn on computer

	First event	Second event
a		
b		
c		
d		
e		
f		

## 2B

- 1 The sentences below come from different essays. Match each sentence with a feature of reflective essays.

### Common features of a reflective essay

- 1 an 'attention-grabbing' first sentence
- 2 a positive attitude to difficult situations
- 3 details of the situation you were in and how you dealt with it
- 4 a description of how things have changed for the better

- |   |   |       |
|---|---|-------|
| a | Instead of crying, I was determined to find a job and start earning some money.   | _____ |
| b | I opened the envelope and read my grades. I had failed to get into university!  | _____ |
| c | When I was 15 years old, my father was made redundant.  | _____ |
| d | I started researching Istanbul, and I became excited about all the things I could see and do.   | _____ |
| e | At first, the thought of leaving all my friends made me upset and nervous.  | _____ |
| f | Thanks to that experience I have become a more resilient, adaptable person and I now embrace change, rather than fear it.   | _____ |
| g | After three years, I'm earning a great salary as a carpenter while my university friends are all in debt. In fact, my company is paying for me to do a part-time degree in carpentry and joinery next year. | _____ |
| h | When all my friends left for university, I felt really lonely. I spent all of my time looking for jobs until I finally got an apprenticeship with a local carpentry company.                                | _____ |

**2** Circle one vowel in each word from the sentences in 1 that is pronounced with a *schwa* (ə).  
Which words have two *schwa* sounds?

- a university
- b envelope
- c salary
- d local
- e carpenter
- f redundant
- g joinery
- h adaptable
- i apprenticeship

\_\_\_\_\_ and \_\_\_\_\_ each have two *schwa* sounds.

## 2c

**1** Watch the slideshow *Is it getting better?* Match the words to make phrases from the slideshow. Then match each phrase with a definition.

Phrase	Definition
a population equality	the amount of time that a person can expect to live
b gender countries	rights that are believed to belong to every person
c second-class expectancy	the state in which rights and opportunities are equal for men and women
d life public	a person belonging to a group whose rights and opportunities are inferior to others in a society
e solid rights	ordinary people
f human growth	poorer countries that are seeking to become more advanced economically and socially
g developing citizen	an increase in the number of people
h general fuels	solid material that can be burnt to provide heat and light – e.g., wood, charcoal, coal

- 2 Read the extract from the slideshow. It contains some high-level vocabulary. Find a word from the text that matches each definition below.

**Journalist** Well, I wouldn't argue with the professor on the facts she has stated. I trust that she has statistics to support what she says. But I would like her to explain something to me.

Why is it that when the general public are asked exactly the same question we are discussing today, they overwhelmingly respond negatively? In one recent survey, 72% of respondents said the world was getting worse. I would suggest it's because of things we *cannot* measure so easily. Take employment, for example.

The figures may tell us that more people are in work than before. Fine, but there's more to life than just having a job. In the past, people did proper jobs that meant something. They made cars, fixed shoes, built houses. Today it's all call centres and sales assistants; there's no sense of purpose.

And, of course, there's loneliness and isolation. More people living alone instead of with their families, no sense of community, a lack of belief ...

**Presenter** ... Professor Hamadani, would you like to come in here?

**Professor** Thank you, yes. Well, first of all, I dispute your claim that the majority of us think the world is getting worse.

While that is true for people in the developed world, it is, in fact, absolutely *not* true for those in developing countries. I will leave you to speculate as to why that might be the case. But I challenge you to demonstrate, with evidence, one way in which the world is deteriorating.

Definition	Word
a to find the amount of something	_____
b people who answer questions	_____
c with a large majority	_____
d to question whether something is true	_____
e being away from other people	_____
f to show	_____
g getting worse	_____
h to form a theory about something without knowing all the facts	_____
i the reason something is done	_____



3 Complete the extract from the slideshow. Then listen from 4:29 to 5:37 and check your answers.

**Journalist** Then could I ask you to look at this graph, which shows population growth in the last 12,000 years, and \_\_\_\_\_<sup>a</sup> to me and the \_\_\_\_\_<sup>b</sup> how this is not a worrying development?

**Professor** Well, ... it's interesting that you chose such a \_\_\_\_\_<sup>c</sup>. I mean, 12,000 years is an awfully long time and obviously a lot has \_\_\_\_\_<sup>d</sup> in that time. This is a perfect example of how people can choose statistics to support almost any \_\_\_\_\_<sup>e</sup>. I would like to \_\_\_\_\_<sup>f</sup> your graph with another.

First of all, this graph shows the \_\_\_\_\_<sup>g</sup> growth from 1955 up to today. As you can \_\_\_\_\_<sup>h</sup> see, although the population continues to grow, it is \_\_\_\_\_<sup>i</sup> at a much slower rate than it was in the past, both in \_\_\_\_\_<sup>j</sup> and poorer countries. Furthermore, on the right-hand \_\_\_\_\_<sup>k</sup> of the graph we see a projection of population growth over the next 80 years. It clearly illustrates a continued \_\_\_\_\_<sup>l</sup>.

4 Look at the long words in the box and think about their stress patterns. Then write each word in the correct column of the table.

communication    democracy    development    discussing    expectancy    industrial  
loneliness    population    revolution    sanitation    spectacularly    staggering

Stress on first syllable	Stress on second syllable	Stress on third syllable	Stress on fourth syllable

**5** According to the slideshow, are the sentences below true or false?

- |          |   |      |       |
|----------|---|------|-------|
| <b>a</b> | The professor and the journalist agree on many points, but disagree about their importance.   | true | false |
| <b>b</b> | The Earth cannot support a very large population.   | true | false |
| <b>c</b> | The journalist argues that life satisfaction is high in the developed world.  | true | false |
| <b>d</b> | The use of clean energy sources is increasing in developing countries.  | true | false |
| <b>e</b> | The internet creates close connections between people, and this has led people in developing countries to think the world is getting worse. | true | false |
| <b>f</b> | The emission of greenhouse gases first started in the 18 <sup>th</sup> century.   | true | false |



2 Complete each sentence with a word from the box.

collaboration    creativity    guidance    illiterate    innovation    mentors    repetition



- a Whether you call it scaffolding, facilitating or \_\_\_\_\_, our staff are here to offer pupils a helping hand.
- b We normally associate \_\_\_\_\_ with subjects such as art, drama and English. However, we believe that children need to apply curiosity, open-mindedness and imagination to all subjects.
- c \_\_\_\_\_ is important in all areas of the classroom, and we are proud of the way our teachers react to different pedagogical approaches and change.
- d Throughout all aspects of school life, \_\_\_\_\_ is key. We actively teach our children how to share, negotiate, support and explore together.
- e UNESCO (2016) suggests that 13% of the world is still \_\_\_\_\_. We want every child to leave our school with excellent reading and writing skills.
- f At our school, your child will engage in active learning techniques such as role-play, discussions and problem-solving. There is no rote learning and mindless \_\_\_\_\_.
- g We believe in supporting our teachers, and the school has trained \_\_\_\_\_ who offer support and advice to colleagues.

3 Match the verb–noun combinations to make sentences.

- |   |  |                                    |
|---|--|------------------------------------|
| a | I use a dictionary to look up                    | answers by themselves.             |
| b | The role of a coach is to provide                | skills without adult direction.    |
| c | In Finland, students don't sit                   | information and pronunciation.     |
| d | In the self-directed classroom, children pick up | exams until they are 18.           |
| e | Teachers facilitate learning by posing           | guidance regarding the next steps. |
| f | Technology lets everyone find out                | questions and suggesting ideas.    |

4 Complete the dictionary entries with items from the box.

a new idea or thing      *adjective*      *Children collaborated on an environmental project.*  
 /gaɪd/      not able to read or write      *noun* [U]      repeat /rɪ'pi:t/

**collaborate** /kə'læbə'reɪt/

*verb* [I] to work together to achieve a goal:

\_\_\_\_\_ a

**creativity** /kri:ɪ'tɪvəti/

\_\_\_\_\_ b the ability to be imaginative:

*We need to teach creativity as well as maths and science.*

**guide** \_\_\_\_\_ c

*verb* [T] to show someone how to do something:

*My teacher guided me through the syllabus.*

**illiterate** /ɪ'lɪtərət/

*adjective* \_\_\_\_\_ d:

*About 13% of the population is illiterate.*

**innovation** /ɪ'nə'veɪʃ[ən]/

*noun* [U, C] \_\_\_\_\_ e:

*Students benefit from the latest technological innovations.*

\_\_\_\_\_ f

*verb* [T] to do something again and again:

*Teachers often repeat instructions in different ways.*

**traditional** /trə'dɪʃənəl/

\_\_\_\_\_ g following an older style

or culture: *The school followed a traditional*

*teacher-led methodology.*

## 5 Circle the correct phonetic transcript of each word.

a communication

/kə,mju:nɪ'keɪʃən/    /kə,mju:nə'keɪʃən/    /kɒ,munɪ'keɪʒən/

b critical

/'krɪtɪkəl/    /'krɪtɪkəl/    /'krɪtekəl/

c problem

/'prɒbləm/    /'prɒblɪm/    /'prɒbləm/

d digital

/'dɪʒɪtəl/    /'dɪdʒɪtəl/    /'dɪdʒɪtəl/

e methodology

/ˌmeθə'dɒlədʒi/    /ˌmeθə'dɒlədʒɪ/    /ˌmeθə'dɒlədʒə/

f mentor

/'mɛntɔː/    /'mentɔː/    /'mendɔː/

g guidance

/'ɡaɪdəns/    /'gædəns/    /'gɑɪdəns/



## 3B

## 1 Choose the correct words to complete the text.

The Sudbury 'non-school' movement started in the 1970s. *It / They*<sup>a</sup> gives students total control over what *we / they*<sup>b</sup> learn and how they learn. The movement puts self-directed learning into action. The first school was founded near Boston, USA, but now there are around a dozen of *these / them*<sup>c</sup> dotted around the world.

The schools are democratic. All of the students and staff meet together at school meetings and vote on how the school is run, what *it / they*<sup>d</sup> purchases and who it employs. Students have access to a lot of resources. The available facilities include computers, a kitchen, games and toys, and for *those / these*<sup>e</sup> who are interested, there is a pond and a forest for outdoor play.

While the movement boasts that around 80% of students become graduates, some people remain sceptical about *their / its*<sup>f</sup> success. One writer suggested that if a student simply follows his own interests, *he / she*<sup>g</sup> might miss out on scientific facts or more challenging subjects such as advanced maths. It might also work, not because of the school system but because of the social class of the pupils and *our / their*<sup>h</sup> context at home.

## 2 Find examples of different kinds of noun phrases from the text in 1. Put each unique phrase into the correct column of the table.

<i>the + noun</i>	<i>the + noun + noun (+ noun)</i>	<i>the + adjective + noun</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 3 Number the sentences to put the article in the correct order. Use the referencing words and phrases in the text to help you.

- a \_\_\_\_\_ **The digital library** is immense, and librarians are having to use new software to manage the data overload.
- b \_\_\_\_\_ As well as using **these software resources**, librarians are facing wifi users.
- c \_\_\_\_\_ **These users** want library catalogues and portals to be accessible on their handheld devices 24 hours a day, seven days a week.
- d \_\_\_\_\_ **It** is less about stamping books and more about helping people access information.
- e \_\_\_\_\_ **This** may be stored in physical books, but it is increasingly stored online.
- f \_\_\_\_\_ **They** are doing this with resources such as RSS (Really Simple Syndication), Library Manager and Koha ILS.
- g \_\_\_\_\_ The job of a 21<sup>st</sup> century librarian is changing.



- 4 Write what the highlighted pronouns refer to.

## Will the internet replace teachers?



Dr Sugata Mitra's Hole in the Wall project showed the importance of giving children responsibility for their own learning. However, it doesn't mean that computers can replace teachers.

To begin with, we need to look behind the hype of the project. Teachers who worked at the Hole in the Wall schools had a less positive interpretation of the project. **They**<sup>a</sup> complained about older boys dominating the computers, so that younger boys and girls never got to use **them**<sup>b</sup> and children using the computers for entertainment rather than learning.

Further, when it comes to working independently, some students succeed and some don't. Discovery-based learning doesn't work all of the time, and when **it**<sup>c</sup> doesn't work, skilled teachers need to step in. Well-trained teachers keep children focused, keep them on task, provide prompts and scaffold **them**<sup>d</sup> to the next stage of learning.

Next, we need to look at the internet and knowledge. The internet gives us access to a huge amount of information, but **it**<sup>e</sup> also gives us half-truths, misinformation and lies. It is easy to look up information on the internet, but **that**<sup>f</sup> is not the same as knowledge. Knowledge requires experience and thought. **It**<sup>g</sup> demands critical thinking such as analysis, comparison, questioning and justifying. The role of teachers as they listen, probe, question, direct and address misconceptions is crucial for the development of knowledge.

Technology will inevitably take an important role in education in the future, and it may change the role of the teacher, but **it**<sup>h</sup> shouldn't replace the teacher.

- a \_\_\_\_\_ e \_\_\_\_\_
- b \_\_\_\_\_ f \_\_\_\_\_
- c \_\_\_\_\_ g \_\_\_\_\_
- d \_\_\_\_\_ h \_\_\_\_\_

5 Complete the text with the referencing words and phrases.

Pronouns	Determiners	Definite article + noun phrase
it	much	the GROW model
his	this	the acronym
they	some of them	the goal

## Coaching

In the 1990s, businesses and institutions started facilitating self-directed development through coaching. Coaching is different to mentoring. A coach is not an expert in a specific field like a mentor is – \_\_\_\_\_<sup>a</sup> can be any one with appropriate training. In a coaching interaction, the coach creates an environment in which the coachee finds his or her own solutions to problems. It does not involve \_\_\_\_\_<sup>b</sup> teaching, modelling or advising.

In 1992, Sir John Whitmore, Graham Alexander and their colleagues developed one of the most popular models of coaching. In \_\_\_\_\_<sup>c</sup> book, *Coaching for Performance*, Whitmore wrote about \_\_\_\_\_<sup>d</sup>. In one-to-one coaching sessions, the coach follows \_\_\_\_\_<sup>e</sup> to help coachees improve their own performance.

- Goals – during \_\_\_\_\_<sup>f</sup> stage of the conversation, the coach encourages the coachee to identify their own goals.
- Reality – at this stage, the coachee explores the real nature of the problem.
- Options – here, the coachee identifies all possible actions and decisions that may lead to a solution. The coachee will select \_\_\_\_\_<sup>g</sup> as realistic next steps.
- Will – at this stage, the coachee is helped to identify specific steps \_\_\_\_\_<sup>h</sup> will take in order to reach \_\_\_\_\_<sup>i</sup>.

Today, coaching has helped raise standards in many schools and businesses. It has become an integral part of performance management and continuing professional development (CPD).

## 3c

## 1 Complete the table.

Direct speech	Reported speech
present simple	_____ a
_____ b	past perfect
present perfect	_____ c
past perfect	_____ d
present modal verbs	_____ e
_____ f	past continuous

## 2 Complete the reported speech with the correct pronouns.

- a** John said, 'I had homework every night.'  
John said that \_\_\_\_\_ had had homework every night.
- b** She said, 'My teacher doesn't set homework.'  
She said that \_\_\_\_\_ teacher didn't set homework.
- c** I argued, 'My class is fed up with exams.'  
I argued that \_\_\_\_\_ class was fed up with exams.
- d** Mrs Green explained, 'I'm teaching code this term.'  
Mrs Green explained that \_\_\_\_\_ was teaching code this term.
- e** The Governors said, 'We want to reduce the school budget.'  
The Governors said that \_\_\_\_\_ wanted to reduce the school budget.
- f** They explained, 'Our school has outstanding exam results.'  
They explained that \_\_\_\_\_ school had outstanding exam results.

3 Write the tense of the verbs in bold.



We **visited**<sup>a</sup> Little Pines Primary School to talk about flipped classrooms. The teachers were very honest about its drawbacks.

Miss Carew **told**<sup>b</sup> us that the main problem was that teachers could not control learning at home, like they controlled learning in the classroom. As a result, some children accessed the tasks at home and some didn't. Mrs Williams explained that many

of her children **hadn't done**<sup>c</sup> the tasks at home, so they couldn't do the work in class. She **complained**<sup>d</sup> that this doubled planning time because teachers were expected to plan for learners who did do the work at home and for learners who didn't do the work at home. As he **was leaving**<sup>e</sup> his class, Mr Smith, the Key Stage 2 coordinator, suggested that the assumption that primary schools had 'lectures' was misguided. He went on to tell us that for years, teachers **had been trained**<sup>f</sup> to limit input time so that children were quickly moved on to tasks.

As we **were leaving**<sup>g</sup> the school, the head teacher, Mrs Jabil, caught up with us. She argued that although some local secondary schools **had had**<sup>h</sup> considerable success with the flipped classroom, it had been a frustrating experience for teachers in her school.

a \_\_\_\_\_  
b \_\_\_\_\_  
c \_\_\_\_\_  
d \_\_\_\_\_

e \_\_\_\_\_  
f \_\_\_\_\_  
g \_\_\_\_\_  
h \_\_\_\_\_

4 Read the report again and complete the sentences using direct speech.

- a Miss Carew said, 'Teachers \_\_\_\_\_ control learning at home like they \_\_\_\_\_ learning in the classroom.'
- b Mrs Williams explained, 'Many of my children \_\_\_\_\_ the tasks at home, so they \_\_\_\_\_ the work in class.'
- c 'This \_\_\_\_\_ planning time because teachers \_\_\_\_\_ to plan for learners who do the work at home and learners who don't do the work at home,' she complained.
- d Mr Smith, the Key Stage 2 coordinator, suggested, 'The assumption that primary schools \_\_\_\_\_ "lectures" \_\_\_\_\_ misguided.'
- e He went on to say, 'For years, teachers \_\_\_\_\_ to limit input time so that children \_\_\_\_\_ quickly moved on to tasks.'
- f Mrs Jabil argued, 'Although some local secondary schools \_\_\_\_\_ considerable success with the flipped classroom, it \_\_\_\_\_ a frustrating experience for teachers in my school.'

**5** Read the interview. Then complete the sentences below.

<b>Interviewer</b>	Welcome, Ms Gonzalez. Please explain how 'In-Class Flip' works.
<b>Ms Gonzalez</b>	It works just like a traditional flip.
<b>Interviewer</b>	Does the teacher record a video?
<b>Ms Gonzalez</b>	Yes, but children don't have to watch the video at home because it also becomes a <i>station</i> in class that small groups rotate through.
<b>Interviewer</b>	What do the other children do?
<b>Ms Gonzalez</b>	They do other activities relating to the video input.
<b>Interviewer</b>	So, it's better than the traditional flipped classroom?
<b>Ms Gonzalez</b>	Yes, because the children who haven't been able to access the material at home can start by accessing the video in class.

- a** Ms Gonzalez explained that it \_\_\_\_\_.
- b** The interviewer asked if the teacher \_\_\_\_\_.
- c** Ms Gonzalez explained that children \_\_\_\_\_.
- d** The interviewer asked \_\_\_\_\_.
- e** Ms Gonzalez said that they \_\_\_\_\_.
- f** The interviewer suggested that \_\_\_\_\_.
- g** Ms Gonzalez said that \_\_\_\_\_.



# 4

## Collaboration

### 4A

#### 1 Unscramble the networking tips.

- a epke ouyr npohe no nsetil \_\_\_\_\_
- b fefro subnsesi dsarc \_\_\_\_\_
- c ssrde lproprtpeyaia \_\_\_\_\_
- d den a noverinatcos pyitoell \_\_\_\_\_
- e hrpopaca ugrpos sdngtani ni na eonp 'V'  
\_\_\_\_\_
- f injo opugrs tiwh ta alest neo mwnao  
\_\_\_\_\_

#### 2 Sort the networking advice into the correct column of the table.

- a Dress appropriately.
- b Give your name and ask for theirs.
- c Write a list of useful people you met.
- d Prepare business cards.
- e Turn off your phone.
- f Send a thank-you note to people who met you.
- g Update any contacts that you have.
- h Don't approach closed groups.
- i Remember to use people's names.

Before	During	After
_____	_____	_____
_____	_____	_____
_____	_____	_____

## 4B

1 Match each emoticon with the correct mood or feeling.

- a confused
- b embarrassed
- c sad
- d angry

- e worried
- f pleased
- g tired
- h surprised



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

2 Match the informal and formal language.

- a peeps
- b stuff
- c defo
- d around
- e get on
- f check
- g need
- h check out
- i sort out

- confirm
- definitely
- people
- require
- material
- examine
- progress
- organize
- available

3 Rewrite the sentences formally, using words from the previous exercise.

a How are peeps getting on?

---

b Are you around on Tuesday?

---

c We need to check out stuff on emissions next.

---

d I need to check the submission dates.

---

e Will they need our notes and stuff?

---

f I've sorted out the PowerPoint slides.

---

## 4C

1 Watch the slideshow *Different class*. Match each word from the slideshow with a definition. Then decide, is each word a noun or an adjective?

Word	Definition	Type
a rationale	subjects that are included in your studies	_____
b curriculum	ordinary	_____
c buzzing	expected	_____
d compulsory	basic systems that help things run smoothly	_____
e infrastructure	thick, tropical forest	_____
f former	the sound of a bee or an excited crowd	_____
g jungle	required by law or a rule	_____
h sustainability	avoidance of the overuse of natural resources	_____
i projected	reasoning behind something	_____
j unremarkable	previous	_____

**2 Match the words to make phrases from the slideshow. Then match each phrase with a definition.**

Phrase		Definition
<b>a</b>	unconventional problems	state of the economy in a country or region
<b>b</b>	scientific general	title given to the head of some large organizations
<b>c</b>	environmental subjects	unusual areas of study
<b>d</b>	personal standstill	development as a person
<b>e</b>	come to a discoveries	slow down and stop
<b>f</b>	secretary situation	issues such as pollution and climate change
<b>g</b>	economic growth	advances in science

**3 Correct the sentences from the slideshow. Then match each correct sentence with an explanation.**

- a** Some areas of Bangladesh regularly suffer about flooding. The verb doesn't match the subject.  
\_\_\_\_\_
- b** Vital services like hospitals, transport and schools is shut down. There is a missing article.  
\_\_\_\_\_
- c** These lucky children get to jump into ocean for surfing lessons! A preposition is wrong.  
\_\_\_\_\_
- d** Its common for children to study scientific discoveries in a very hands-on way. The passive has been formed incorrectly.  
\_\_\_\_\_
- e** It's the children who manage clases, lead discussions and call meetings. A word is misspelt.  
\_\_\_\_\_
- f** The school has criticized for its lack of structure. The superlative is formed incorrectly.  
\_\_\_\_\_
- g** It was described as 'the impressivest school I have ever visited'. There is a mistake with an apostrophe.  
\_\_\_\_\_

- 4 Complete the final paragraph of the slideshow with the words from the box. Then watch the slideshow from 7:09 and check your answers.

a    although    and    another    any    are    even    for    in    it  
it's    its    no    the    their    there    they    what    who

Let's finish by looking at \_\_\_\_\_<sup>a</sup> school with a difference.

The Brooklyn Free School in New York takes \_\_\_\_\_<sup>b</sup>

surprising approach to rules and curriculum ... \_\_\_\_\_<sup>c</sup>

don't have any! Instead, \_\_\_\_\_<sup>d</sup> children make the

decisions, they choose \_\_\_\_\_<sup>e</sup> they want to study,

\_\_\_\_\_<sup>f</sup> they don't even have to go to \_\_\_\_\_<sup>g</sup> classes if they don't feel like

it! There \_\_\_\_\_<sup>h</sup> no tests, no compulsory homework and \_\_\_\_\_<sup>i</sup> grades.

There aren't \_\_\_\_\_<sup>j</sup> teachers. Instead, \_\_\_\_\_<sup>k</sup> are adults

\_\_\_\_\_<sup>l</sup> act as advisors, but \_\_\_\_\_<sup>m</sup> the children who manage classes, lead

discussions and call meetings. \_\_\_\_\_<sup>n</sup> the school has been criticized for

\_\_\_\_\_<sup>o</sup> lack of structure, it has also been praised \_\_\_\_\_<sup>p</sup> allowing children

to find \_\_\_\_\_<sup>q</sup> own way and develop important skills needed \_\_\_\_\_<sup>r</sup> later

life. And, unsurprisingly, the kids seem to love \_\_\_\_\_<sup>s!</sup>



**5 Choose the best ending for each sentence to match the meaning from the slideshow.**

- a** The schools featured in the slideshow differ because
- they teach different subjects.
  - of different environmental challenges and founder philosophies.
  - students in different places have different learning styles.
- b** The floating schools in Bangladesh
- help students get to school.
  - allow students to explore their relationship with the environment.
  - ensure that students can go to school, even in bad weather.
- c** The Green School aims to
- introduce students to nature.
  - encourage students to feel a deep respect for nature.
  - teach students to build bridges from bamboo, grass and mud.
- d** Creative subjects
- emphasize personal growth.
  - help students develop a new personality.
  - help students develop life skills.
- e** Fans of the Brooklyn Free School think that
- children should always do whatever they want.
  - allowing students to take charge at school helps them develop into successful adults.
  - schools run best if students make all the decisions.

# 5

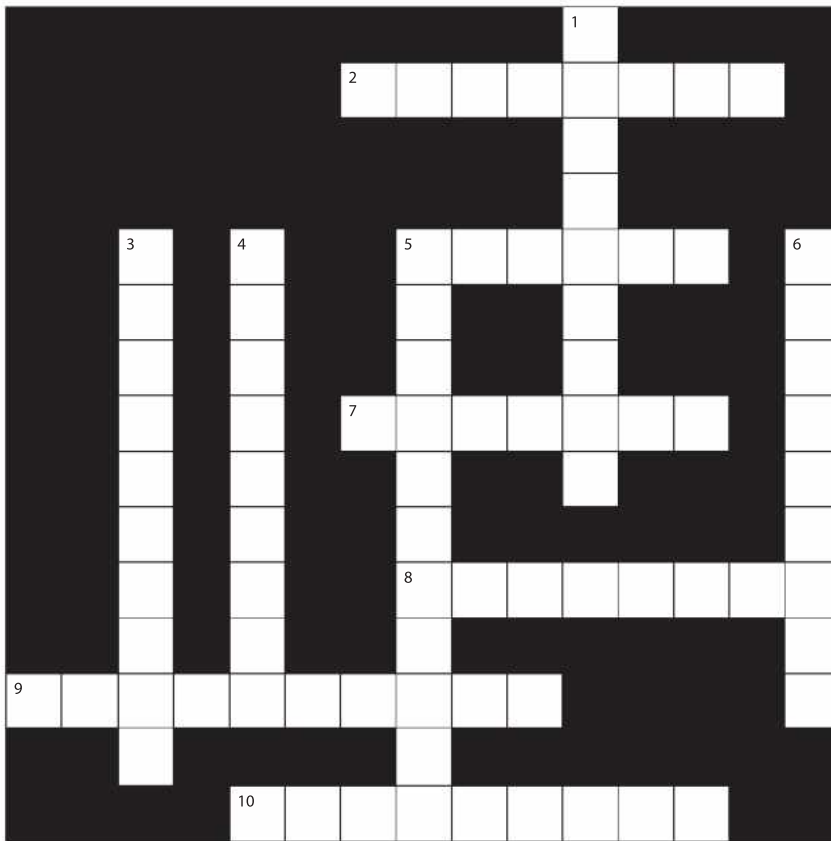
## Culture

### 5A

#### 1 Unscramble the words and use them to complete the sentences.

- a** (atorngenie) Our \_\_\_\_\_ has seen a lot of changes.
- b** (acrustymo) It's \_\_\_\_\_ for the bride to wear red in much of China.
- c** (darnscent) Art can \_\_\_\_\_ national boundaries.
- d** (audittet) We need to change our \_\_\_\_\_ towards consumerism.
- e** (quietteet) The \_\_\_\_\_ of the Japanese tea ceremony is fascinating.
- f** (electbeard) Birthdays are \_\_\_\_\_ in many cultures.
- g** (epiccart) The \_\_\_\_\_ of throwing rice at a wedding dates back to the Romans.
- h** (distainrot) Oral \_\_\_\_\_ of storytelling exist in all cultures.
- i** (eelfib) The \_\_\_\_\_ in reincarnation is central to major Indian religions.
- j** (feartacts) Pottery, stone tools and clothing are important cultural \_\_\_\_\_.
- k** (vireohabu) What is considered as acceptable \_\_\_\_\_ varies across the globe.
- l** (doalletter) Begging in the streets isn't \_\_\_\_\_ in some cultures.
- m** (sealuv) Human rights are based on \_\_\_\_\_ like fairness, dignity, equality and respect.

2 Solve the clues and complete the crossword.



**Across**

- 2 to accept something that you may not agree with  
 5 a way of behaving or a belief that has been established for a long time  
 7 to think something is true  
 8 a man-made object of cultural significance  
 9 a group of individuals born and living around the same time  
 10 to go beyond the limits of something

**Down**

- 1 the ways in which things are usually done  
 3 customs that have lasted for many generations  
 4 the way that a person acts or conducts himself or herself  
 5 the act of celebrating something  
 6 a code of polite behaviour



3 Write the noun form of each verb into the correct column of the table.

access arrive behave insist notify perform predict talk

-nce	-ion	Other ending	No change
_____	_____	_____	_____
_____	_____	_____	_____

4 Complete the text with the noun forms of the verbs from the box.

arrive behave celebrate criticize decide schedule signify slice tolerate

### Tips for dining in Italy



There are endless unwritten rules when it comes to eating in Italy.

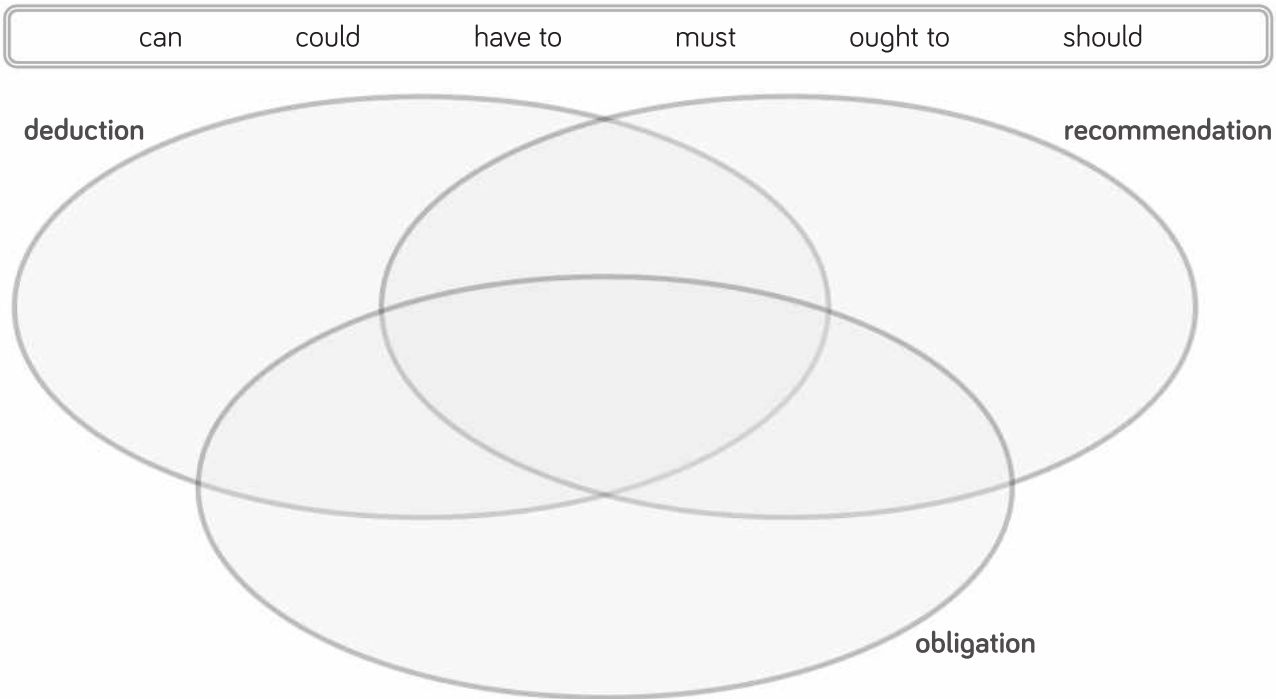
There doesn't need to be the excuse of a \_\_\_\_\_<sup>a</sup> for family and friends to get together for a big meal. However, if you are lucky enough to be invited to a dinner party, don't test your host's \_\_\_\_\_<sup>b</sup> by ignoring these fundamental Italian food customs.

- Make sure you plan your \_\_\_\_\_<sup>c</sup> for a few minutes after the suggested time. You will find your host is still preparing the food if you are punctual.
- When eating, it is considered poor \_\_\_\_\_<sup>d</sup> to rush your meal or eat it in front of the television. Italians savour the occasion of eating as well as the food itself, so expect to eat slowly and comfortably at the table.
- You might make the \_\_\_\_\_<sup>e</sup> to cut up your spaghetti to avoid slurping noises and splashing sauce down your chin. However, you will find yourself subject to \_\_\_\_\_<sup>f</sup> if you use a knife – Italians always twirl spaghetti around their fork.
- If you are eating pizza, don't ask for parmesan. Italians only use it with certain foods, so wait for it to be offered to you. If they don't, enjoy your \_\_\_\_\_<sup>g</sup> without it.

It isn't only at dinner parties where your eating and drinking habits have \_\_\_\_\_<sup>h</sup>. For example, drinking coffee on the move is regarded as taboo. Italians make time in their busy \_\_\_\_\_<sup>i</sup> to drink coffee with their friends or colleagues, usually standing at the counter. With these tips, you're sure to give your host a good impression.

## 5B

1 Put the modals from the box into the correct part of the Venn diagram. Which modal will not fit?



2 Read the sentences. Then put each one into the correct column of the table.

- a You mustn't get on the train without a ticket.
- b The local tailors can make you anything you want.
- c You have to drive on the left in Australia.
- d You should take a small medical kit with you.
- e The police may ask you to show your ID.
- f You should take a gift when visiting someone's home.
- g It's near the equator, so it must be really hot.
- h There's a long queue. The bus must be coming soon.

Possibility	Recommendation	Obligation	Deduction
_____	_____	_____	_____
_____	_____	_____	_____

3 Put the words in the correct order to make travel tips.

a tourist / food / you / sites / buy / near / major / shouldn't

---

b you / use / to / withdraw / money / in / the / a / cashpoint / currency / can / local

---

c you / don't / have / if / out / after / dark / alone / go / to / go

---

d take / insurance / you / out / travel / you / go / must / before

---

e obey / the / have / laws / of / are / visiting / the / you / to / country / you

---

f money / money belt / keep / hidden / in / you / should / a

---

4 Choose the correct words and phrases to complete the text.

## Business dress codes

In today's global world, business can take you to different countries and cultures. Wherever you find yourself, the local business community will have strong views on appropriate dress codes.

### Meetings and interviews

In most parts of the world, men *should* / *can*<sup>a</sup> wear a formal suit when attending a business meeting. The same applies to women, who *can* / *must*<sup>b</sup> wear either trousers or a skirt with a jacket. Keep the colours dark, preferably black, grey or dark blue. Bright colours and casual clothes *might* / *should*<sup>c</sup> be considered inappropriate.

### At work

In some countries, you *should* / *may*<sup>d</sup> find that business people wear national dress. For example, Omanis *have to* / *might*<sup>e</sup> wear dishdashas if they work in the government. However, this doesn't mean you *should* / *could*<sup>f</sup> wear one. In fact, most Omanis would feel offended if you felt you *had to* / *can*<sup>g</sup> wear one since Omanis pride themselves on their tolerance and acceptance of different cultures.

### Shoes and accessories

Shoes *can* / *should*<sup>h</sup> be smart and polished. It is usual to wear shoes that cover the toes, although in some Middle Eastern countries you *might* / *can*<sup>i</sup> wear sandals to work. Women *ought to* / *must*<sup>j</sup> limit jewellery to small earrings and just a necklace or bracelet.



## 5C

**1 Unscramble the words and use them to complete the sentences.**

- a** (odmel) The Iceberg \_\_\_\_\_ of Culture was proposed by Selfridge and Bell in 1975.
- b** (ccdpetae) It is now widely \_\_\_\_\_ as a part of cultural awareness training.
- c** (operspod) Another model, the cultural dimensions model, was \_\_\_\_\_ by Hofstede.
- d** (oraligynl) It \_\_\_\_\_ covered four cultural dimensions.
- e** (npxdadee) Later, he \_\_\_\_\_ his theory to include two more.
- f** (susmase) His theory \_\_\_\_\_ that national and cultural borders are the same.
- g** (iciistmcr) This idea was met with \_\_\_\_\_. Despite this, Hofstede's work was groundbreaking.
- h** (lidtdvaea) Subsequently, many researchers have \_\_\_\_\_ his findings.

**2 Read the sentences from a lecture about proxemics. Then decide: is each sentence positive, negative or neutral?**

- |          |   |          |          |         |
|----------|---|----------|----------|---------|
| <b>a</b> | Edward T. Hall formulated the theory of proxemics.  | positive | negative | neutral |
| <b>b</b> | His ideas assumed that every culture would be similar to the North American culture.          | positive | negative | neutral |
| <b>c</b> | His work has been extremely influential.  | positive | negative | neutral |
| <b>d</b> | And other theorists have adapted his theory to include different cultures.                    | positive | negative | neutral |
| <b>e</b> | However, his theory has also been met with criticism.   | positive | negative | neutral |
| <b>f</b> | For example, many pointed out that his sample was not representative of the whole population. | positive | negative | neutral |
| <b>g</b> | Still his theory was groundbreaking in understanding relationships and physical distance.     | positive | negative | neutral |

3 Read the article and label the diagram.

## Developing cultural sensitivity

The Developmental Model of Intercultural Sensitivity (DMIS) was **proposed** by Dr Milton Bennett as a framework for explaining the people's reaction to cultural differences.

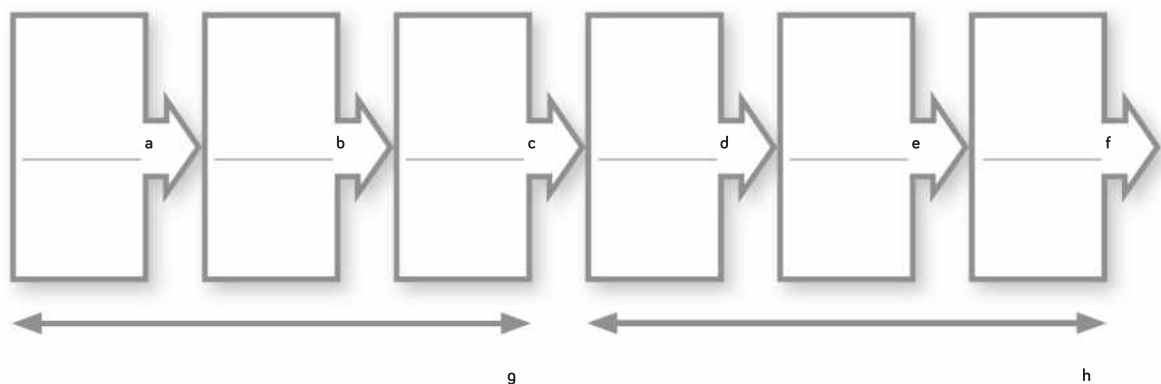
Bennett's model **consists of** six stages for changing perception and behaviour. The first three stages are ethnocentric, because the people centre their understanding around their own culture. At first, a person may refuse to interact with other cultures. This stage is called 'denial', and it is associated with a refusal to acknowledge that other cultures exist. The second stage is 'defense', where a person acknowledges other cultures exist, but believes that their own culture is superior. The final ethnocentric stage is 'minimization'. Here individuals recognize basic cultural differences such as food, clothes, language and celebrations, and may try to avoid stereotypes. However, they still consider their own values to be universal rather than part of their own cultural identity.

The second set of three stages is **categorized as** ethnorelative. The first of these stages is 'acceptance', where a person views their own culture as one of many ways to experience the world. In this stage, a person will acknowledge that the experiences of other cultures are just as rich as their own. In the next stage, 'adaptation', individuals are able to take the perspective of another culture and change their behaviour to fit in with that culture. Finally, an individual reaches the integration stage, where they instinctively change their behaviour when interacting with other cultures and where they have more than one world view.

While Bennett's model is **widely accepted, doubts** have been raised. The six stages are very clear and **convincing**, but they are also impractical. How do you **effectively** judge cultural sensitivity when, according to the Iceberg Model of Culture, 90% of what constitutes culture is hidden? Another **criticism** is that it is unrealistic to expect every person to neatly conform to one of the six stages since humans are unique, and everyone interprets and reacts to experiences differently. With this in mind, A. J. Liddicoat has developed the model to be a continuous scale rather than discrete stages. The final objection concerns the first stage, denial. Some researches have suggested that this stage is **unreasonable** since it is rare to find anyone with absolutely no exposure to another culture.

*Towards ethnorelativism: A developmental model of intercultural sensitivity (DMIS) Milton J. Bennett (1993), in M. Paige (Ed.) Education for the Intercultural Experience. Intercultural Press, Yarmouth, ME.*

### Stages of intercultural sensitivity



- 4 Are the bold words and phrases in the text in 3 positive, negative or neutral? Put each into the correct column of the table.

Positive	Negative	Neutral
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

# 6

## Identity



### 6A

1 Study the data in the table. Then match the sentence parts to make sentences.

From	% of millennials who own ...		
	a laptop	a tablet	a smartphone
North America	83%	37%	71%
Western Europe	72%	22%	79%
Central and Eastern Europe	64%	23%	60%
Latin America	62%	22%	68%
Middle East and Africa	66%	20%	72%
Asia	77%	31%	83%

- a Millennials in North America are most likely to have a tablet.
- b Millennials in the Middle East and Africa are least likely to have a smartphone.
- c Millennials in Asia own a far higher number of a laptop.
- d Millennials in Western Europe are most likely to have more smartphones than laptops.
- e Millennials in Latin America own slightly a laptop than a smartphone.
- f Millennials in North America are more likely to own laptops and smartphones than of tablets.

**2 Study the data in the table. Then decide: is each sentence true or false?**

**Table:** Comparison of US baby boomers and millennials

	Baby boomers (1945–1965)	Millennials (1980–2000)
Number of people born	66 million	76 million
Annual spending	\$2.5 trillion	\$3 trillion
Prefer to fit in	60%	40%
Men completed a degree*	17%	21%
Women completed a degree*	14%	27%
Never married*	32%	68%
Men employed*	78%	68%
Women employed*	38%	63%

\*by age 33

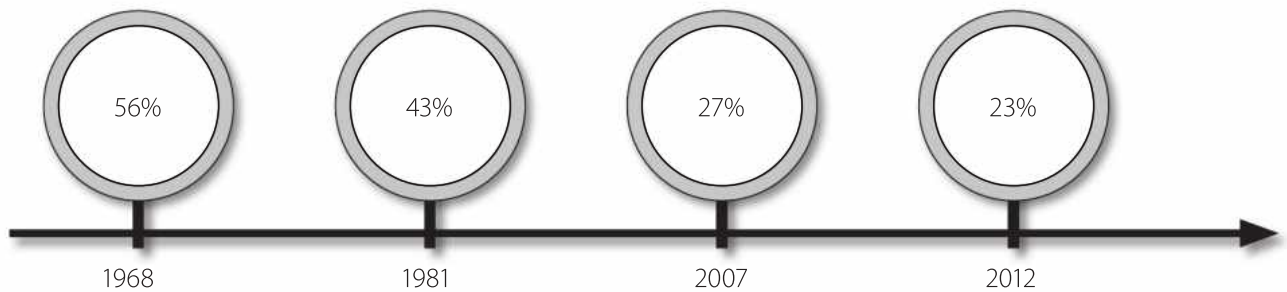
Source: pewresearch.org

<http://www.pewresearch.org/fact-tank/2015/03/19/how-millennials-compare-with-their-grandparents/>

- |          |  |      |       |
|----------|--|------|-------|
| <b>a</b> | There are more baby boomers than millennials.  | true | false |
| <b>b</b> | Baby boomers spend considerably more than millennials.   | true | false |
| <b>c</b> | Male baby boomers are slightly less likely to have taken a degree by age 33 than millennial men. | true | false |
| <b>d</b> | Female baby boomers are considerably more educated than their millennial counterparts.           | true | false |
| <b>e</b> | Male millennials are rather more likely to be employed than male baby boomers.                   | true | false |
| <b>f</b> | Female millennials are much more likely to have a degree than female baby boomers.               | true | false |
| <b>g</b> | Millennials are considerably less likely to marry by age 33 than baby boomers.                   | true | false |
| <b>h</b> | Baby boomers are much more likely to be rebellious than millennials.                             | true | false |



3 Complete each sentence with the appropriate modifying phrase from the box.



**Graph 1:** Percentage of people between 18 and 31 who were married and living in their own household

considerably more    much less    rather less    slightly less    slightly more    somewhat more

- a In 2012, 18–31 year olds were \_\_\_\_\_ likely to be married and living in their own household than in 1968.
- b They were \_\_\_\_\_ likely to be married and living in their own household in 2007 than in 2012.
- c People were \_\_\_\_\_ likely to be married and living in their own household in 1968 compared to 2007.
- d In 1968, people were \_\_\_\_\_ likely to be married and living in their own household than in 1981.
- e A person who was 18–31 in 2012 was \_\_\_\_\_ likely to be married and living in their own household compared to someone who was that age in 2007.
- f In 1981, 18–31 year olds were \_\_\_\_\_ likely to be married and living in their own household than in 1968.

# 6B

1 Label each artefact with the correct culture of origin.

Aboriginal    Chinese    Mayan    North American    Tibetan    Ukrainian



a \_\_\_\_\_



b \_\_\_\_\_



c \_\_\_\_\_



d \_\_\_\_\_



e \_\_\_\_\_



f \_\_\_\_\_

**2** Read the presentation transcript. Then label the sections.

Adaptation    Common features    Construction    Here and now    Introduction    Name

**a** \_\_\_\_\_

Yes, it has gained global familiarity! The word 'moccasin' comes from the Algonquian Native American word 'mockasin', but this is only because this was the first tribe Europeans encountered in North America. Different tribes all have their own name for the shoe.



**b** \_\_\_\_\_

Historically, this shoe is the footwear of some tribes of indigenous people in North America. In the cold, harsh climate of the prairie, wearing protective footwear was important to stop the feet from freezing. Have you all heard of the word 'moccasin'?

**c** \_\_\_\_\_

Moccasins are not sacred artefacts, but they were very personal items. The upper part of the shoes was often decorated with intricate beadwork or painting. Different tribes changed the moccasin according to the environment they lived in. Some tribes lined the shoe with animal fur for added warmth, and some tribes improved durability by making the sole out of hardened rawhide.

**d** \_\_\_\_\_

You can see examples of moccasins in the museum here in Exeter. You may also be surprised to know that people still make them. You can buy a pair of handcrafted moccasins online made by Native Americans. I've put some sites on your handout if you're interested.

**e** \_\_\_\_\_

So, how were moccasins traditionally made? They were usually made from deerskin but could also be made of moose, elk or buffalo leather. The most basic form was made from a single piece of leather, which was gathered around the foot and sewn from the toe, along the upper instep. Other shoes were made of individual pieces, which would be stitched together with animal sinew.

**f** \_\_\_\_\_

Look at the examples being passed around. What features are common to all of the shoes? Do you see how easy it is to twist and bend the shoe? All moccasins are soft and flexible, and they are simple – made from just one or two pieces of leather.

**3** Number the sections from the talk to put them in the correct order.

**a** \_\_\_\_\_

**b** \_\_\_\_\_

**c** \_\_\_\_\_

**d** \_\_\_\_\_

**e** \_\_\_\_\_

**f** \_\_\_\_\_

**4** Sort the presentation tips into the correct column of the table.

- a** Don't read the slides or a script.                      **f** Include graphs and diagrams.  
**b** Get pairs discussing.    **g** Make your gestures open and confident.  
**c** Use photographs.    **h** Move around if possible.  
**d** Bring real artefacts.    **i** Ask rhetorical questions.  
**e** Don't block the screen.

Where and how you stand	Visuals	Engage the audience
_____	_____	_____
_____	_____	_____
_____	_____	_____

## 6C

**1** Watch the slideshow *Culture shock*. Match each word from the slideshow with a definition. Then decide, is each word a noun, a verb or an adjective?

Word	Definition	Type
<b>a</b> grab	showing a lack of respect	_____
<b>b</b> skeleton	structure of bone that supports the body	_____
<b>c</b> disrespectful	commitment	_____
<b>d</b> cuisine	bargain persistently over the price of something	_____
<b>e</b> disorientation	style of cooking	_____
<b>f</b> haggle	a feeling of being confused	_____
<b>g</b> devotion	difficult	_____
<b>h</b> subtle	place the dead are buried	_____
<b>i</b> tricky	not very noticeable	_____
<b>j</b> cemetery	pick up quickly (informal)	_____

- 2 Look at the long words in the box and think about their stress patterns. Then write each word in the correct column of the table.

cemetery conversation definitive disorientation disrespectful misunderstandings  
perspectives professionalism punctuality timekeeping unfamiliar unspoken

Stress on first syllable	Stress on second syllable	Stress on third syllable	Stress on fourth syllable	Stress on fifth syllable

- 3 Read an extract from the slideshow. Find and correct 18 mistakes.

a Our bigger festival is *El Dia de los Muertos* – or, in English, The Day of the Dead.

---

b You've probably seen it on films. But people are often confused of *El Dia de los Muertos*.

---

c A lot of people they think it's supposed to be frighten, because of skeleton masks and everything, but that's wrong completely.

---

d We are not fear death here in Mexico.

---

e In fact, we laughs at it.

---

f And that is something else that foreigners is sometimes shocked by.

---

g I had a frend visit from europe, and he wasn't understand why people were dancing and laughing when we were talking about death.

---

h He thought we was being disrespectful, but he missed the point.

---

i When we're at the cemetery laughing and dancing, we're laughing because we're saying funny stories about our loved ones which have died, remembering funny things they used say and do.

---

j We are celebrating there lives.

---

**4 Put the lines in the correct order to make a paragraph from the slideshow. Then listen to the slideshow from 7:21 to 7:51 again and check your answers.**

- |   |   |          |
|---|---|----------|
| a | Finally, there is the issue of communication.                       | <u>1</u> |
| b | encourage open conversation about most subjects, while              | _____    |
| c | differences in the way people communicate.                          | _____    |
| d | Money? Politics? Religion? Some cultures                            | _____    |
| e | that can be confusing. There are also subtler                       | _____    |
| f | Firstly, there is the question of what it is acceptable to discuss. | _____    |
| g | personal, less controversial topics.                                | _____    |
| h | And it's not just the different language                            | _____    |
| i | others expect people to stick to less                               | _____    |

**5 According to the slideshow, are the sentences below true or false?**

- |   |   |      |       |
|---|---|------|-------|
| a | Culture is about how people do things, as well as what they do.                             | true | false |
| b | People experience culture shock whenever they go overseas.                                  | true | false |
| c | Mealtimes are more important social occasions in some countries than others.                | true | false |
| d | Laughing at death is considered disrespectful in many cultures.                             | true | false |
| e | <i>Taarof</i> is a way of behaving that shows respect by being sincere and straightforward. | true | false |
| f | Polish waiters expect large tips.   | true | false |
| g | People from different cultures value different things.                                      | true | false |
| h | Understanding a country's festivals can help you understand its culture.                    | true | false |

# 7

## A better world?

### 7A

#### 1 Match each prefix with its meaning.

- |   |        |                  |
|---|--------|------------------|
| a | un-    | not enough       |
| b | irr-   | below            |
| c | under- | after            |
| d | mis-   | remove           |
| e | re-    | opposite of; not |
| f | de-    | before           |
| g | sub-   | again            |
| h | pre-   | too much         |
| i | post-  | wrong            |
| j | over-  | not              |

#### 2 Read the definitions. Then write each word with the correct prefix.

- |   |   |       |
|---|---|-------|
| a | to treat wrongly, or in a bad way                                       | _____ |
| b | to think about something again  | _____ |
| c | removal of trees in a forest  | _____ |
| d | the condition of having too many people                                 | _____ |
| e | below an accepted standard  | _____ |
| f | a judgement made before careful thought or reasoning                    | _____ |
| g | not enough investment   | _____ |
| h | not being responsible   | _____ |
| i | the name for someone after they have graduated from a Bachelor's degree | _____ |
| j | the opposite of being achievable  | _____ |

**3** Find the words from 2 in the wordsearch. Which word is missing?

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

The missing word is \_\_\_\_\_.

**4** Complete each sentence with a word from the box.

increase	inorganic	overflow	rechargeable	recycled	replacing
rethink	underinvestment	unnecessary	unpredictable	unsustainable	unwanted

- Use \_\_\_\_\_ batteries to decrease the number of batteries going to landfill.
- Save the forests by using \_\_\_\_\_ paper at work.
- \_\_\_\_\_ water pricing. Higher prices encourage careful usage.
- Address the \_\_\_\_\_ in rural healthcare so every birth counts.
- Reduce air pollution by servicing your car regularly and \_\_\_\_\_ air filters.
- Don't buy \_\_\_\_\_ food and other products.
- Give \_\_\_\_\_ clothes, toys and books to charities.
- Avoid using unnecessary pesticides and \_\_\_\_\_ fertilizers in your garden.
- Educate communities about the \_\_\_\_\_ nature of high birth rates.
- \_\_\_\_\_ the number of women in higher education.
- Build dams and reservoirs where rainfall is \_\_\_\_\_.
- Improve infrastructure by preventing \_\_\_\_\_ and mending leaky pipes.



- 5 Sort the possible solutions from 4 into the correct column of the table.

Environmental destruction	Overpopulation	Waste	Water shortage
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## 7B

- 1 Complete the text with the missing articles.

Landfills, deforestation, intensive agriculture and transportation can all cause great damage to the environment. Over recent years, scientists have been using \_\_\_\_\_<sup>a</sup> new solution to clean up environmental damage: microorganisms.

Bioremediation is \_\_\_\_\_<sup>b</sup> type of waste management that uses microbes to reduce the pollution in soil and groundwater.

Some microbes change toxic substances such as crude oil, mercury and some solvents into water and harmless gases. It takes a few months to several years for microbes to clean up \_\_\_\_\_<sup>c</sup> polluted site. It takes longer if there are high concentrations of contaminants or if \_\_\_\_\_<sup>d</sup> site is very large or deep. Sometimes conditions must be controlled for the microorganisms to thrive. For example, nutrients may need to be added or \_\_\_\_\_<sup>e</sup> temperature regulated, in order to increase the population of certain pollutant-eating microbes.

Bioremediation can clean up different types of environmental hazards. In 2010, \_\_\_\_\_<sup>f</sup> Deepwater Horizon oil rig exploded, resulting in \_\_\_\_\_<sup>g</sup> largest oil spill in US waters. Scientists added nutrients to the water to increase the number of the oil-eating bacteria that naturally lived in the area. As a result, the water pollution resulting from the oil spill was minimized. In 2012, scientists set to work on one of \_\_\_\_\_<sup>h</sup> biggest toxic rubbish dumps in the world, called Moravia Hill. It was \_\_\_\_\_<sup>i</sup> 45 m high mountain of refuse in Colombia and was poisoning the surrounding soil and water supplies. Scientists identified indigenous microbes living in \_\_\_\_\_<sup>j</sup> soil and increased their numbers. The level of contamination is now low enough for the area to have become a community park.



2 Sort the articles you added in 1 into the correct column of the table.

<i>a</i>		<i>the</i>		
To refer to something for the first time	To classify or define something	There can only be one thing we are referring to	The writer and reader know the thing being referred to	Before a superlative
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

3 Complete the sentences with the correct article.

- a Indoor air is one of \_\_\_\_\_ five top public health risks according to \_\_\_\_\_ Environmental Agency.
- b In \_\_\_\_\_ 1980s, NASA scientists studied houseplants to find out whether plants could purify \_\_\_\_\_ air in space facilities.
- c \_\_\_\_\_ scientists found \_\_\_\_\_ reduction in some air pollutants such as benzene, formaldehyde and toluene.
- d However, you need to put up to 50 plants in \_\_\_\_\_ room if you want to get \_\_\_\_\_ same results.
- e \_\_\_\_\_ New Delhi tech company placed 1,200 plants in its building to clean \_\_\_\_\_ air. They claimed it lowered eye irritation and breathing problems.
- f In \_\_\_\_\_ real-world study in Australia, plants placed in offices failed to make \_\_\_\_\_ difference in air quality.
- g Research done at Cardiff University, found that productivity increased by 15% when green plants were added to \_\_\_\_\_ modern office building.

**4 Are the definite articles in each sentence stressed or unstressed?**

- a Some people think that air inside the house is more polluted than air outdoors.      stressed    unstressed
- b The use of perfumes, polishes, paint and air fresheners all release pollutants.      stressed    unstressed
- c Carpets, fabrics and furniture can release formaldehyde into the indoor environment.      stressed    unstressed
- d Many people use plants as a natural way to purify the air.      stressed    unstressed
- e For example, spider plants can absorb the chemical formaldehyde.      stressed    unstressed
- f Plants may also boost productivity and a sense of well-being in the office.      stressed    unstressed
- g Microorganisms in the soil may be more important than any greenery.      stressed    unstressed



## 7c

- 1 Read the persuasive talk. Then put the bold words and phrases into the correct column of the table.

## Don't panic yet!

- 1 Welcome, everyone. Thanks for inviting me here to the college. **All of us** sitting in this room understand that human actions are causing climate change, but is it really all **doom and gloom**? In my talk, I'm going to briefly outline three reasons to think positively about climate change.
- 2 We are all familiar with **alarmist** warnings that the planet is **burning up**. Data certainly suggests an overall warming of the planet, but what's wrong with warmer winters? In Britain, and other countries, cold is a **killer**. The Office for National Statistics estimated that 27% more people die in the winter than in the summer. As winter temperatures increase, the number of deaths decrease. This is good, isn't it?
- 3 In an article in *Nature* (Vol 529, January 2016), A. Ganopolski, R. Winkelmann and H. J. Schellnhuber argued that global warming is actually delaying the onset of the next ice age. This is a crucial fact that **ordinary people like you and me** never hear about. The next ice age will decimate large areas of agricultural land and lead to the end of the human race. Therefore, by maintaining high concentrations of CO<sub>2</sub> in the atmosphere, we are actually saving the human race. Surely that is a good thing!
- 4 Is climate change causing **ecosystem collapse**? Despite media **claims** that we will suffer from more drought and desertification, Dr Ranga B. Myneni, in his conference talk 'The Greening Earth' (2013), **proved** that 31% of vegetated land has become greener. As a result, plants have become more productive. This is good for agriculture, good for biodiversity and good for soil systems.
- 5 We need to stop being **bullied** by the media. It's a complicated issue, but **we aren't stupid!** I urge everyone to be proactive and spend a little bit of time researching the issue for themselves rather than passively accepting other people's views. Climate change isn't all bad!



Sources: A. Ganopolski, R. Winkelmann & H. J. Schellnhuber. Critical insolation–CO<sub>2</sub> relation for diagnosing past and future glacial inception. *Nature*, 529, 200–203. Retrieved 16 January 2017 from: <http://www.nature.com/nature/journal/v529/n7585/full/nature16494.html>  
Myneni, R. B. "The Greening Earth". Probing Vegetation Conference: From Past to Future. July 4–5, 2013. Antwerp, Belgium. Retrieved 16 January 2017 from: <http://probing.vegetation.be/sites/default/files/pdf/dag1/1100-Ranga%20Myneni-myneni-probing-vegetation-talk-2.pdf>

For emotional reaction	Scare language	Careful word choice because of implication	Identifying with the reader
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**2 Match each topic sentence with the correct paragraph from the talk in 1.**

- Paragraph 1      To finish, we need to understand that the media cherry-picks negative facts about climate change.
- Paragraph 2      Next, let's look at the most important long-term impact of climate change.
- Paragraph 3      Let's begin by considering an aspect of climate change that's already affecting us.
- Paragraph 4      What I'm going to be talking about today is our passive acceptance of climate change as a negative phenomenon.
- Paragraph 5      So, global warming may be good for the survival of the human race, but what about biodiversity and the natural ecosystem?

# 8

## Do we care?

### 8A

1 Unscramble the words and label each image with the kind of pollution it shows.

ahetrlm

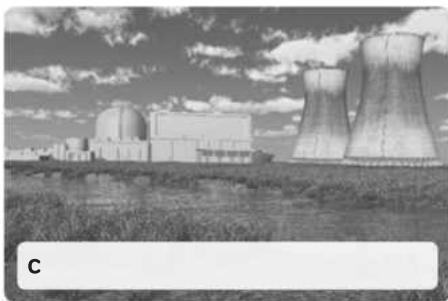
asvlu

gthli

losi

soeni

teraw





**2 Write the type of pollution next to each definition.**

- a the over-illumination of an area \_\_\_\_\_
- b undesirable views or objects such as power lines, advertising boards and abandoned buildings \_\_\_\_\_
- c sources include nuclear power plants, and uranium mining and storage \_\_\_\_\_
- d worsening of water quality due to temperature changes in the water \_\_\_\_\_
- e levels of sound that disrupt standards of living such as car traffic and construction work \_\_\_\_\_
- f ground pollution that prevents plant growth, cultivation or habitation \_\_\_\_\_
- g contamination of rivers, streams, oceans, lakes and underground reservoirs \_\_\_\_\_
- h degradation of the atmosphere with gases or particles of dust, smoke, pollen, etc. \_\_\_\_\_
- i the contamination of your body through actions such as smoking and drug abuse \_\_\_\_\_

**3 Put the words in the correct order to make sentences about noise pollution.**

- a going / I'm / to / about / talk / what / is / noise / today / pollution  
\_\_\_\_\_
- b start / by / of / I'll / different / identifying / noise / pollution / types  
\_\_\_\_\_
- c that / about / I'll / is / noise / after / talk / pollution / how / measured  
\_\_\_\_\_
- d at / noise / the / effects / of / then / we'll / look / pollution  
\_\_\_\_\_
- e I'll / different / outline / noise / ways / to / finally / pollution / reduce  
\_\_\_\_\_

**4** Sort each signpost into the correct column of the table.

- a We're now going to move on to ...
- b First of all, I'll establish what we mean by ...
- c So, that brings us to the next point, ...
- d ... and that is the key question.
- e And finally, I'll end by summarizing the main points and ...
- f The purpose of today's lecture is ...
- g What I'm going to be talking about today is ...
- h However, there's a fundamental issue ...

Introduce the topic	Explain the structure	Signal important information	Explain a transition
_____	_____	_____	_____
_____	_____	_____	_____

**5** Number the sentences to put the short talk in the correct order.

- a Some people think that wind farms spoil the landscape and contribute to visual pollution. \_\_\_\_\_
- b At a time when governments are reducing their use of fossil fuels, wind turbines produce clean energy with less greenhouse gas emissions. \_\_\_\_\_
- c To start with, we need to understand why we need wind turbines. \_\_\_\_\_
- d Other people link them to noise pollution and complain that they are too loud, even though a turbine only produces around 35 decibels, which is generally an acceptable level. \_\_\_\_\_
- e To conclude, we can see that overall, the disadvantages are minor compared to the key issue which is our urgent need for clean energy. \_\_\_\_\_
- f In particular, we're going to look at wind turbines and their advantages and disadvantages. \_\_\_\_\_
- g Now, we're going to move on to look at the disadvantages. \_\_\_\_\_
- h What I'm going to be talking about today is pollution versus our need for energy. \_\_\_\_\_
- i In addition, they can be situated almost anywhere, and since they use very little land, the ground underneath can still be farmed. \_\_\_\_\_



## 8B

- 1 Choose the correct words and phrases to complete the text about aquaculture.

## Aquaculture – a positive or negative industry?

We have been farming fish and other water-living species since ancient Chinese and Egyptian civilizations. Fish is an excellent source of protein and vitamins, and can do a lot to help resolve global issues of hunger and food shortages. *Even so / Whereas<sup>a</sup>*, aquaculture, or fish farming, is surrounded by controversy. People working in aquaculture generally see it as a dynamic force for good, *whereas / on the contrary<sup>b</sup>* people on the sidelines tend to view it as destructive and damaging.

Aquaculture can increase the number of people with a vested interest in rivers and oceans. In the case of salmon farms, it has certainly reduced pressure on wild stocks and increased our scientific knowledge of the species. *However / Despite<sup>c</sup>* this, some say it negatively affects sea life and users of the water, such as fishermen. Fishermen argue that the farms threaten their livelihood by swamping the market with cheap and plentiful farmed salmon.

Most farms put a large amount of fish in one area to make them efficient and controllable. *While / Nevertheless<sup>d</sup>*, many people argue that this intensive farming results in water systems polluted by fish feed, antibiotics and fish waste. *Despite / Nevertheless<sup>e</sup>* the potential of aquaculture farms to protect coastlines, shrimp farming hasn't protected coastlines in Thailand, Vietnam, China and Mexico. *Nevertheless / On the contrary<sup>f</sup>*, it has destroyed large amounts of plants on the coasts, which are important nurseries for fish.



- 2 Identify whether each argument is for or against aquaculture.

- |   |  |     |         |
|---|--|-----|---------|
| a | Aquaculture has the potential to feed millions of people.  | for | against |
| b | Intensive fish farming pollutes the environment with large amounts of toxic waste.   | for | against |
| c | Plants on the coast are chopped down, leading to the disappearance of vital habitats for young fish, oysters and birds.  | for | against |
| d | Many farmed fish are fattened up on huge amounts of other fish that could be eaten by humans.  | for | against |
| e | More than 100 million people depend on aquaculture for their livelihood. Many of these jobs are in developing countries, where they can transform lives and economies. | for | against |
| f | Overall, the industry produces fewer greenhouse gases than other food-production sectors.  | for | against |

**3 Match each statement with the contrasting sentence part.**

- |   |  |
|---|--|
| <b>a</b> Despite hundreds of volunteers,  | it can save marine animals from eating plastics or getting tangled in nets.    |
| <b>b</b> Volunteers are treating the symptom not the cause of pollution. Even so,                           | it's to socialize and make new friends in the community.                       |
| <b>c</b> The aim of a beach clean-up isn't really to solve the problem of water pollution. On the contrary, | some of them might change their lifestyle and generate less waste.             |
| <b>d</b> Removing rubbish from the beach doesn't stop water pollution. Nevertheless,                        | it is very challenging to put on scuba gear and remove rubbish from the ocean. |
| <b>e</b> It is easy to clear rubbish from the beach. On the other hand,                                     | beach clean-ups have a short-term effect.                                      |

## 8C

**1 Watch the slideshow *Isobar – a cool invention*. Match the words to make phrases from the slideshow. Then match each phrase with a definition.**

Phrase	Definition
<b>a</b> high day out	great force produced by containing gas or liquid in a container
<b>b</b> day in, distribution	continuously over a long period of time
<b>c</b> moving pressure	manufacture of a lot of standardized products
<b>d</b> mass idea	silly thought or plan
<b>e</b> stupid villages	components of a machine that move
<b>f</b> rural parts	small settlements far from major towns or cities
<b>g</b> last-mile production	final stage of transportation

- 2 Read the extract from the slideshow. It contains some high-level vocabulary. Find a word from the text that matches each definition below.

So, way back in 1929, I believe it was, Albert Einstein helped a friend patent an ice cooler using a chemical technology. So, instead of pressure ... there's two different ways you can cool things. You can cool things using a refrigerant and pressure, or you can just straight up pump things ...

If you look at the analogy of an aerosol can, when you press the aerosol can, that's a high-pressure area going into a low pressure area. And you feel the tip of it is very, very cold. That's exactly what happens in most fridges, but most of the fridges require a lot of pumping and a lot of different fluids to be able to get that to work properly. Isobar uses this, in a mixture of ammonia and water, which are naturally some of the most strongest refrigerant systems in the world. But they're not as normally efficient as big fridges because they don't have all of these inner workings and pumps, which make it more efficient in the modern day. But if you need something portable, it needs to be very small ... and this works with no moving parts.

So, you boil the ammonia and it separates from the water. It has a lower boiling temperature than water, so the ammonia separates off into a separate chamber. In that separate chamber, when you allow the ammonia to come back into the water, it's naturally drawn because it's got pressure with it so the pressure forces it to go into a low pressure area ... the substance is very, very attracted to water, and so when ammonia turns from liquid to gas, that does the same thing as when your aerosol can sprays ... and it releases a cold spurt. And I can control that cold spurt, and make sure that the temperature is met within an insulated box.

Definition	Word
a drawn to something	_____
b easy to carry	_____
c enclosed space	_____
d colourless chemical with a strong smell	_____
e protected from outside temperature by a material	_____
f licence to benefit from an invention	_____
g forceful stream of gas or liquid	_____
h liquids	_____
i substance used for cooling	_____

3 Look at the long words in the box and think about their stress patterns. Then write each word in the correct column of the table.

analogy    complicated    encouragement    innovative    inspiration    insulation  
 manufacturing    multiple    overwhelming    refrigerant    specifically    specifications

Stress on first syllable	Stress on second syllable	Stress on third syllable	Stress on fourth syllable

4 Complete the final paragraph of the slideshow with the correct form of the verbs. Then watch the slideshow from 11:42 and check your answers.

So there we \_\_\_\_\_<sup>a</sup> – you \_\_\_\_\_<sup>b</sup> from the man. If you \_\_\_\_\_<sup>c</sup>  
 a good idea and \_\_\_\_\_<sup>d</sup> hard \_\_\_\_\_<sup>e</sup> your goals, you really  
 \_\_\_\_\_<sup>f</sup> a huge difference to the world. And that’s a very nice message \_\_\_\_\_<sup>g</sup>  
 from this podcast. That’s all for this week – \_\_\_\_\_<sup>h</sup> you next time for some more *Top Chat*.

5 Put lines in the correct order to make a paragraph from the slideshow. Then listen to the slideshow from 0:10 to 0:47 again and check your answers.

- a A ‘vaccine’ is a substance that is injected into the blood \_\_\_\_\_ 1
- b four degrees Celsius is perfect) otherwise they won’t work. \_\_\_\_\_
- c and Hepatitis B. Every year, these vaccines \_\_\_\_\_
- d diseases such as HIV, measles, Hepatitis A \_\_\_\_\_
- e made in developing vaccines to combat deadly \_\_\_\_\_
- f save millions of lives in developing countries. \_\_\_\_\_
- g However, there’s a problem. Most vaccines \_\_\_\_\_
- h need to be kept cool, (but not too cool – \_\_\_\_\_
- i In the last few decades, huge advances have been \_\_\_\_\_
- j to protect people from a particular disease. \_\_\_\_\_

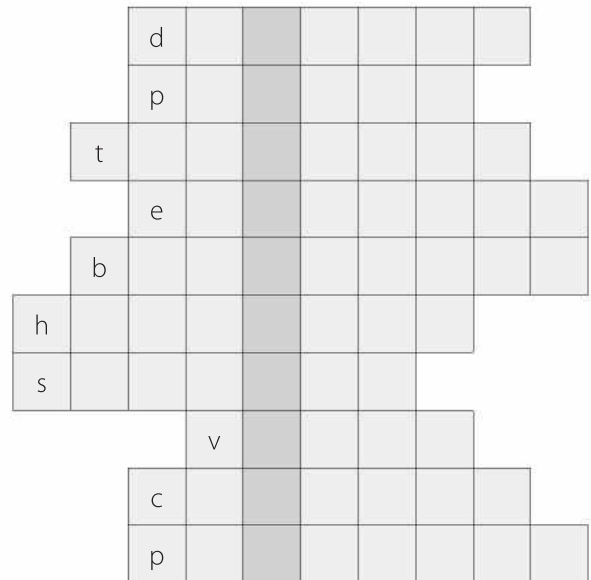
# 9

## Medicine

### 9A

**1** Solve the clues related to medicine and write them in the grid. What is the mystery word?

- a illness
- b a contagious bacterial disease
- c to pass from one person to another
- d the widespread occurrence of a disease
- e living microorganisms with a cell wall
- f a pain in the head
- g signs of a disease
- h a non-living, infectious agent
- i an infectious disease caused by contaminated water
- j the occurrence of a disease across a whole continent or the world



The mystery word is \_\_\_\_\_.

**2** Sort the words into the correct column of the table according to whether they are symptoms, diseases or methods of transmission.

air	cholera	diarrhoea	Ebola	fever	fleas
food	headache	influenza	plague	secretion	water

Symptoms	Diseases	Methods of transmission
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3 Read and complete the text about the bubonic plague with the words from the box.

bacteria	epidemic	headaches	infection	infectious
plague	sanitation	secretions	symptoms	transmitted

## The bubonic plague

The outbreak of the Black Death started in Central Asia in the 13<sup>th</sup> century and spread to Europe in the 14<sup>th</sup> century. This highly \_\_\_\_\_<sup>a</sup> disease killed 75 million people in Asia and around 25 million in Europe.

Victims suffered from horrific \_\_\_\_\_<sup>b</sup>. These included \_\_\_\_\_<sup>c</sup>, vomiting, and large black swellings. When they burst, they released foul-smelling \_\_\_\_\_<sup>d</sup>. Death usually followed within a few days.

When the bubonic \_\_\_\_\_<sup>e</sup> returned to London in the 17<sup>th</sup> century, more than 100,000 people died in the \_\_\_\_\_<sup>f</sup>. There was still no cure for the disease, so people tried to stop it spreading by confining people to their homes. A large red cross would be painted on their door to warn others that the people inside were infected. Doctors tried to cure the victims by giving them lucky charms or by using leeches to drain blood out of the body.

We now know that the bubonic plague is \_\_\_\_\_<sup>g</sup> by rat fleas. When biting, the fleas release highly infectious \_\_\_\_\_<sup>h</sup> into the bloodstream, which multiplies and destroys cells. It overwhelms the body's immune system until it is unable to fight the \_\_\_\_\_<sup>i</sup>.

The streets of London in the 1600s were full of huge piles of rotting rubbish where black rats liked to breed. This poor \_\_\_\_\_<sup>j</sup> allowed the rat population to flourish and the disease to spread to humans easily. Today, this highly contagious disease is rare due to better sanitation, and it can be cured by the use of antibiotics.



**4** Solve the clues and find the words in the wordsearch. Which word is missing?

- a to carry out a procedure \_\_\_\_\_
- b red, hot and swollen \_\_\_\_\_
- c the identification of an illness or problem \_\_\_\_\_
- d to give, to apply \_\_\_\_\_
- e to take food or drink into the body \_\_\_\_\_
- f unfavourable, negative \_\_\_\_\_
- g plenty, more than enough \_\_\_\_\_
- h a substance that is discharged from the body \_\_\_\_\_

The missing word is \_\_\_\_\_.





**5 Choose the correct words to complete the conversation between a doctor and her patient.**

**Doctor** Hello. Please take a seat.

**Patient** Thank you.

**Doctor** Right, how can I help you today?

**Patient** Well, I've got this irritating rash on my arms and chest. Look.

**Doctor** Yes, the skin looks very *inflamed* / *infectious*<sup>a</sup>. Is it very itchy?

**Patient** Yes, really itchy! Also, it blisters and goes black.

**Doctor** This *discolouration* / *immunization*<sup>b</sup> is due to blood drying in the blisters. Do you have the rash on your *abdomen* / *bacteria*<sup>c</sup>?

**Patient** No. It hasn't spread to my stomach yet.

**Doctor** Any headaches or feelings of *secretions* / *nausea*<sup>d</sup>?

**Patient** Yes. I have a constant headache, and I've been feeling sick.

**Doctor** Well, it sounds like *contagious* / *acute*<sup>e</sup> sunstroke. Have you been in the sun a lot lately?

**Patient** No, I work at the airport during the day, so I haven't been outside much at all.

**Doctor** Right. Well, in that case, we do need to rule out some other possibilities. I'm going to refer you to a *dermatologist* / *dentist*<sup>f</sup> who will have another look at your rash.

**Patient** What will he do?

**Doctor** He'll *make* / *conduct*<sup>g</sup> some tests to rule out any skin diseases.

**Patient** Oh. That's a bit worrying.

**Doctor** No, don't worry; it's just a precaution. If you rest and take some paracetamol, you should find that the *incident* / *inflammation*<sup>h</sup> quickly goes down and you feel a lot better.

**Patient** Oh, good.

**Doctor** Your referral letter should arrive in a few days, so hopefully you'll get an appointment with the dermatologist later this month.

**Patient** OK, thanks very much.

**Doctor** You're welcome. Take care.

**6 Circle the words with the correctly marked main stress.**

a abdomen      abdomen      abdomen

b epidemic      epidemic      epidemic

c diarrhoea      diarrhoea      diarrhoea

d contagious      contagious      contagious

e discolouration      discolouration      discolouration

f dermatologist      dermatologist      dermatologist

g inflammation      inflammation      inflammation



## 9B

1 Label each category with the correct fields of study.

a	b	c	d
verbs nouns adverbs adjectives	antibiotics antiseptics analgesics suppressants	physical emotional social mental	poetry prose drama non-fiction
e	f	g	
calculus algebra logic geometry	zoology botany chemistry physics	mechanical agricultural biochemical civil	

2 Put the words in the correct order to make sentences about types of accident.

a results / an / accident / from / electricity / electrical

\_\_\_\_\_

b mechanical / are / energy / caused / kinetic / accidents / by

\_\_\_\_\_

c exposure / to / a / accident / from / can / result / ultraviolet / radiation / light

\_\_\_\_\_

d accident / the / of / too / result / in / much / can / a / thermal / transfer / heat / energy






\_\_\_\_\_

e chemical / the / of / cause / poisonous / substances / ingestion / can / a / accident

\_\_\_\_\_

**3** Sort each sentence into the table according to what type of accident it describes.

- a He cut his hand with a penknife.
- b She has acute sunburn.
- c My mother has had too many X-rays.
- d You burn your hand on the oven while taking out a baking tray.
- e You touch a fence around some cattle and receive a shock.
- f A scented candle sets the curtain on fire.
- g He falls off a stool while changing a light bulb.
- h She feels faint after inhaling gas from a very smelly paint.
- i My father received a shock when he wired a plug incorrectly.
- j My toddler has become sick after drinking a cleaning product.

 <b>Electrical</b>	 <b>Thermal</b>	 <b>Mechanical</b>	 <b>Radiation</b>	 <b>Chemical</b>
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

**4** Match each signalling word or phrase with the word or phrase with a similar meaning.

- |                       |  |
|-----------------------|--|
| a for example         | lastly                                   |
| b however             | for instance                             |
| c that is             | in addition                              |
| d also                | which means                              |
| e fundamental to this | on the other hand                        |
| f finally             | to conclude                              |
| g so                  | ... is always an important aspect of ... |
| h in sum              | therefore                                |

## 5 Complete the text with signalling words and phrases from the box.

Also	Finally	For instance	Fundamentally
However	is always an important aspect of	that is	Therefore

# FIRE

A fire can sweep through your home destroying furniture and threatening lives. However, most fires in the home can be prevented. \_\_\_\_\_<sup>a</sup>, a fire needs three things – a spark, fuel (\_\_\_\_\_<sup>b</sup>, something to burn) and oxygen.

## Sparks

Common sense \_\_\_\_\_<sup>c</sup> fire safety, and some simple actions can reduce the risk of starting a fire. \_\_\_\_\_<sup>d</sup>, don't smoke in the house or use candles and at night, check that the cooker and electrical devices are turned off.

## Fuel

Most soft furniture items are now produced to resist fire. \_\_\_\_\_<sup>e</sup>, when you buy a mattress, sofa or cushions, make sure they have a suitable fire label.

## Oxygen

We can't remove oxygen from our homes, so a fire will spread. \_\_\_\_\_<sup>f</sup>, we can slow down the progress of a fire by closing the internal doors at night. \_\_\_\_\_<sup>g</sup>, smoke alarms have become cheap and easy to obtain in recent years, so there is no excuse for not having one on each floor of your house. \_\_\_\_\_<sup>h</sup>, if there is a fire, remember: Get **out**, stay **out** and call the fire brigade **out**!

## 9c

**1 Match the clauses to make sentences in the third conditional.**

- |          |  |  |
|----------|--|--|
| <b>a</b> | If they had boiled the water,          | she might have avoided that accident.            |
| <b>b</b> | He probably wouldn't have got measles  | it wouldn't have turned mouldy.                  |
| <b>c</b> | I wouldn't have got food poisoning     | if I had covered it with a plaster.              |
| <b>d</b> | If she had paid more attention,        | if we had given him the vaccine.                 |
| <b>e</b> | If he had sneezed into his arm,        | they wouldn't have got diarrhoea.                |
| <b>f</b> | If they had played outside more often, | they might have developed better immune systems. |
| <b>g</b> | It wouldn't have become infected       | if I hadn't eaten those prawns.                  |
| <b>h</b> | If she had put it in the fridge,       | I might not have caught his cold.                |

**2 Complete the sentences in the third conditional using the verbs in brackets.**

- a** (happen, live) It might not \_\_\_\_\_ if we \_\_\_\_\_  
in a more temperate climate.
- b** (wear, get) If she \_\_\_\_\_ shoes, she wouldn't  
\_\_\_\_\_ the fungal infection.
- c** (diagnose, go) They would \_\_\_\_\_ the infection if she  
\_\_\_\_\_ to the doctor.
- d** (identify, prescribe) If they \_\_\_\_\_ the infection, then they would  
\_\_\_\_\_ an antifungal cream.
- e** (follow, heal) If she \_\_\_\_\_ the instructions, her foot would  
\_\_\_\_\_.

3 Read the text and then complete the table.

There are more germs in the kitchen than in any other room. We took a closer look at Frank's kitchen to find out if it is as clean as it appears.

In the sink, there are sponges and dishcloths, which Frank uses to clean the kitchen. Sponges are full of tiny holes where bacteria breed. It's a good idea to put sponges in the microwave for two minutes to kill any germs. It's the same problem for dishcloths, tea towels and aprons. Make sure you regularly put them in the washing machine on a very hot wash.

Frank's sink looked clean, but, as with any moist place, we found a lot of bacteria breeding inside the drain. He can easily kill these germs with baking soda and a toothbrush. Strangely, there was no soap next to the sink, despite that the kitchen is the most important place to be washing your hands. Frank needs to keep antibacterial soap in the kitchen.

We found twice as many bacteria on Frank's chopping board as on the toilet seat! Frank needs to have separate boards for raw meat and vegetables, and it's important to disinfect the boards after use.

In the fridge, we found a salad contaminated with harmful bacteria where raw meat had dripped onto lower shelves. It's important to store raw meat on the lower shelves. Also, we noticed that Frank's fridge was 6°C, not 5°C or below, which prevents harmful bacteria growing on foods.

Finally, we watched Frank cook a meal. We were surprised to find evidence of listeria in the cooked chicken. Proper cooking, at 70°C or above, is important to kill bacteria such as salmonella, campylobacter and listeria.



Evidence of bacteria	Advice
_____ a	microwave for two minutes
dishcloths	_____ b
_____ c	clean with baking soda and a toothbrush
hands	_____ d
chopping boards	_____ e
_____ f	store on lower shelves
_____ g	keep at 5°C or below
_____ h	cook at 70°C or above

4 Use the table in 3 to write recommendations for Frank, using *should have* + past participle.

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_

f \_\_\_\_\_

g \_\_\_\_\_

h \_\_\_\_\_

# 10

## Making choices

### 10A

#### 1 Does each sentence contain a quote or a paraphrase?

- |          |  |       |            |
|----------|--|-------|------------|
| <b>a</b> | According to the Health and Safety Executive, 'annually between 2017/18 and 2019/20 an average of 610,000 workers were injured in workplace accidents.'  | quote | paraphrase |
| <b>b</b> | In the UK, all employers have a legal responsibility to stop their employees getting hurt (Health and Safety at Work Act 1974).  | quote | paraphrase |
| <b>c</b> | The Act states that, 'It shall be the duty of every employer to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all his employees.'   | quote | paraphrase |
| <b>d</b> | While the employer is obligated to provide training, ultimately it is the employee who is responsible for attending and following any training they are given.   | quote | paraphrase |
| <b>e</b> | On their website, they explain that these injuries cost the UK money in terms of absence at work, compensation claims and health costs.  | quote | paraphrase |
| <b>f</b> | There are plenty of health and safety statistics online. For example, the article '24 Facts and Figures about Health & Safety' on <a href="http://www.trainingzone.co.uk">www.trainingzone.co.uk</a> suggests that accidents at work cost the UK around £18 billion each year. | quote | paraphrase |

Sources: *Costs to Britain of workplace injuries and new cases of work-related ill health – 2018/19*. Health and Safety Executive. Retrieved 18 October 2021 from: <https://www.hse.gov.uk/statistics/cost.htm>

24 Facts and Figures about Health & Safety. *TrainingZone*. 6 Dec. 2001. Retrieved 17 January 2017 from: <http://www.trainingzone.co.uk/24-facts-and-figures-about-health-safety>

HM Government. Health and Safety at Work etc Act 1974. *legislation.gov.uk*. Retrieved 17 January 2017 from: <http://www.legislation.gov.uk/ukpga/1974/37>

**2** Read the quotes in bold. Then tick the best paraphrase.

**a The discovery of penicillin in 1928, led to the 'Golden Era' of antibiotics. In the following decades, 20 new classes of antibiotic were discovered, which revolutionized medicine.**

1 The 'Golden Era' of antibiotics followed after the discovery of penicillin in 1928.

2 The second half of the 20<sup>th</sup> century saw the discovery of several new antibiotics, which dramatically improved medical care.

3 Penicillin is not the only antibiotic – there are at least 20 different types.

**b Antibiotics are losing their effectiveness at an increasing rate.**

1 Antibiotics aren't as good as they used to be.

2 More and more people are finding that antibiotics are not working.

3 There have always been problems with antibiotics.

**c The inappropriate use and prescribing of antibiotics is causing the development of resistance.**

1 If patients take antibiotics when they are not needed, they help speed up the development of resistance.

2 When people are prescribed antibiotics inappropriately, they may find that they stop being effective.

3 It's not a good idea to use antibiotics when you don't need them.

**d As antibiotic resistance increases, many medical procedures will no longer be able to take place and patients may routinely die from seemingly minor infections.**

1 As antibiotic resistance increases, patients might die from minor infections.

2 The growth in antibiotic resistance means that there will be more and more medical procedures.

3 Without effective antibiotics, small infections and simple surgical operations may result in death.

**e Today, scientists are struggling to find new antibiotics and to develop synthetic alternatives.**

1 There are lots of new antibiotics waiting to be found, but scientists simply can't find them.

2 New antibiotic discovery has ground to a halt. Scientists are finding it very hard to find substances that kill bacteria or to develop new ones.

3 It has been years since a new antibiotic has been discovered, and artificial alternatives are proving difficult to create.

**f The secret to finding new drugs may be discovering new bacteria in their native habitats. And that means going to strange new places to find them: the oceans, the deserts, the tops of mountains and the deep-sea hydrothermal vents.**

1 To discover new antibiotics, we need to find new bacteria where they exist in nature.

2 The secret to finding new drugs is going to strange new places where bacteria don't have contact with humans.

3 Scientists need to forget the laboratory and start travelling if they want to find new antibiotics.



**3 Rewrite the quotes with correct punctuation and capitalization.**

a mrs harolds said I don't want my child to be the one who gets autism

---

b there is no link between the mmr vaccine and autism claimed dr smith in the daily riot 12 03 98

---

c in the lancet edwards 2001 wrote this sample is too small to make any claims regarding a possible connection between mmr and autism

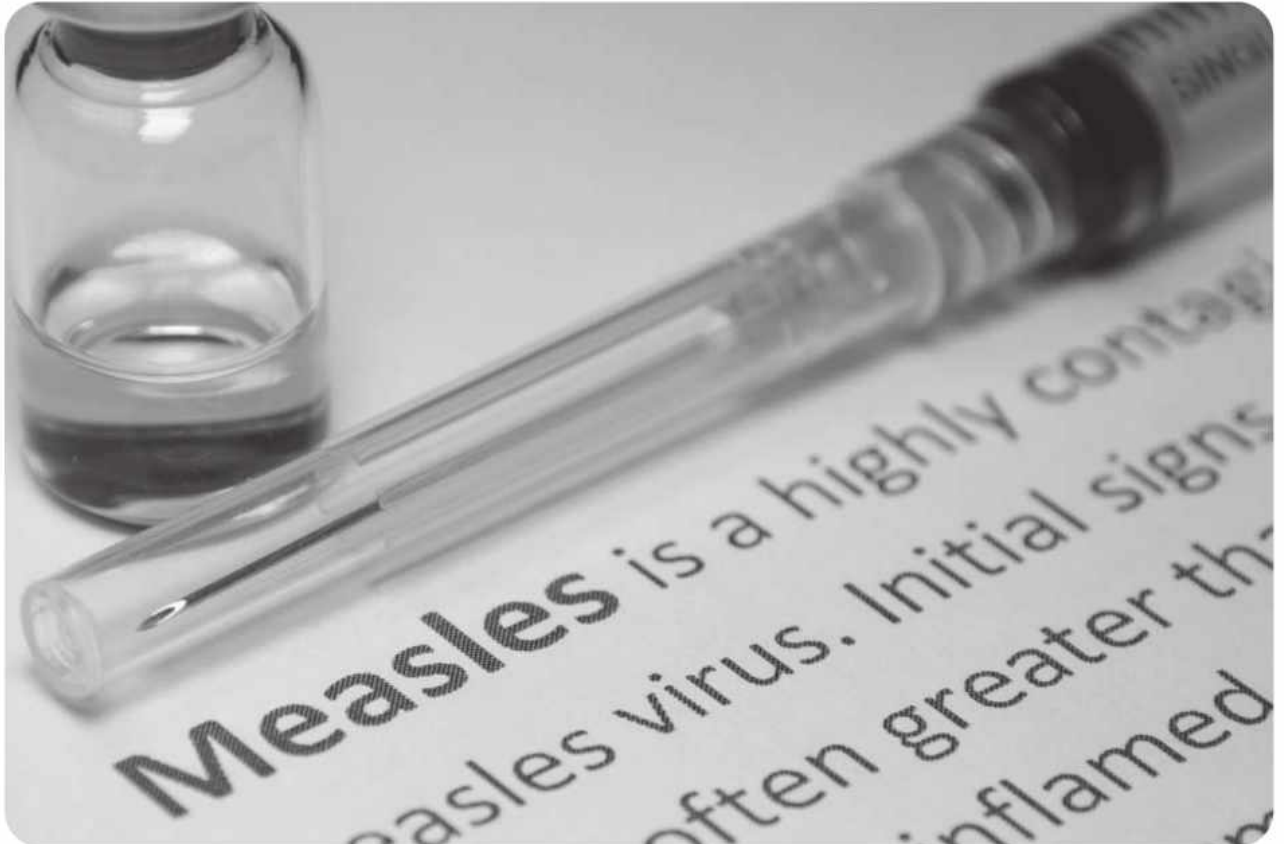
---

d edwards stressed if people don't take the vaccine outbreaks of measles will increase in frequency

---

e public health england announced vaccine uptake rates are currently among the highest in europe but an increase is still needed to reach the 95% target for two year olds

---



## 10B

## 1 Label the interview tactics with the interactions.

find something in common	finish interviewee's sentence
interrupt gently and ask new question	
tell interviewee they are going off subject	tell interviewee to stay relaxed

**Interviewer** Can you tell us about some of the advantages of volunteering?

**Dr Farah** Sure. When you volunteer, you not only help others, but you help yourself. I remember when ...

**Interviewer** ... I'm sorry, but how does it help you? Surely it doesn't help your career and it's more work and stress for less money?

\_\_\_\_\_ a

**Dr Farah** Well, yes. I know it might seem that way, but actually knowing that you're giving something back to the community is a great feeling, and it really is a stress reliever. You know stress is one of the biggest problems that is facing the Western world at the moment!

**Interviewer** I agree, but can we go back to how volunteering helps your career?

\_\_\_\_\_ b

**Dr Farah** Oh, yes, sorry. Well, it helps your career because it expands your skills and gives you experience. Also, it lets you meet new people and helps you to make new, umm ...

**Interviewer** ... networks?

\_\_\_\_\_ c

**Dr Farah** Yes, networks. Growing networks is a great way to increase your chances of career success in the medical profession.

**Interviewer** Yes, that's very similar to my profession. How do you apply to become a medical volunteer?

\_\_\_\_\_ d

**Dr Farah** There are several websites that accept applications, but you'll find that many clinics and hospitals already have links with volunteering organizations. I mean, there are so many, like the Red Cross, the Red Crescent, the International Medical Corps, umm ... there are so many. I just can't remember them all now!

**Interviewer** That's fine – don't worry about it. We can put some links on our website after the show.

\_\_\_\_\_ e

**2 Match each interview question with the start of an answer.**

- |          |   |  |
|----------|---|--|
| <b>a</b> | How did you get interested in this field? | It's made me more creative.                                    |
| <b>b</b> | Are you medically trained?                | I work as a microbiologist.                                    |
| <b>c</b> | What do you do in your job?               | I started at the London School of Hygiene & Tropical Medicine. |
| <b>d</b> | How has doing this work changed you?      | I mainly do research into parasites.                           |
| <b>e</b> | Where was your first job?                 | My mother died from pneumonia.                                 |
| <b>f</b> | What's your job?                          | Yes, I have a degree in Microbial Science.                     |

# 10c

**1 Watch the slideshow *What's the alternative?* Match each word from the slideshow with a definition. Then decide, is each word a noun, a verb or an adjective?**

Word	Definition	Type
<b>a</b> alleviate	highly advanced	_____
<b>b</b> chart	become healthy again	_____
<b>c</b> cutting-edge	data collection and analysis	_____
<b>d</b> diluted	conventional	_____
<b>e</b> heal	table, graph or diagram	_____
<b>f</b> mainstream	make a problem less bad	_____
<b>g</b> manipulate	handle in a skilful manner	_____
<b>h</b> procedure	watered down	_____
<b>i</b> statistics	set of actions performed in a certain way	_____

2 Match the words to make phrases from the slideshow. Then match each phrase with a definition.

Phrase		Definition
a	wishful substance	ability to cure people
b	natural evidence	believing something because you want to
c	compelling thinking	close inspection by experts
d	healing habit	fixed way of thinking
e	sensory span	nerves that carry information towards the brain
f	alternative scrutiny	fact that convinces you something is true
g	scientific therapy	solid, liquid or gas that is formed by living things
h	side nerves	length of time a person can concentrate for
i	mental powers	unintended effect of a medicine
j	concentration effect	not accepted as a medical treatment

3 Look at the long words in the box and think about their stress patterns. Then write each word in the correct column of the table.

acupuncture    alternative    compelling    conventional    definition    disagreement  
effectiveness    interrupted    intervention    specialist    stimulated    ultrasound

Stress on first syllable	Stress on second syllable	Stress on third syllable

**4** Put lines in the correct order to make a paragraph from the slideshow.  
Then listen to the slideshow from 4:30 to 5:11 again and check your answers.

- a In fact, time and time again, research 1
- b that some alternative therapies seem to have \_\_\_\_\_
- c genuine, proven benefits for certain conditions. \_\_\_\_\_
- d such thing as alternative medicine. \_\_\_\_\_
- e scientists to suggest that there is no \_\_\_\_\_
- f medical benefits. This has led some \_\_\_\_\_
- g They argue that if something can be \_\_\_\_\_
- h it becomes part of mainstream medicine. \_\_\_\_\_
- i some argue there are exceptions and \_\_\_\_\_
- j If it can't, it's not medicine at all! However, \_\_\_\_\_
- k studied and shown to be effective, \_\_\_\_\_
- l any compelling evidence for their \_\_\_\_\_
- m into alternative therapies fails to find \_\_\_\_\_

## 5 Label each therapy with a name from the box. Then complete the descriptions.

acupuncture apitherapy dolphin therapy homeopathy laughter therapy reflexology tai chi

- | Photo   | Description   |
|---|---|
| a    | A therapy in which fine _____ are _____ into the _____ at specific points to allow the free _____ of energy around the body.<br><b>Therapy</b> _____  |
| b    | A therapy in which patients are given a highly _____ substance in the belief that it will cause the _____ to _____ itself.<br><b>Therapy</b> _____  |
| c    | A therapy in which patients swim with dolphins in the belief that the _____ waves _____ by the dolphins have _____ powers.<br><b>Therapy</b> _____  |
| d  | A therapy in which practitioners apply _____ to certain points on the patient's _____ and feet. They believe that these points can be _____ to heal _____ points in the rest of the body.<br><b>Therapy</b> _____ |
| e  | A therapy in which a patient is _____ by bees hundreds of times. Supporters of this therapy _____ a whole host of health _____.<br><b>Therapy</b> _____   |
| f  | Practitioners organize _____ where everybody is asked to start _____. Often, this fake laughter turns into real laughter. Advocates of the therapy report several health _____.<br><b>Therapy</b> _____           |
| g  | An _____ Chinese martial art, often described as 'the perfect _____ for the elderly'. Not only can it reduce stress and _____ pressure, and increase _____, it can also improve balance.<br><b>Therapy</b> _____  |

# 11

## The digitized world

### 11A

1 Unscramble the words related to digital technology.

a renitent



b ahornstemp



c cepmutor



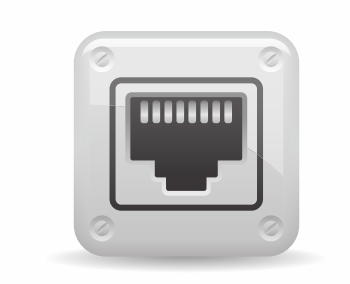
d tetlab



e hafsls vidre



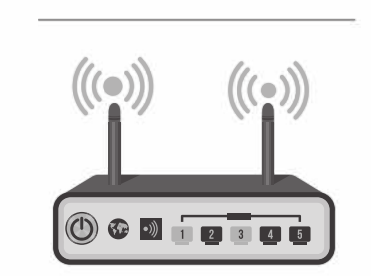
f domme



g abardstorm



h abrandbod



i amcear





**2 Match each digital technology with the correct description.**

- |          |             |   |
|----------|-------------|---|
| <b>a</b> | computer    | high-speed internet connection, using phone lines, fibre optics or mobile networks  |
| <b>b</b> | smartboard  | thin, flat mobile computer with a touchscreen                                       |
| <b>c</b> | broadband   | machine consisting of a screen, keyboard and hard drive that processes digital data |
| <b>d</b> | tablet      | handheld device that performs the functions of a telephone and a computer           |
| <b>e</b> | flash drive | global network connecting millions of digital devices                               |
| <b>f</b> | internet    | small device used to store and transfer data  |
| <b>g</b> | smartphone  | large interactive, touch-sensitive board often used in the classroom                |

**3 Match the sentence parts to make sentences about banking.**

- |          |                      |   |
|----------|----------------------|---|
| <b>a</b> | I like               | to lessen the need for street branches.     |
| <b>b</b> | It allows you        | growing and growing.                        |
| <b>c</b> | I would like banks   | to make online services more secure.        |
| <b>d</b> | Sometimes I fail     | using online banking.                       |
| <b>e</b> | Online banking keeps | losing street banks altogether.             |
| <b>f</b> | However, it tends    | to remember my password.                    |
| <b>g</b> | We risk              | to manage your financial affairs from home. |

**4 Choose the correct verb forms to complete the text.**

The MimioVote is a classroom response system, or a clicker-system, designed *to assess / assessing<sup>a</sup>* learning. This inexpensive digital device helps teachers *to measure / measuring<sup>b</sup>* their students' understanding before, during and after learning. The teacher asks students multiple-choice questions, and each student submits their answer on their handheld transmitter.

Feedback is instant and computer software enables teachers *to download / downloading<sup>c</sup>* results as a spreadsheet for clear achievement records. MimioVote helps *to simplify / simplifying<sup>d</sup>* the work of the teachers.

MimioVote is small and portable, so teachers can keep *to move / moving<sup>e</sup>* it between classrooms. The device has rechargeable batteries, so schools don't have *to worry / worrying<sup>f</sup>* about battery replacement.

In addition to benefitting teachers, students also enjoy *to use / using<sup>g</sup>* the device, as it doesn't require lots of writing. It is easy to use, and students don't risk *to press / pressing<sup>h</sup>* the wrong button because the appropriate choices automatically light up.





**5 Complete the conversation with the verbs in brackets in the correct form.**

**Interviewer** Welcome, Dr Morris. You \_\_\_\_\_<sup>a</sup> (hope / transform) the lives of older people with digital technology. Can you tell us why you are doing this?

**Dr Morris** Yes. I simply \_\_\_\_\_<sup>b</sup> (want / increase) the number of older people using digital devices.

**Interviewer** Why is it important for older people in particular?

**Dr Morris** The internet is a powerful tool for combating loneliness and fighting dementia. When old people lose their mobility and find themselves stuck at home, digital devices become a window into the world. Through the internet, they \_\_\_\_\_<sup>c</sup> (enjoy / talk) to friends, downloading eBooks, playing interactive games and accessing government services.

**Interviewer** Why do so few older people use digital devices?

**Dr Morris** There are two main reasons. Firstly, they grew up in an analogue age. I imagine you \_\_\_\_\_<sup>d</sup> (start / use) computers before you were ten, so you have grown up using them. Digital technology is relatively new for older people, and they find it baffling. Secondly, many older people \_\_\_\_\_<sup>e</sup> (fail / access) the internet because of physical reasons. For example, my own mother, who is 80, \_\_\_\_\_<sup>f</sup> (love / use) the computer. However, lately the arthritis in her fingers has worsened, and when she \_\_\_\_\_<sup>g</sup> (try / click) on something, she always misses! It's very frustrating for her.

**Interviewer** What would you like to see happen in the future?

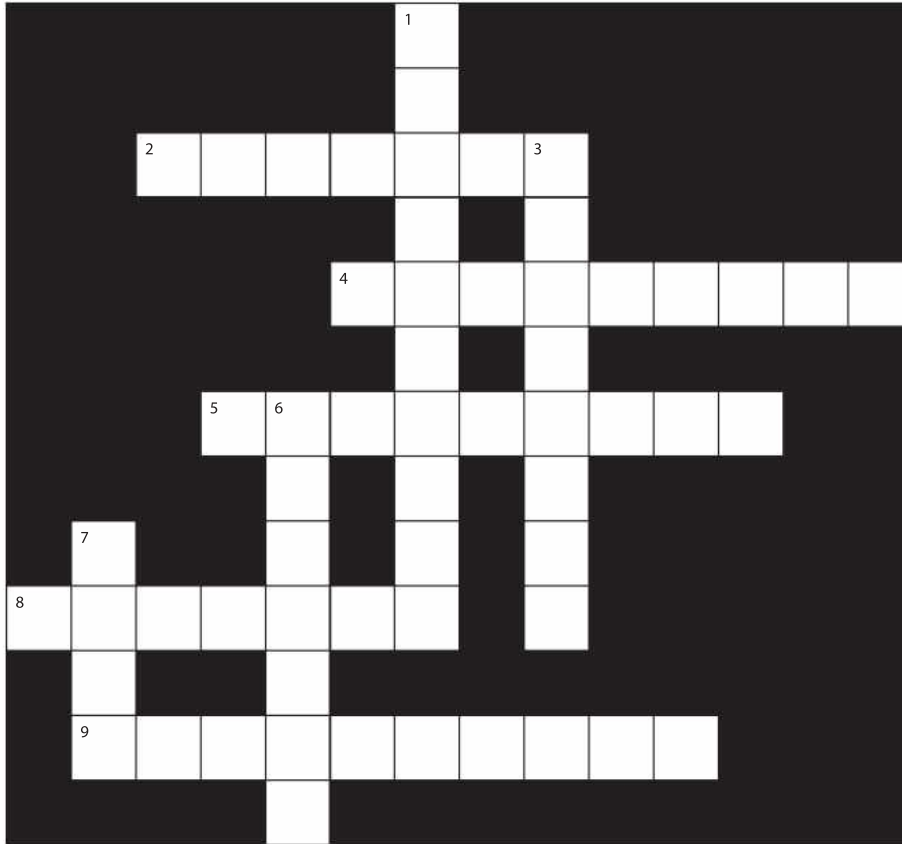
**Dr Morris** I \_\_\_\_\_<sup>h</sup> (would like / see) software developers focus on helping people use existing technology, rather than inventing new software simply because they can.

**6 Match each piece of jargon with the correct definition.**

- |                          |   |
|--------------------------|---|
| <b>a</b> hashtag         | the hardware or software of websites such as Facebook and Twitter                                       |
| <b>b</b> keyword         | a person who uses digital methods to organize protests or to do social activism                         |
| <b>c</b> clicktivist     | using remote servers to store, manage and process data  |
| <b>d</b> microblog       | computers that communicate directly without a central server  |
| <b>e</b> P2P             | website to which a user posts short and frequent updates  |
| <b>f</b> platform        | software that allows people to use the internet for phone calls, e.g., Messenger, FaceTime and WhatsApp |
| <b>g</b> cloud computing | symbol that changes a word into a keyword   |
| <b>h</b> VoIP            | a term or phrase that helps users find information in a search engine                                   |

## 11B

1 Solve the clues and complete the crossword with human abilities.

**Across**

- 2 the ability to sustain long periods of activity  
 4 showing honesty and lack of deceit  
 5 the skill of performing tasks with the hands or mind  
 8 the ability to face fear and show bravery  
 9 strong feeling of interest in something

**Down**

- 1 the ability to come up with plans and ideas, before others do  
 3 the ability to be precise and correct  
 6 being able to understand and experience the feelings of others  
 7 intense feelings of affection

**2 Match the sentence parts to make sentences about robotics.**

- |   |  |   |
|---|--|---|
| a | We will have                               | similar to humans in looks and behaviour. |
| b | By 2030, robots will have                  | living lives free from work.              |
| c | In the next decade, robot soldiers will be | operated by robot mechanics.              |
| d | In the future, people will be              | fighting wars.                            |
| e | The next generation of robots will be      | taken over reception desks.               |
| f | By 2050, Airbus will be                    | competing for Olympic medals.             |
| g | Perhaps, robot athletes will be            | automated pets by the end of the decade.  |

**3 Put the words in the correct order to make sentences about future advances in technology.**

- a computers / 2040 / will / skill-based / have / jobs / taken / by / over / most
- 

- b years' / time / be / we / cars / in / 20 / will / in / driverless / travelling
- 

- c few / in / drones / post / will / be / a / delivering / years / our
- 

- d invented / someone / cooking / by / will / have / a / machine / do / the / that / 2040 / can
- 

- e there / the / be / won't / checkout / in / the / working / at / people / future
- 

- f 2050 / nurses / will / have / by / robots / replaced
- 

- g to / supermarkets / be / going / people / in / won't / future / the
-

## 4 Complete the blog with the verbs from the box.

will be developing  
will have automated

will be getting  
will have developed

will be losing  
will have lost

will be writing  
will have replaced

## Ask Dr DeeJay.com

### Topic: Automation

#### How many jobs are at risk? Jimmy8

This article by the University of Oxford and Deloitte suggests that by 2030, we \_\_\_\_\_<sup>a</sup> nearly 100,000 jobs to automation.

#### Which jobs are at risk? MaxOut

People doing unskilled work and manual labour \_\_\_\_\_<sup>b</sup> their jobs first. Driverless cars are already being tested on public streets, and supermarket cashiers are being replaced with self-checkouts. However, in the next few years we \_\_\_\_\_<sup>c</sup> artificial intelligence and smarter software that will also put white-collar jobs at risk. By the end of the century, we \_\_\_\_\_<sup>d</sup> many of the jobs done by nurses and doctors, from diagnosis to surgery. Marketing jobs are particularly vulnerable, for example telemarketing and estate agents. By 2025, computers \_\_\_\_\_<sup>e</sup> people in call centres. Increasingly, when we buy a new home, we \_\_\_\_\_<sup>f</sup> more and more information through online services like StreetAdvisor, Trulia and Zillow. These sites are cheaper and can give more detailed information than estate agents.

#### Are creative jobs safe? Rainbow77

Believe it or not, creative jobs aren't safe either. Computers \_\_\_\_\_<sup>g</sup> newspaper articles and poetry. Some publications, like *Forbes* and Wikipedia, already use software to write articles. By the end of the century, we \_\_\_\_\_<sup>h</sup> new software to create poetry and prose.

Source: <https://www2.deloitte.com/uk/en/pages/growth/articles/from-brawn-to-brains--the-impact-of-technology-on-jobs-in-the-u.html>

5 Complete the article with the verbs in brackets in the future perfect or future continuous.

## How smart is your house?

Our houses are increasingly becoming automated.

By the end of the century, designers

\_\_\_\_\_ <sup>a</sup> (transform)

our homes into a theme park of automation.

Already, we are starting to use digital devices to control our homes. By the end of the decade, everyone

\_\_\_\_\_ <sup>b</sup> (automate)

the lighting, media systems and heating in their home.

Further into the future, our houses

\_\_\_\_\_ <sup>c</sup> (take) us into the realms of fantasy. Designers and scientists

are predicting that beds \_\_\_\_\_ <sup>d</sup> (clean) their own sheets, and

robots \_\_\_\_\_ <sup>e</sup> (cook) for the family and tidying up your mess.

Innovative new building materials \_\_\_\_\_ <sup>f</sup> (change) how our

houses are constructed. In 20 years, builders \_\_\_\_\_ <sup>g</sup> (make)

windows with sensors that automatically adjust the amount of light entering the house, and they

\_\_\_\_\_ <sup>h</sup> (build) the walls out of waste paper and plant-based

polyurethane. By the middle of the century, they \_\_\_\_\_ <sup>i</sup> (coat)

the walls and roofs of your house with titanium dioxide to keep the exterior glistening, and they

\_\_\_\_\_ <sup>j</sup> (cover) the paths and floors with special tiles that turn

footsteps into power.

It all sounds fantastic, but most of the houses in the world have already been built. \_\_\_\_\_ we

\_\_\_\_\_ <sup>k</sup> (knock) them down? In my perfect future, I \_\_\_\_\_ <sup>l</sup> (live)

in a house full of history and character, not digital excellence. As someone who already has too many buttons on their washing machine, I wonder whether every customer will want to buy into this digitalized new world.



## 11c

**1** Put the assessment questions into the correct column of the table.

- a Does it waste time or money?
- b Is it made from sustainable and recyclable materials?
- c Is there a similar one on the market?
- d Does it emit harmful radiation?
- e Will it expose the user to danger?
- f How will it improve people's lives?
- g What does it do?
- h Is it going to break down?
- i Does it work every time?
- j Does it do good or harm?
- k Is it an original idea?
- l Does it work as well as it should do?

Innovative	Useful	Ethical	Efficient	Reliable	Safe

**2** Number the steps for improving an app to put the guide in the correct order.

- Ask assessment questions to identify strong and weak points. \_\_\_\_\_
- Draw up a list of criteria. \_\_\_\_\_
- Make a list of new features and changes. \_\_\_\_\_
- Brainstorm possible improvements. \_\_\_\_\_
- Identify an app that can be improved. \_\_\_\_\_
- Make a list of areas to improve. \_\_\_\_\_

**3 Put the words in the correct order to make assessment questions for a robot.**

a change / will / how / people's / lives / she

\_\_\_\_\_

b slaves / treated / how / from / stop / humanoids / being / can / as / we

\_\_\_\_\_

c robot / a / likely / is / people / humanoid / to / attack

\_\_\_\_\_

d robot / like / will / a / this / break / down / ever

\_\_\_\_\_

e new / what / features / does / have / it

\_\_\_\_\_

f her / how / will / at / be / job / good / she

\_\_\_\_\_



**4 Complete the assessment with the questions from 3.**

a Q \_\_\_\_\_

A Sophia's face is made out of a new skin-like rubber, or 'frubber'. It looks like skin and allows her to make more than 60 different facial expressions.

b Q \_\_\_\_\_

A Robots like Sophia will be able to release humans from doing boring and repetitive jobs. This is because these robots will be more intelligent and more patient than human beings.

c Q \_\_\_\_\_

A We're not sure at the moment. It may be that these robots will need their own set of 'humanoid rights'.

d Q \_\_\_\_\_

A A robot is never distracted or tempted to waste time or money. It has the ability to succeed without waste 100% of the time.

e Q \_\_\_\_\_

A Sophia is a prototype. She uses cutting-edge technology so there will certainly be problems with her new software. However, this is all part of the development process.

f Q \_\_\_\_\_

A No. You needn't worry about attacks! Ultimately, Sophia is a computer and she only does what we program her to do.

# 12

## Technology

### 12A

**1** Read the sentences about algorithms and then decide: are they true or false?

- |   |  |      |       |
|---|--|------|-------|
| a | An algorithm is a set of step-by-step instructions.          | true | false |
| b | A computer program is an algorithm.                          | true | false |
| c | Anyone can write an algorithm.                               | true | false |
| d | Algorithms are a new invention.                              | true | false |
| e | Algorithms allow scientists to analyze huge amounts of data. | true | false |
| f | Algorithms affect our daily lives.                           | true | false |
| g | An algorithm has a lifetime of a few seconds.                | true | false |

**2** Write the sentence numbers (1–8) in the correct place to complete the text on the following page.

- 1 Today, it is accepted that recommendation algorithms have limitations.
- 2 Shopping has become personalized.
- 3 In fact, too much choice can stop us choosing anything.
- 4 Book recommendations have been around for a while.
- 5 It would appear that objective computer algorithms are not enough.
- 6 How do they know what you want?
- 7 It also meant that editors were replaced by computers.
- 8 Now computer algorithms can be used to recommend many different things.



## Whose choice?

\_\_\_\_\_ <sup>a</sup> Your favourite online shopping store knows exactly what you want to buy. The pop-up adverts are tailored to your personal taste, and recommended products are exactly what you desire. \_\_\_\_\_ <sup>b</sup>

\_\_\_\_\_ <sup>c</sup> Amazon used to rely on hundreds of editors to review books and make recommendations. In the 1990s, Greg Linden, an engineer at Amazon, worked out how to automate recommendations. He devised an algorithm that looked at a customer's previous purchase history. He realized that if a customer bought products *x* and *y*, then any other customer who bought product *x* might also be interested in product *y*. Amazon's sales increased by around a third thanks to his algorithm. \_\_\_\_\_ <sup>d</sup>



\_\_\_\_\_ <sup>e</sup> They can identify your preferred choice of clothes, apps, holidays, films or food. And there is certainly a lot to choose from. However, such a massive variety is bewildering, so making a choice can become time-consuming and stressful. \_\_\_\_\_ <sup>f</sup>



\_\_\_\_\_ <sup>g</sup> They only encourage you to try what you already know. They don't challenge your tastes, opinions or habits. An algorithm can't make judgements that humans can. They can't tell you if you will empathize with the main character in the book, if the story ending is sad or whether the soundtrack will bring back childhood memories. That is why Amazon has bought goodreads, which is a website based on personal reviews. Today, there's a whole load of new jobs opening up in subjective judgement. \_\_\_\_\_ <sup>h</sup>

Source: [www.theguardian.com/technology/2016/sep/30/age-of-algorithm-human-gatekeeper](http://www.theguardian.com/technology/2016/sep/30/age-of-algorithm-human-gatekeeper)

## 12B

## 1 Label each paragraph with a word from the box.

describe	entertain	instruct	persuade	recount	request
----------	-----------	----------	----------	---------	---------

- a** Double-click on the home button to reveal your apps. Then tap the app you want to open. To delete an app, hold down the app icon until a cross appears in the corner of the icon. Tap the cross to delete the app.  
\_\_\_\_\_
- b** The Starz tablet is faster and lighter than any other tablet you have tried before. Made from recycled materials, it has a neutral carbon footprint, and with solar and movement charging options you can be sure you are making an intelligent eco purchase.  
\_\_\_\_\_
- c** It's a slim and attractive tablet. Measuring 12 cm by 20 cm and being just 5 mm thick, it is light enough to hold in one hand. The matt titanium colour is classy and modern. The single-button control is large and easy to use.  
\_\_\_\_\_
- d** Does anyone know how to move app icons from page to page? I want to put all the frequently used apps on the home screen.  
\_\_\_\_\_
- e** Last week, I bought the new Starz tablet. One of the first things I did was try to connect it to my other devices. I was so surprised when after searching for several seconds it told me, 'There is nothing I'm interested in!'.  
\_\_\_\_\_
- f** I spent a whole day scrolling through different comparison sites to help me decide which tablet to buy. Finally, I saw a review of the new Starz tablet. I didn't feel confident about buying it online, so later that day, I went to my local electronics store to have a look at it.  
\_\_\_\_\_

- 2 Skim the text about the Starz tablet. Then decide: into which paragraph does each sentence (a-f) fit best?

**A tablet for the world**

- 1 Starz is a new tablet built on an ethical foundation. We are four student computer engineers with a passion for the environment. Together, we have developed an exciting prototype tablet that is powered by solar and kinetic energy, so it will never run out of charge.
- 2 After some preliminary market research, we are confident that there is a big market for our product. The prototype tablet has already received positive reviews from the Body of European Regulators for Electronic Communications (BEREC).
- 3 In addition, we have received considerable support for the production of our tablet. The University of Hastings is providing rent-free space and world-class research facilities. Now, we need to raise €50,000 to buy materials, apply for patents and start manufacturing our first batch of tablets.
- 4 We hope you will support this dynamic new project. All contributors will receive fortnightly newsletters outlining our progress. If you donate €100 or more, we will also invite you to the launch of the Starz tablet. In return for your generous support, we would also like to offer you:
  - €500: a Starz tablet
  - €1,000: a specially engraved Starz tablet and a day visiting our project
  - €10,000: a 2% share in the company.

Thank you,  
Starz Group

- a Supporters can visit our project base at the university campus. \_\_\_\_\_
- b We are working for free for the first year of the project. \_\_\_\_\_
- c Seventy-five per cent of our sample group said they would buy our tablet. \_\_\_\_\_
- d We believe that everyone should have access to the digital world, even if they don't have access to electricity. \_\_\_\_\_
- e Our prototype design won the European Tech Innovation Award in 2019. \_\_\_\_\_
- f More than 80% of the material in our tablet is recyclable. \_\_\_\_\_

**3** Read the text in 2 more carefully, and then choose the correct option to complete each sentence.

- |          |   |   |
|----------|---|---|
| <b>a</b> | The main aim of the text is to                | inform.<br>persuade.<br>describe.   |
| <b>b</b> | The register of the text is                   | formal.<br>informal.<br>both formal and informal.   |
| <b>c</b> | The target audience is                        | people with no electricity.<br>people who want a new tablet.<br>people with money to invest.            |
| <b>d</b> | The reader is likely to find this text on a   | newsfeed.<br>crowdfunding site.<br>company blog.  |
| <b>e</b> | The most important feature of this product is | it has already received reviews from BEREC.<br>it has university support.<br>no batteries are required. |
| <b>f</b> | All supporters of the project will            | receive updates on the project.<br>receive a Starz tablet.<br>be invited to the launch.                 |

# 12c

**1** Watch the slideshow *Ahead of the game*. Match each word from the slideshow with a definition. Then decide, is each word a noun, a verb or an adjective?

Word	Definition	Type
<b>a</b> demographic	control and use the power of something	_____
<b>b</b> preserve	activity thought to be suited to a particular group	_____
<b>c</b> stimulate	placed over another image so both are visible	_____
<b>d</b> sceptical	doubtful or questioning	_____
<b>e</b> harness	make a thought or idea disappear	_____
<b>f</b> traumatic	making something game-like	_____
<b>g</b> dispel	group of people with similar interests, age, etc.	_____
<b>h</b> superimposed	excite	_____
<b>i</b> gamification	causing shock	_____

**2 Match the words to make phrases from the slideshow.**

- |                     |             |
|---------------------|-------------|
| <b>a</b> spatial    | interaction |
| <b>b</b> memory     | formation   |
| <b>c</b> strategic  | behaviour   |
| <b>d</b> human      | planning    |
| <b>e</b> physical   | navigation  |
| <b>f</b> mental     | existence   |
| <b>g</b> solitary   | reality     |
| <b>h</b> augmented  | health      |
| <b>i</b> scientific | activity    |
| <b>j</b> social     | evidence    |

**3 Read an extract from the slideshow. Find and correct ten mistakes.**

- a** But there are other reasons why perception of video games improves.
- 

- b** For instance, there is increasing evidence scientific that suggests several cognitive benefit to playing video games.
- 

- c** One study even shows that parts of the brain – the parts responsible at spatial navigation, memory formation and strategic planing – can get big after playing!
- 

- d** In other sentences, the parts of the brain we use to be aware of the space around us, to remembering things and to solve problems, all grows after playing games.
-

**4** Put the lines about a game in the correct order to make two paragraphs from the slideshow. Then listen to the slideshow from 8:12 to 9:03 again and check your answers.

- |          |  |            |
|----------|--|------------|
| <b>a</b> | The game became highly popular, with over 650 million downloads worldwide. | 1<br>_____ |
| <b>b</b> | at their phones, there were undoubtedly advantages.                        | _____      |
| <b>c</b> | and the many players walking around towns looking                          | _____      |
| <b>d</b> | Although not everyone welcomed the game                                    | _____      |
| <b>e</b> | As well as encouraging people to be active, the game                       | _____      |
| <b>f</b> | brought people to areas they wouldn't normally visit.                      | _____      |
| <b>g</b> | have become a way of making new friends.                                   | _____      |
| <b>h</b> | into each other while playing the game.                                    | _____      |
| <b>i</b> | And finally, Pokémon GO players often bumped                               | _____      |
| <b>j</b> | Museums and art galleries, for example, reported                           | _____      |
| <b>k</b> | In other words, augmented reality games                                    | _____      |
| <b>l</b> | an increase in visitor numbers due to the game,                            | _____      |
| <b>m</b> | and many other businesses reported an increase in sales.                   | _____      |

**5** According to the slideshow, are the sentences below true or false?

- |          |   |      |       |
|----------|---|------|-------|
| <b>a</b> | Video gaming has traditionally been regarded as an unsociable activity.                     | true | false |
| <b>b</b> | Attitudes to video games haven't changed since the 70s.                                     | true | false |
| <b>c</b> | Gaming is equally popular with men and women.   | true | false |
| <b>d</b> | Gamers are often good at doing more than one thing at the same time.                        | true | false |
| <b>e</b> | Augmented reality is only used in video games.  | true | false |
| <b>f</b> | Collaboration, problem-solving and goal-setting are useful 21 <sup>st</sup> century skills. | 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

### Adjectives and adverbs

We use a verb or a noun to describe changes.

**Examples** Levels of inequality rose in the United States between 1980 and 2012.  
There was a rise in levels of inequality in the United States between 1980 and 2012.

We use adjectives and adverbs to modify nouns and verbs. So, in this example, they could be used to answer questions such as:

What was the rise of inequality like?  
How did the level of inequality rise?

**Examples** There was a significant rise in levels of inequality in the United States between 1980 and 2012.  
Levels of inequality rose significantly in the United States between 1980 and 2012.

### Adverbs

When we add detail about a verb, we use an adverb. We use adverbs to describe how something is done, how often it is done, the place it is done, or the degree to which it is done. Adverbs are usually placed after the verb.

**Examples** Company directors' salaries increased quickly.  
Their salaries increase annually.  
I looked everywhere for the information I needed.  
The rise mainly benefitted directors at the head office.

We use verb + *by* or a noun + *of* to talk about amounts.

**Examples** Our income rose by 2% this year.  
There was a rise of 20% in car sales this year.

## Adjectives

We use adjectives to add detail about a noun. Adjectives can appear before a noun or after a noun.

**Examples** There was a slight fall in poverty.  
The newspaper reported some interesting income figures.  
The young man was tall and well dressed.

You can have several adjectives together. There are rules about the order. We talk about size before colour and style.

**Example** She drove a big, white sports car.

## Present perfect simple and present perfect continuous

We use present perfect tenses to talk about activities and experiences that started in the past but which include the time up to now, or they have a connection with the present.

### Present perfect simple

We form the present perfect simple with the subject + *have/has* + past participle.

**Example** I've visited Kenya, but I've never visited South Africa.

In the example, the person is talking about his or her experiences up until now.

We also use the present perfect simple to talk about achievements and things that started and finished in the past and have a result now. If there is no present result then we use the past simple.

**Example** I've bought a ticket, so I'm going to the concert. (past action with present result)

### Present perfect continuous

We form the present perfect continuous with the subject + *have/has been* + the present participle of the main verb.

**Example** The baby has been crying a lot.

We use the present perfect continuous to talk about recent, continuing activities.

In the cartoon, the woman is sleepy, probably because the baby has been crying all night. The baby started crying earlier in the night and is still crying. The result is that the woman has had no sleep.

We often use a time expression with the present perfect continuous.

**Example** The woman hasn't been sleeping a lot recently/at night/lately.





Compare the two tenses:

Tense	Subject	have/has	been	Main verb	Extra information
Present perfect simple	I/You/We/They	have		studied	Japanese.
	He/She/It	has			
Present perfect continuous	I/You/We/They	have	been	studying	Japanese recently.
	He/She/It	has			

'I have studied Japanese' means I probably now speak some Japanese.

'I have been studying Japanese recently' means I started to learn recently, and I am still learning, with the result that I probably speak only a little Japanese.

## Past perfect

We use the past perfect to talk about an event that occurred before another event in the past.

We form the past perfect with the subject + *had* + past participle.

**Example** They had made lunch. Two hours later the guests arrived.

In the example, the guests' arrival is also a past event. However, the hosts had prepared lunch long before they reached their house.

### Form

Subject	had	Past participle	Extra information
I/You/He/She/It/They	had	made	lunch.

The past perfect is often followed by a time expression such as *before* or *until*.

**Example** We had visited Paris twice before we moved there permanently.

# Units 3 & 4

## Reported speech

When we report what people said, there are two ways of expressing it. The first is to repeat what the person said:

**Example** Anna said 'I prefer to learn English in the classroom.'

This is direct speech.

In reported speech we do not repeat what the person said. We report it:

**Example** Anna said that she preferred to learn English in the classroom.

## Direct and reported speech

In reported speech we report what the person said at the time of speaking.

Direct speech: I prefer to learn English in the classroom. →

Reported speech: She said she preferred ... Her preference was stated at that time, not now.

When we report speech, the form of the verbs used changes from direct speech.

So does the time phrase.

**Examples** Peter said, 'I will go to London tomorrow.'  
Peter said he would go to London the following day.

Direct speech	Reported speech
<i>will</i>	<i>would</i>
<i>is/are going to</i>	<i>was/were going to</i>
present simple tense	past simple tense
present continuous tense	past continuous tense
present perfect tense	past perfect tense
present perfect continuous tense	past perfect continuous tense
past simple tense	past perfect tense
past continuous tense	past perfect continuous tense
past perfect, and past perfect continuous tense – no change	
Modals: <i>can, may</i>	<i>could, might</i>

## Time phrase changes

*next week/month/year* → *the following week/month/year*

*tomorrow* → *the following day*

*last week/month/year* → *the previous week/month/year*

*yesterday* → *the previous day*

*two days ago* → *two days previously*

## Questions and negatives

These follow the same tense changes as statements. With reported questions we use *if* or *whether*, and there is no question mark.

**Examples** Colin asked, 'Did you do your online English homework?'  
Colin asked if I had done my online English homework.  
Tamara said, 'I don't like working on Sundays.'  
Tamara said she didn't like working on Sundays.

# Units 5 & 6

## Modal verbs

We use modal verbs to talk about a number of language functions such as certainty and possibility, deduction, advice, ability and obligation. Modal verbs appear with other verbs (the main verb), or in short answers.

**Example** You should try this food. It's delicious.

In the example, *should* is used to give advice about tasting the food.

Modals are unlike other verbs. They don't change their form for *he/she* or *it*.

*I/You/He/She/It/We/They can't eat chicken.*

The main uses of modals are:

Function	Modal verbs	Example
Permission	can, may can't, may not	You may borrow my car, but be careful. You can't wear jeans to a wedding.
Ability	can can't	Dima can cook well. Donald can't play tennis.
Possibility	can can't	You can find the times of trains online. He can't get here in time for the train – he left home too late.
Recommendation	should, ought to, had better shouldn't, oughtn't to	You ought to go and see that show. It's great. They had better improve their grades. You shouldn't walk in the road. It's dangerous.
Obligation	must, have to mustn't	You have to be polite at parties. You mustn't touch the red button.
Lack of obligation	don't have to	He doesn't have to eat everything if he isn't hungry.
Deduction	must may, might, could can't (be)	The train must be late. He's normally home by six o'clock. It might be delayed because of the weather. It can't be the weather. It's been sunny all day.

## Points to remember

We use *don't have to* to express the lack of obligation, not negative obligation.

For negative obligation we use *mustn't*.

*had better* is stronger than *should* and *ought to*. It can also be used as a threat.

**Example** Your behaviour had better improve, or we won't let you come to the concert with us.

*ought to* is stronger than *should*. It is also slightly more formal.

In deducting the causes of a situation, *must* expresses the speaker's certainty about the reason.

*May* and *could* express the speaker's view that the cause is a possibility.

*Might* also expresses possibility, but is less confident that it's the right answer.

We use *can't be* to exclude possibilities and express the speaker's certainty that the situation is not the result of a particular cause.

## Main verbs that can express modality

Some main verbs can also be used to express modality. *Need* can express obligation, and *needn't* expresses the lack of obligation.

**Example** You needn't worry. There are plenty of people who can help me.

*Be able to* is mainly used to discuss ability.

**Example** He's coming to the party, but he isn't able to help.

## Comparatives and modifiers

### Modifiers with comparatives

When we make comparisons between data, we use modifiers to adjust the meaning and to give more specific detail.

*considerably higher than ...*

*somewhat more popular than ...*

*slightly cheaper than ...*

We use them:

- to show a big difference

**Example** Younger people are *considerably/much/far* more skilled at using smartphones than older generations.

- to show a moderate difference

**Example** Tablets are *somewhat/rather* more popular than laptops.

- to show a small difference.

**Example** Tablets are *a little/slightly* cheaper than laptops.

### Modifiers with verbs

We can use adverbs to modify a verb.

Look at these monthly shop sales of smartphones.

Smartphone	January	March
Model S7	248	239
Model S8	60	145

**Examples** Sales of the S7 fell slightly.  
Sales of the S8 rose quickly/considerably/dramatically.

# Units 7 & 8

## Common prefixes

Prefixes are letter pairs or groups that go at the beginning of words to change the meaning of the word in some way. Prefixes like *un-*, *ir-*, *im-* and *dis-* are all used to make opposites.

**Examples** uninteresting irresponsible impatient dishonest

To indicate either an insufficient amount of something, or too much of something, we can use the prefixes *-under* and *-over*.

**Examples** undervalued overpaid

To indicate 'before' or 'after', we can use the prefixes *pre-* and *post-*.

**Examples** preschool, precooked  
post-war, post-traumatic stress

There are other common prefixes, such as *mis-*, *re-*, *de-* and *down-*.

**Examples** misrepresentation, miscommunication  
replay, rewrite  
demotivate, decontaminate  
downgrade, downhearted

## Articles

We use articles to introduce nouns: *a man/the spider*. They come at the beginning of a noun phrase. The articles are *a*, *an* and *the*.

There are also some cases where we don't use an article. This is sometimes called 'the zero article'.

### *a/an*

We use *a* and *an*:

- to refer to something for the first time
- to classify or define something
- after *there is* when referring to a single noun.

**Examples** I saw a kingfisher by the river.  
A mosquito is an insect that drinks blood.  
There is a species of dolphin in the Yangtze River.

We use *a* with most nouns. We use *an* with nouns that begin with a vowel or a vowel sound: *an elephant, an hour*.

### *the*

We use *the*:

- when both the speaker/writer and the listener/reader know the thing being referred to
- when there can only be one thing we are referring to
- before a superlative.

**Examples** When I looked through the microscope, I could see the seeds.  
I was late because the car wouldn't start.  
Mosquitoes are the most dangerous insects in Africa.

There are also a number of special uses of *the*:

- before the names of rivers, mountain ranges, seas and oceans, and some geographical features: *the River Nile, the Himalayas, the Indian Ocean, the North Pole, the Cape of Good Hope, the Sahara Desert*
- before the names of: *the Sun, the Moon, the world* but not planets (Saturn, not the Saturn)
- before named ships or trains: *the Queen Mary, the Flying Scotsman*
- to talk about an animal or an invention as a single identity

**Examples** The dolphin is a highly intelligent species.  
The car has transformed the way we travel.

### The 'zero' article

We don't use an article with plural and uncountable nouns when we are talking about things or people in general.

**Examples** Microscopes are very useful scientific instruments.  
Rice is used in cooking, particularly in Asian countries.

# Units 9 & 10

## Third conditional

We use the third conditional to speculate about alternative results of past events. For example, imagine you had been born 200 years ago. How would your life have been different?

How long would you have lived?

What would you have studied at school?

What would life have been like before mobile phones, TV, cars and modern medicine?

Third conditional sentences are formed of two parts, the *if* clause (the condition) and the main clause (the result). They can appear at either the start or end of the sentence.

**Examples** If Fleming hadn't discovered penicillin, many more soldiers would have died.  
Many more soldiers would have died if Fleming hadn't discovered penicillin.

Notice that when the *if* clause is at the start, it is followed by a comma.

Looking at the questions again. Your answers could be:

How long would you have lived? *About 50 years.*

What would you have studied at school? *History, mathematics and Latin.*

What would life have been like before mobile phones, TV, cars and modern medicine? *Very difficult.*

The tenses used in forming third conditional sentences are:

*If* + subject + past perfect, subject + *would* (or *could, might*) + *have* + past participle

**Example** If I had been born 200 years ago, I would have studied Latin.

Of course, we know that you weren't born 200 years ago, but we can still imagine what it might have been like.

Third conditional sentences are often used to talk about regrets, or to accuse someone of behaving badly. They are about things that didn't actually happen.

**Examples** If I had got up earlier, I would have caught the train.  
(In fact, you got up late and that is why you missed the train.)  
You wouldn't have felt so ill if you hadn't eaten all of the chocolate biscuits.  
(In fact, you ate all of the chocolate biscuits and that's why you felt so ill.)

## Questions

We use the same forms for questions as statements. There is an *if* clause and a main clause containing the question. Either the *if* clause or the main clause can come first.

*If* + past perfect, (question word) + *would* (or *could/might*) + *have* + past participle

**Examples** If you had taken the medicine, would you have felt better? Or ...  
Would you have felt better if you had taken the medicine?  
If you hadn't seen a doctor, what would you have done?

## Negatives

Negative statements use *not* (or the short form, *-n't*).

**Examples** If Snow hadn't identified the source of cholera, more people would have died.  
If people hadn't drunk infected water, they wouldn't have become ill.

## Third conditional + *might have*

Sometimes we are not certain about alternative results of events from the past.

Compare these two examples:

**Examples** If surgeons had used antiseptics, there would have been lower rates of infection.  
If surgeons had used antiseptics, there might have been lower rates of infection.

In the first example, the writer thinks that there is a definite connection between surgeons using antiseptics and lower rates of infection. In the second example, the writer thinks that there is a possible connection.

We use *would have* when we are sure about what the result would have been.

We use *might have* or *could have* when we are not sure what the result would have been.

## *should have/shouldn't have*

We use *should* to give advice. We use the form *should have* or *should not have* + past participle to express criticism of an action (or failure to act) that someone took in the past.

Look at the photo. What shouldn't the bus driver have done? What should the pedestrian have done?

**Examples** The bus driver shouldn't have driven so close to the pedestrian.  
The pedestrian should have waited until after the bus had gone past.

In both cases, we use *should/shouldn't have* to criticize a past event – one that it is too late to change; but the criticism could be helpful for the next time something bad happens.





# Units 11 & 12

## **-ing and to + infinitive**

We use *-ing* or *to + infinitive* after a verb.

**Examples** I enjoy driving to the city.  
I want to visit India.

There are no set rules about whether a verb is followed by *-ing* or *to + infinitive*, but there are some groups of words which are useful to remember.

### **Verbs followed by -ing**

Liking and disliking: *detest, dislike, enjoy, fancy, like, love, prefer*

Saying and thinking: *admit, consider, deny, imagine, suggest*

Other common verbs: *avoid, finish, keep, miss, practise, risk*

Note that with *would + like/love/hate* we use *to + infinitive*.

**Examples** I like driving my car.  
I'd like to go on holiday.

### **Verbs followed by to + infinitive**

Plans, decisions and future events: *arrange, decide, expect, hope, intend, plan, want, wish*

Other common verbs: *attempt, fail, forget, help, manage, tend, try*

### **Verbs followed by object + to + infinitive**

Influencing someone or something's behaviour: *advise, allow, enable, force, get, help, invite, persuade, recommend, remind, teach, tell, use*

### **Verbs followed by -ing or to + infinitive**

A few verbs can be followed by either *-ing* or *to + infinitive*. Often this changes the meaning very slightly.

**Example** I like swimming. I like to swim in the sea.

In the example, the first sentence has a general meaning. With *to + infinitive* the suggestion is that there are certain times or places where the person likes to swim. It is less general.

Other verbs that can be followed either by *-ing* or *to + infinitive* include: *love, prefer, intend, try*

### **Spelling changes**

Look at these + *-ing* endings:

He finished reading the book. (read + *-ing*)

She doesn't enjoy writing. (writ - e + *-ing*)

I like swimming. (swim + m + *-ing*)

For most verbs the spelling doesn't change: *read* → *reading*

For verbs ending in -e, the -e is removed: *drive* → *driving*, *write* → *writing*

For verbs ending in consonant + vowel + consonant we double the last consonant:

*swim* → *swimming*, *run* → *running*

## Future perfect and future continuous

### Future perfect

We use the future perfect to talk about an event that occurs before a point in the future.

#### Future Perfect Tense



**Example** By Wednesday, I'll have finished my English project.

In the example, the person knows that his/her English project needs to be written. It isn't completely written yet, but it will be finished at or before Wednesday. He/She might have started writing it already, or will start at some point between today and Wednesday.

We form the future perfect with *will + have + past participle*. We use it with *by + a time phrase*:  
*by Thursday, by next year, by the time I'm 23.*

We use the future perfect continuous to talk about continuing activities up to a point in the future.

**Example** By the end of the month, Anna will have been working at this company for ten years.

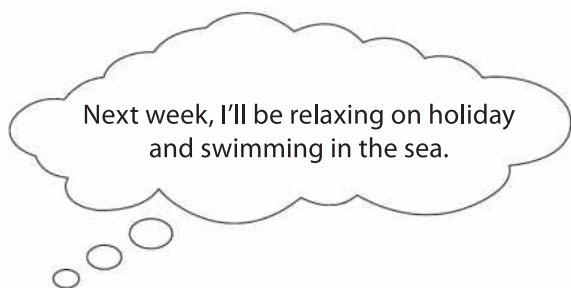
In this example, Anna has worked at the same company for nine years and 11 months. She will still be working there at the end of next month.

### Future continuous

We use the future continuous to talk about events in progress at a point in the future.

We often use the future continuous with a future time phrase, for example, *next month*, or *in a year's time*.

#### Example



We form the future continuous with *will + be + present participle*.



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