



GETTING STARTED

- 1 Work with a partner to complete the quiz.

Think you know about

ELECTRIC CARS?

Then put your knowledge to the test with our quiz!

- 1 The first ever electric car was
 - a the Roadster, built by Elon Musk's firm Tesla in California in 2008.
 - b produced in Russia in the 1950's, but then converted into a petrol car.
 - c created by an engineer from Scotland called Robert Anderson in 1832.
- 2 More pollution is caused in the production of
 - a electric vehicles (EVs).
 - b fossil fuel vehicles.
- 3 A law came into effect in Europe in 2019 requiring electric cars to be
 - a quieter.
 - b noisier.
- 4 The first country in the world where more than 50% of cars were electric was
 - a Norway.
 - b New Zealand.
- 5 Between 2014 and 2018, monthly sales of electric cars in the UK increased by
 - a 100%.
 - b 1000%.

READING AND USE OF ENGLISH PART 2 TRAINING

- 1 Complete gaps 1–4 with one word in each space. Use the clues below to help you.

Gap 1: Sometimes a gap might be part of a phrase. Here you need to complete a three word phrase that means *due to or because of*

Gap 2: Although *faced* is passive, don't fall into the trap of writing *by*. Which preposition completes the phrase to be *faced ... difficulties?*

Gap 3: The missing word is part of a phrase (*nothing ... of*) which means *nothing less than*.

Gap 4: What multi-word verb means *get rid of* something?

THE ELECTRIC EGG

In 1942, reports began circulating (0) *of* a strange shiny little car that silently flashed around the streets of Paris. This turned out to be the invention of artist and engineer Paul Arzens, and it soon acquired a name, L'Œuf Electrique (The Electric Egg), on (1) *the basis* of its shape. Faced (2) *with* a scarcity of materials, Arzens' approach to the design of his car had been nothing (3) *more* of revolutionary. His solution was to (4) *do away with* the conventional shape of a car body and instead construct a lightweight oval frame of aluminium. This tapered to a blunt point at the rear, behind (5) *which* was the third wheel and motor. This ran on electricity rather than petrol, making the Egg much cleaner than most other vehicles of the day. Sadly, the Electric Egg never caught on, and Arzens' prototype was the (6) *only* one ever constructed. However, in (7) *no* way should it be seen as a failure. Arzens demonstrated first (8) *and foremost* that a graceful non-polluting car could be built with minimal resources.

- 2 Now complete the other four gaps.



VOCABULARY

TRAVEL

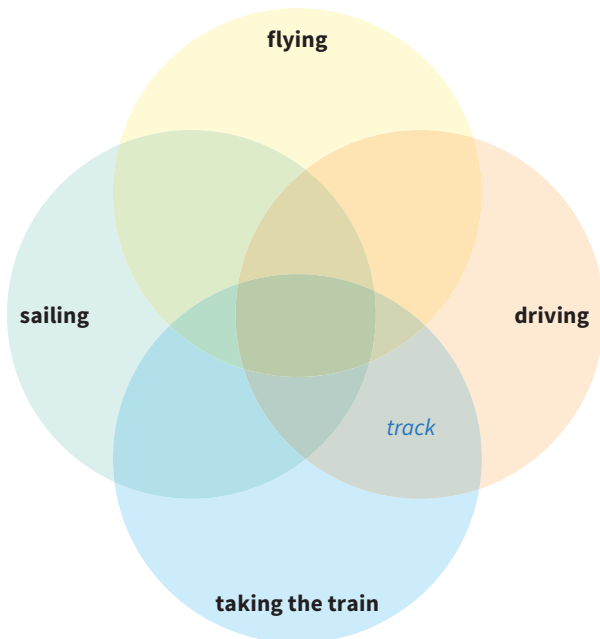
- 1 Work with a partner. Make a list of as many kinds of vehicle as you can, including ones that travel by air, by water and by land.
- 2 Put the following words and phrases into the most suitable transport categories in the Venn diagram. Use a dictionary if you have one.

track (n) reverse (v) boot (n) give way (v)
carriage (n) board (v) cabin (n) shuttle (n)
congestion (n) wreck (n) overtake (v)
commute (v) divert (v)

OK, so track – is that connected with flying, driving or taking the train?

Taking the train – the track means the rails the train goes on.

Yes, but you can also drive a car along a track, which is a rough road or path or a "racing track." So, for me, it's driving and taking the train.



- 4 Decide which of the words in Exercise 2 have other uses/meanings in different contexts and as different parts of speech. Try to work out the meaning of the underlined word or phrase.

- 1 Writing things in my phone calendar is the best way to keep track of everything I need to remember to do.
- 2 I thought learning to drive would be easy but the reverse was true. I needed to take the test a few times before I passed.
- 3 I will never pass my driving test. Every time I get behind the wheel, I turn into a nervous wreck and forget to do the basic things.
- 4 Initially, I was a bit dubious about electric cars, but now that I have had the long term and environmental benefits explained to me, I am fully on board with the idea.
- 5 I'm pretty sure that within the next few years, the production of electric cars will overtake that of conventional petrol-powered cars.

- 5 Which of the ideas/experiences mentioned in Exercise 4 are true for you or do you agree with? Compare with a partner and explain.



- 3 Complete the travel announcements with a word from Exercise 2 in the correct form.

1 We regret to inform you that the 10:43 train to Winnipeg is cancelled due to engineering works being undertaken on the

2 All passengers wishing to continue onto London Kings Cross station should make their way to the front four of the train before we reach the next station.

3 This is a passenger announcement for all those travelling on ECT4857 to Seville. Please proceed to gate 14, where the aircraft is now ready for

4 Flight attendants will now be passing through the, offering a range of light refreshments and duty-free items.

5 OK, so now it's time for a travel update, and we've got reports of heavy on the M5 motorway heading towards Birmingham after an accident has blocked two lanes. Traffic is being onto alternative routes where possible.

6 Taxis are available if you turn left out of the main terminal building, or for the bus to the city centre, turn right.

GRAMMAR

DETERMINERS AND QUANTIFIERS



GRAMMAR ON THE MOVE

Watch the video



- 1** Complete this text about a traveller by adding the following words in the correct place.

Use each word once.

plenty another every whole
much many each

THE MAN

WHO'S BEEN

EVERYWHERE

In 2016, Sal Lavallo quit his job and embarked on a quest to visit **(1)** single country on the planet. It wasn't actually as ambitious as it may sound. Sal had been to an international school, where he had classmates from across the **(2)** world. He'd kept in touch with them, and so there were **(3)** of people he knew he'd be able to stay with during his journey, which would save him some money.

Spending so **(4)** time on the road, Sal has learnt to expect the unexpected. 'I tried to enter Ivory Coast by two different land borders, but **(5)** was closed' Sal says. Fortunately, the third was open, enabling Sal to tick off yet **(6)** country from his growing list.

One thing he's enjoyed about visiting so **(7)** countries has been the opportunity to establish new friendships and to see what he describes as the beauty within people. 'I am yet to meet a person that I am unable to connect with and feel similar to. When I look at a map I see faces.'

- 2** Complete the sentences with the correct option.

- 1 a** In the farmyard, there was a tractor and an old van. But *no/neither* vehicle appeared to be roadworthy.
- b** For me, there's *no/neither* better driving experience than taking the Route of the Seven Lakes in South Argentina to Bariloche.
- 2 a** A one-day travel pass allows you to use public transport throughout the *whole/all* city.
- b** What makes Jodhpur such a spectacular place is that virtually *whole/all* the city is painted blue.
- 3 a** We're taking two suitcases, and *each/every* one weighs about 4 kilos when empty.
- b** In virtually *each/every* country I've visited, I've been touched by how hospitable people are towards travellers.
- 4 a** I refuse on principle to use *any/whatever* form of transport which causes more than the minimum level of pollution.
- b** The mechanic was very inventive and could mend cars with *any/whatever* materials were available.
- 5 a** My daily commute to work takes me *less/fewer* time than it used to.
- b** The race will be cancelled if there are *less/fewer* than ten competitors.
- 6 a** There is a *little/little* hope of us getting there on time in such heavy traffic.
- b** The collision only caused *little/a little* damage to the front of the car, and fortunately it was fully covered by the insurance.

- 3** Add the word *of* to the correct place in the sentences where necessary.

- 1** I've visited several places where I didn't feel entirely safe.
- 2** We knew it was going to be a tough journey, so we allowed ourselves plenty time to get there.
- 3** Several the beaches we visited were almost completely deserted.
- 4** Throughout the holiday, we spent at least half the time lounging around by the pool.
- 5** It seems that no amount sunscreen would suffice to stop Polly from getting sunburnt.
- 6** If there's one thing I've observed in each and every one the countries I've been, it's this: wherever you are, people love to party!
- 7** I can't believe that both us passed our driving test first time.

- 4** Complete the questions with suitable determiners from this section.

- 1** What would be the best way to travel the length of your country, from one end to the other?
- 2** Do you think we should make trips to other countries to cut down on air pollution?
- 3** Is there anything you take with you on and long journey you make?

- 5** Work with a partner. Ask and answer the questions.

➔ **GRAMMAR REFERENCE** / Determiners and quantifiers: Page 202



LISTENING PART 3

TRAINING

1 Look at the blog homepages and answer the questions in pairs.

- 1** What kind of content would you expect to find in these pages?
- 2** What would/wouldn't appeal to you about reading them?
- 3** Do you follow any other bloggers or vloggers?
- 4** Have you ever blogged or vlogged?

2 **013** You will hear a radio interviewer with two professional travel-bloggers, Elsa and Rodney. For questions 1–4, choose the answer (A, B, C or D) which fits best according to what you hear. Use the tip boxes to help you.

- 1** According to Elsa, how do her followers view her life as a travel blogger?
 - A** They recognise that her lifestyle must be challenging.
 - B** They underestimate the amount of work it involves.
 - C** They are jealous of those who do what they love for a living.
 - D** They doubt whether it can bring a sustainable income.

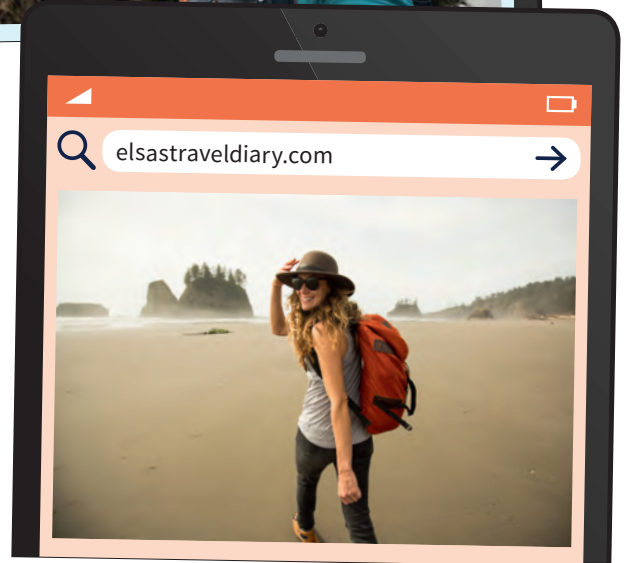
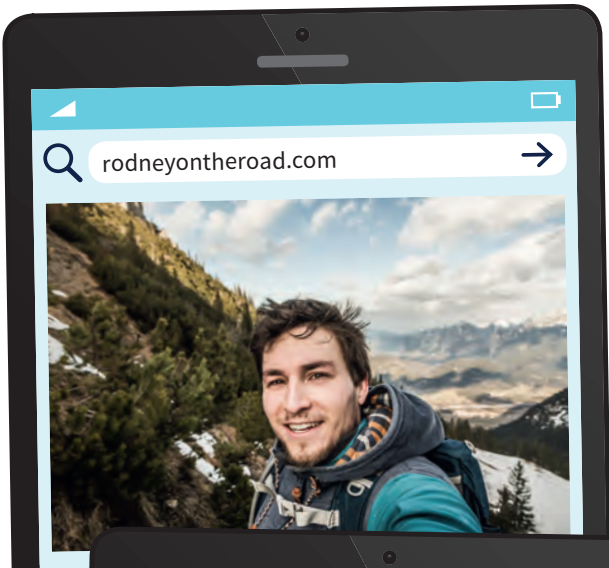
Tip: This task often has questions where you identify the opinions of the speakers. However, here you need to listen for what Elsa says about other people's views.

- 2** What is Rodney's advice for attracting large numbers of followers?
 - A** Add posts to your blog regularly.
 - B** Ensure that your blog is distinctive.
 - C** Incorporate popular search terms into your text.
 - D** Imitate what other successful blogs do.

Tip: Notice that the interviewer asks this question using different words. Make sure you listen to all of Rodney's answer as he will mention all of the points in some form, but only one of them is the thing he would recommend.

- 3** How does Elsa feel about her earliest attempts at writing blog posts?
 - A** disappointed that so few people saw them
 - B** embarrassed about the quality of the writing
 - C** confused as to what their purpose actually was
 - D** surprised that it used to take her so long to write them

Tip: Here we need to identify Elsa's opinion, but what she says will be a paraphrase of one of the options, so don't expect to hear the words in the option.



- 4** What do Rodney and Elsa agree about when discussing mistakes that bloggers make?
 - A** It may be some time before problems caused by the mistakes become apparent.
 - B** Fear of making mistakes shouldn't stop someone from trying new things.
 - C** It's preferable if their followers don't spot the mistakes on the blog.
 - D** Making mistakes enables people to enhance their skills.

Tip: Some questions ask you to identify where speakers agree or disagree. Here, focus on what Rodney says in response to the interviewer's question about mistakes and listen for how Elsa expresses the same idea.

3 Decide if the statements about the Listening Part 3 task you have just done are true or false.

- 1** The format of the listening is usually an interview or a discussion with at least two speakers.
- 2** There are four multiple-choice questions in the actual exam.
- 3** The questions are in the same order as the information is presented in the audio.
- 4** The speakers will often mention aspects of all four of the options in some way, but only one will actually answer the question.

VOCABULARY

PREPOSITIONAL PHRASES (1)

- 1** Look at the extracts from the radio interview about travel bloggers. What is the meaning of the underlined phrases?

'A privileged few are able to live on the road and make a living by writing about their experiences.'

'You might think so, but for a start, most of my followers know that I quit a really lucrative job to do this. I got rid of my apartment ...'

'At times I still have to spend hours getting an article just right.'

- 2** Read the tip box. Then, look at the pairs of sentences and decide what the difference is between the sets of phrases in bold.

Tip: Prepositional phrases often consist of simple words, but their correct use is considered to be C1 level. As such, they will be useful in all parts of the Advanced exam. Be careful, though! Sometimes a change of preposition in a phrase fundamentally changes its meaning.

- 1 a** With so many potholes **in the road**, driving conditions are far from ideal.
b After seven months **on the road** and the adventure of a lifetime, she was delighted to be back home again.
- 2 a** No way will I ever go camping! **For a start**, tents are uncomfortable to sleep in. Plus campsites are depressing places – and the showers are cold!
b **At the start** of the holiday, I didn't think much of the hotel, but by the end I loved it!
- 3 a** Commercial air travel between the UK and Australia began in 1935, and the journey took 12 days, which seemed pretty quick **at the time**.
b It's a really bendy road, and **at times** I thought I was going to be sick. I wasn't though, fortunately.
- 4 a** Our Mountain Itinerary 75-litre backpack has been **in demand** recently and has sold out, but we do have lots of other great rucksacks – just ask our friendly staff.
b With movies, music and more **on demand**, it's the only app you'll ever need.
- 5 a** We travelled from Argentina to Peru **by way of** Chile and then Bolivia.
b That taxi is **on the way**. It should be here in 15 minutes or so.
c The construction of a new road to link my town with the capital city is currently **under way** and is due to be finished by 2023.
d You're right **in a way** about the need for more electric vehicles, but I don't think you are being realistic about the implications for the car industry and for customers.



- 3** Complete the following sentences using the prepositional phrases in the box.

in accordance with up to speed for the most part
in turn to some extent in terms of
in reverse in two minds

- 1** The ascent up the mountain is gentle _____, with the exception of a steep climb to the summit.
- 2** Staff at Ecotoura go on regular study tours at our resorts in order to keep _____ with the full range of destinations on offer and provide first-class customer service.
- 3** It was just disastrous – because of congestion I got to the station late. This _____ meant that I got a later shuttle train to the airport, and so I missed my flight.
- 4** Sunshine Travel have reported a fall in profits, caused _____ by rising prices in plane fuel, as well as tough competition across the travel sector.
- 5** _____ variety of flora and fauna, I've not seen anywhere with greater bio-diversity than Cuba's Humboldt National Park.
- 6** I'm _____ about whether to walk to college today or just get the bus.
- 7** Once we land, all foreign nationals will be requested to show a completed immigration form, _____ customs regulations.
- 8** Normally people buy their flip-flops and beach gear before they fly off on holiday. This year I'm doing it _____ and buying my vacation essentials when I get to the resort.

- 4** Complete the second sentence using the word in capitals so that it has a similar meaning to the first sentence. Use between three and six words in each gap.

- 1** I partly agree that trekking can be bad for the environment.
EXTENT
I agree _____ about trekking being bad for the environment.
- 2** Diesel vehicles aren't allowed because their emissions are dangerous.
ACCOUNT
Diesel vehicles have been banned _____ dangerous emissions.
- 3** I can't decide if I should buy a bike
MINDS
I _____ to buy a bike or not.
- 4** This app lets me know all the latest travel information from around the city.
SPEED
This app enables _____ with all the latest travel information from around the city.
- 5** To comply with European law it's compulsory to wear seatbelts in vehicles.
ACCORDANCE
In vehicles, seatbelts must _____ European law.

GRAMMAR

ADVERB MODIFIERS



GRAMMAR ON THE MOVE

Watch the video



- 1** 🎧 014 Listen to Rudy, who is contacting his parents while on a backpacking holiday. Decide if the statements are true (T), false (F) or not stated (NS). How do you know?

- 1 Rudy is impressed with the island he is visiting.
- 2 Rudy managed to sleep during his flight.
- 3 Rudy was disappointed with the coach he travelled on.
- 4 Rudy feels tired now.
- 5 Rudy is confident about his waterskiing trip.
- 6 Rudy is always on the lookout for ways to save money.



- 2** 🎧 014 There are 11 examples of adverb of degree + adjective phrases used in the phone call. Listen again and note down any that you hear. The first is done for you.

absolutely gorgeous

- 3** Complete the following table with the correct adverbs of degree. Some can go into more than one category.

totally fairly much quite utterly
completely thoroughly extremely really
incredibly pretty rather slightly a little (bit)
considerably easily far by far

ADVERBS THAT MODIFY GRADABLE ADJECTIVES		ADVERBS THAT MODIFY EXTREME ADJECTIVES	
<i>very</i> <i>really</i>	good tired bad beautiful	<i>absolutely</i>	amazing exhausted awful stunning
ADVERBS THAT MODIFY COMPARATIVES		ADVERBS THAT MODIFY SUPERLATIVES	
<i>much</i>	better more tired worse more beautiful		the best the most tired the worst

- 4** Decide which option(s) can be used in the following sentences.

- 1 Atlanta Airport handles more passengers than any other US airport.
A substantially **B** few **C** many
- 2 Crossing the Harbour Bridge gives an unbeatable view of Sydney – and best of all, it's free!
A substantially **B** totally **C** quite
- 3 Jet lag tends to feel worse when you travel from west to east.
A much **B** completely **C** absolutely
- 4 the most crowded flight path on earth is in Korea, from the capital Seoul to Jeju, gateway to an island of beach resorts and volcanic craters.
A Easily **B** Considerably **C** Totally

- 5** Look at these sentences with adverb modifiers that modify the whole sentence. Cross out any of the options which do not make sense.

- 1 *Incredibly/Sadly/Fortunately*, the flights weren't as expensive as I had thought they might be.
- 2 *Typically/Generally speaking/Totally*, the local transport was reliable and comfortable.
- 3 *Simply/Regrettably/Obviously*, we weren't able to visit everywhere we had planned to.
- 4 *Foolishly/Luckily/Sadly*, we didn't book a hotel in advance, so when we arrived, we had to drag our backpacks from one hotel to another, looking for a room.
- 5 *Unsurprisingly/Fortunately/Predictably*, the country's number one theme park was very crowded indeed.

➔ **GRAMMAR REFERENCE** / Adverb modifiers: Page 203

WRITING

PROOFREADING

1 Look at the writing task and the text written by a student. Read the teacher's comment and look at the 12 mistakes in bold. Match the errors with the descriptions.

- | | |
|-----------------------------------------------------|--------------------------|
| A missing word | <input type="checkbox"/> |
| B incorrect tense used | <input type="checkbox"/> |
| C wrong article | <input type="checkbox"/> |
| D wrong preposition used | <input type="checkbox"/> |
| E error with word order | <input type="checkbox"/> |
| F plural used instead of singular | <input type="checkbox"/> |
| G wrong adverb used before adjective | <input type="checkbox"/> |
| H spelling mistake with single/double letter | <input type="checkbox"/> |
| I subject/verb agreement | <input type="checkbox"/> |
| J error with use of infinitive/gerund | <input type="checkbox"/> |
| K missing punctuation | <input type="checkbox"/> |

2 Correct the student's errors.

3 Read the tip box on proofreading on the next page. Then discuss the questions below.

- Do you already proofread any piece of writing you produce? Why/Why not?
- Why might students be reluctant to proofread a text in an exam situation?
- Are there any repeated errors that you make when you write?

4 Now write your own answer to the exam question in Exercise 1. When you have finished, spend five minutes proofreading your review. Did you find any avoidable errors?

Write a review of any holiday accommodation you have recently stayed in. Please tell us about your level of satisfaction with the accommodation, say how closely the accommodation matched the description and suggest what could have been done to make your stay even better.

My mum and I have just spent a weekend in a self-catering apartment in Prague, which we **'were booking'** through findabreak.com. All in all, we had **2the** really pleasurable few days. The flat was ideal in terms of its facilities. There was ample room for the **3two of**, and it was imaginatively decorated.



The description and photos on the website are accurate for the most **4part although** you could take issue with the flat being described as 'centrally located', when in fact it's a good **520-minutes** walk to the main square. Having said that, it was conveniently close to the airport **6shuttle** bus, and there's plenty to do in the immediate vicinity. The ice creams from the shop directly opposite the front door **7is** just sensational! And if you're up for it and don't mind **8to climb** 300 steep steps, the top of the Fortress Tower gives you an **9absolutely impressive** panorama of all the city's sights.

The only suggestions I could offer the owners of the apartment would be to consider **10getting checked the wi-fi**, as the signal was really weak **11for times**. Also, there was quite a lot of traffic noise in the front bedroom, so maybe something **12could done** to the windows in order for it to be quieter.

A full and successful answer to all aspects of the question, although it is slightly too short. Remember that you should write between 220 and 260 words. However, there is a good range of natural-sounding language, and the tone is friendly and helpful. On the other hand, there are several simple but avoidable errors, which you could have fixed with more careful proofreading.

PUSH YOURSELF C2

PREPOSITIONAL PHRASES

1 Match the sentence halves (1–8) with A–H to form the correct prepositional phrases.

- My grandparents prefer to take their holidays **out**
- We hadn't initially planned on renting a kayak, but did so **on**
- There's a wealth of historic attractions **in the**
- I'd say that **in**
- I wanted to rent a cabin in the jungle but my partner wasn't **in**
- The holiday wasn't a complete disaster, but **in all**
- The hotel offered us free meals **by way**
- It's not a great place to visit **at**

- favour of** that, saying that she wouldn't sleep at night for fear of being bitten by a snake.
- of apology for** the mix-up with our rooms.
- retrospect** we probably should have checked out the hotel before we booked it.
- the best of times**, but in the winter it is a horrible experience
- vicinity of** the apartment we were staying in.
- of season** now that they're retired because it is cheaper than going during the school holidays.
- honesty**, I wouldn't use that airline again.
- impulse** and it turned out to be the best way to explore the nature reserve.

2 Work with a partner. Discuss what the prepositional phrases in bold mean.

PROOFREADING IN EXAMS

- When you write, leave every alternate line empty so you have space to make any corrections in your text when you proofread it.
- Everyone's different, so it helps if you know what kinds of mistake you make most often, e.g. using the wrong article, confusing homophones (like *their* and *there*) or making sentences too long.
- When checking your text, read each sentence separately, starting from the end of the text.
- You can also use your proofreading to upgrade any low-level language to something more complex. For example, *the top of the Fortress Tower gives you a nice view an absolutely impressive panorama of all the city's sights ...*

SPEAKING PART 2 TRAINING

- 1** 🎧 015 Listen to an examiner giving instructions about a Part 2 Speaking task involving pictures A, B and C. Then decide which of the following things you should aim to do. Choose YES, NO or NOT NECESSARILY.



- A** describe in detail what each picture shows
- B** give reasons for opinions you state
- C** involve your partner in a discussion
- D** say which two pictures you like best
- E** compare and contrast the three pictures
- F** mention your own experience of being in situations like these
- G** speculate on why the people in two of the pictures are travelling in these ways
- H** show that you know some more obscure vocabulary (e.g. *helipad*, *handlebars* ...)
- I** discuss some negative aspects of travelling in these ways for the two pictures you are talking about

- 2** 🎧 016 Listen to a candidate called Giuseppe doing the task. Look again at the list A-I and tick (✓) those that Giuseppe does in his 1-minute talk.

- 3** 🎧 016 Listen to Giuseppe again, and for each pair underline the phrases he uses to give his talk structure.

- 1** I'd like to focus on/I'm going to talk about
- 2** the fundamental difference is/the main difference is
- 3** something like that/something along those lines
- 4** presumably/probably
- 5** in contrast/on the other hand
- 6** looks like/looks as if
- 7** have in common/share
- 8** in the same way/similarly

- 4** Work with a partner. Take turns to be the examiner and the candidate and practise the photo exam task in Exercise 2.

Your pictures show people travelling in water vehicles. Why might the people have chosen these forms of transport? How might they be feeling?



EXAM FOCUS

READING AND USE OF ENGLISH PART 2

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

The Kittiwake



Launched in 1945, the American ship USS Kittiwake was deployed for the next 49 years (0) as a submarine rescue ship. Its rescues weren't just (1) to assisting submarines. For example, in 1963, the ship picked up twelve Cubans, three of (2) were children, whose boat had got into trouble off the Florida Keys. However, in 1994 the Kittiwake was decommissioned in Norfolk, Virginia, (3) it faced an uncertain future.

When the Cayman Islands wanted a shipwreck added to its world-class scuba-diving attractions, they approached the US Maritime Administration (MARAD), which keeps decommissioned ships afloat (4) they can safely be disposed (5) MARAD donates these ships for use as artificial reefs (6) that the recipient can meet the necessary environmental standards. Preparing the ship involved removing pollutants (7) its five decks, as well as cutting holes in its hull in (8) for divers to access it.

It seems fitting that the Kittiwake is now, after a lifetime keeping people safe underwater, a major diving attraction.

LISTENING PART 3

EXAM FACTS

- Part 3 is the longest part of the Listening test.
- This part usually features a discussion or interview involving two or more speakers.

EXAM TIPS

- As the questions often focus on the attitude of the speakers, pay attention to any words in the question which denote attitude, e.g. criticise, disappointing, problem.
- Bear in mind that questions may focus on the views expressed by one speaker, or agreement (or disagreement) between both speakers.

017 You will hear an interview in which two psychologists called Matthew Partridge and Emma Macedo are talking about the benefits of holidays. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

- 1 What point does Matthew make about holiday pleasures?
A Seeing their children having fun is the key for adults.
B Both children and adults report that they enjoy spending time together.
C There's a big difference between the highlights of adults and children.
D Adults want to repeat their childhood experiences with their own children.
- 2 According to Emma, the Dutch research concludes that
A it is hard to predict how enjoyable a holiday is going to be.
B people's mood tends to fluctuate during their holiday.
C the first half of a holiday tends to be more fun than the second.
D enjoyment of a holiday is closely related to the time spent travelling.

- 3 Matthew says it can be difficult to interpret people's accounts of their holidays because they tend to
- A feel differently depending on how long they go away for.
 - B focus on practical details in their written records.
 - C look back on past experiences in an over-favourable light.
 - D exaggerate the effects of minor problems that didn't affect their overall enjoyment.
- 4 Matthew and Emma agree that what makes analysing holiday research so complicated is that
- A some holidaymakers forget to provide the data to researchers.
 - B people quickly forget how they were feeling before their holiday.
 - C it is obvious that people will feel happier before than after a holiday.
 - D identifying what caused a change in attitude before or after a holiday can be hard.

- 5 Emma says it is extremely disappointing that
- A the amount of paid leave in some countries is too short to be a benefit.
 - B so little research is being done into the psychology of travelling.
 - C researchers disagree on so many important questions.
 - D the benefits of going on holiday are only short-term.
- 6 What advice do Emma and Matthew both give in order to ensure people benefit from their holidays?
- A Take vacations frequently.
 - B Book your trips well in advance.
 - C Select the people you holiday with carefully.
 - D Find out as much as possible about your destination before you go.

SPEAKING PART 2

EXAM FACT

In the Advanced test, you are expected to start speaking as soon as you are given your photos and the instruction.

Candidate A: Your pictures show people doing something while travelling. I'd like you to compare two of the pictures, and say why the people might have decided to do these things while travelling, and what difficulties they might face.

Candidate B: Which activity do you think is most commonly done while travelling?

EXAM TIPS

- Rather than just describing the photos individually, remember to focus on similarities and differences between them.
- Remember that you only need to talk about two of the photos.
- Candidates sometimes run out of things to say and stop before the time is up. Practise comparing two photos of a similar theme for one minute. You can easily find photos online.



DRIVING IN THE UK

1 Look at the UK road signs above. Match them with the information each is giving.

- A** You are approaching a roundabout
- B** National speed limit applies
- C** No motor vehicles allowed
- D** No entry
- E** Maximum length of vehicle
- F** No overtaking
- G** This is the minimum speed for this road
- H** Give way (priority) to oncoming vehicles



A rough guide to

DRIVING IN THE UK

Thinking of driving in the UK? Then check out the following tips to make sure you do so safely and legally.

REQUIREMENTS

As with most countries, you are required to have a driving licence and insurance. If you already have a licence from your own country, then you are permitted to drive in the UK for the first year of your stay. Thereafter you need to apply for a provisional licence and then take a UK test. Note that if you are in the UK to visit and want to rent a car, many rental firms may require you to be over 21.

ROADS AND SPEEDS

Remember that UK road distances and speeds are given in miles, not km. A mile is approximately 1.6 km, so for example, 60 miles is roughly 97 km. Speaking of speed limits, it's important to recognise the different types of road in the UK and their respective limits. M-roads are motorways – the largest and fastest roads – usually with two to four lanes and with a speed limit of 70 mph. These usually connect city to city. A-roads are the most common roads in the UK, and for the most part have a speed limit of 60 mph outside of built-up areas but this can drop to 30 mph in urban areas, and even 20 mph close to schools. B-roads are smaller connecting roads whose speed limit again depends on where they are situated. Watch out for yellow speed cameras, especially in urban areas, or you may get a nasty fine.

KEY DIFFERENCES FOR OVERSEAS DRIVERS

The most obvious difference for most overseas drivers is that in the UK we drive on the left. But there are a few other aspects to UK driving that can confuse people. Because we drive on the left, remember to go clockwise around roundabouts and give way to the cars on the roundabout coming from your right-hand side. Also on motorways and A-roads, you overtake on the right of the other vehicle – it is illegal to do so on the left-hand side.

UK streets are often narrower than many visitors are used to and you need to keep an eye out for one-way systems and lane markings because if you find yourself in the wrong lane, you may be forced to take a turning you hadn't intended to.

AVOID FINES

There are a number of simple and common ways that people can break the laws of the road, so be aware of the following:

- Seatbelts are compulsory. If you are pulled over by the police, you can be fined if you or any of your passengers are not wearing one.
- Parking – yellow lines, especially double yellow lines, indicate no parking at any time. Note that most streets in the centre of cities do not allow parking or may have parking restricted until after peak hours. There is usually a sign to indicate what these restrictions might be.
- There are very few toll roads in the UK, but be aware that in the centre of London there is a congestion charge, currently at £11.50 per day, which should be paid in advance.

2 Read the guide to driving in the UK and decide if the statements are true or false.

- 1 If you rent a car in the UK, you can use your license from your own country.
- 2 You can only rent a car if you are over 21.
- 3 The maximum speed on any UK road is 70 mph.
- 4 You overtake cars using the left-hand lane on a road with two or more lanes.
- 5 Double yellow lines mean you can only park at that place at certain times of the day.
- 6 There is a daily charge for driving in the centre of London.

3 Find words or phrases in the text that mean the following:

- 1 maximum speed on a road
- 2 go past another car
- 3 urban
- 4 road junction
- 5 stopped and questioned
- 6 made to pay a financial penalty
- 7 the busiest times for traffic
- 8 pay to use

4 Work with a partner. Which driving rules about your country do you think would be most important for an overseas visitor to know?

5 018 Listen to two conversations related to cars. What situations does each represent?

6 018 Listen again and match the sentences halves you might hear in these situations.

PHRASES YOU MIGHT HEAR

- 1 I would suggest you go for
 - 2 It will work out
 - 3 There is an insurance excess of £500
 - 4 It offers fully comprehensive cover
 - 5 We aim
 - 6 Can you pop
 - 7 I think I've got
 - 8 They will have you up
- A** with the exception of scratches and dents.
B our weekly rental package.
C and running again in no time.
D cheaper for you than paying a daily rate.
E to please.
F the bonnet open?
G to the bottom of this.
H in the event of an accident.

7 018 Listen again and correct the mistakes in these sentences that you might use in these contexts.

PHRASES YOU MIGHT USE

- 1 I'm looking for rent a car on Friday.
- 2 Am I correct of assuming I'm OK to use that?
- 3 I think we'll go the Gold package
- 4 Better you are safe than sorry.
- 5 Well, I'm not expert, but I think there is a problem with the cooling system.

8 Watch the video. What do you learn about

- the early years of Formula 1?
- qualifying practice?
- race length and duration?
- pit stops?
- the two championships?

9 Work with a partner and answer the questions.

- 1 Why do you think motorsports are so popular?
- 2 If you could test drive a Formula 1 car, would you do so?
- 3 Should motorsports change from using petrol engines to electric engines?

WATCH



LIFE COMPETENCIES

MANAGING THE SHARING OF TASKS IN A PROJECT

Work in groups of three. Choose a famous car to research and prepare a short presentation on it that covers the following points. Agree on who will produce each part of the presentation, what materials you will use and how you will present it to the class.

- the origins of the car
- what made the car famous
- why you chose the car

PROGRESS CHECK 1

PERSONALITY

- 1** Complete the sentences with the correct form of the words in the box.

insecure knowledgeable narrow-minded
humble conscientious creative

- Joan never went to university, and yet she's incredibly about a range of subjects, from astronomy to zoology.
- In my opinion – and I may be wrong about this – Dixon will get the job.
- She was lacking confidence and often felt a sense of about her appearance, even though many considered her to be phenomenally beautiful.
- Although he thinks of himself as being tolerant and open, he can actually be very about some things.
- Dave's always been careful and methodical, and he is always very about checking his work.
- My brother was incredibly as a child and was always pretending to be a dinosaur, or inventing a brand new language, that kind of thing.

QUESTION FORMS

- 2** Rearrange the words to form sentences.

- your / he / graduated / brothers / has / One / of / just / hasn't / ?
- you / What / would / I / didn't / told / believe / you / say / if / you / I / ?
- starts / Would / you / what / mind / confirming / the / time / party / ?
- you / mouth / full / refrain / Please / could / from / with / your / talking / .
- you / your / you're / agree / overly / that / dependent / on / phone / Don't / ?

NEGATIVE PREFIXES

- 3** Find and correct the mistakes in the sentences.

- We had the misfortune to have a totally incompetent builder working for us, who completely misunderstood what he was asked to do.
- It's irrational to argue that because buying a home is inaffordable that therefore there's no point saving up for one!
- The President accused the media of being discourteous to him and of trying to unstabilise the government through fake news.
- Before you enter the building you need to unable the alarm system. Let me know if you are incapable of doing this and I will send someone to help you.

TENSES

- 4** Choose the correct option to complete the text.

Things I wish I'd known

before I started travelling

Hope. Fear. Excitement. I've been on a round-the-world backpacking trip for three months now, and the experience

(1) all of those things.

When I left home and hit the road, I didn't really know what to expect because I

(2) solo before. I was a

rookie, and to be honest, I didn't have much idea of what I (3)

Basically, I (4) my

guidebook for the first few weeks. So if I could give my younger self some travel advice, here's what I'd say.

Firstly, bear in mind that people are the best resource. You aren't the first person to travel

the world. You (5) new continents – there's a well-worn travel trail

out there, and people to guide you along the way. So ask the hostel receptionist to

recommend a place to grab a bite to eat, or see what a travel blogger says about the

museum she (6) the other day.

Remember that trip to Cuba in 2019 when

you packed more toiletries than you could

carry? Save yourself the hassle and only pack the essentials. Then you (7)

..... less to carry. Trust me,

there's no way you'll need as many things as you (8) when you're on

the road!

- | | | | |
|------------|--------------------|----------|--------------------|
| 1 a | has provided | b | provided |
| 2 a | haven't travelled | b | hadn't travelled |
| 3 a | was doing | b | had been doing |
| 4 a | just followed | b | have just followed |
| 5 a | aren't discovering | b | don't discover |
| 6 a | has visited | b | visited |
| 7 a | are going to have | b | will have |
| 8 a | think | b | will think |

GERUNDS AND INFINITIVES

5 Choose the correct option to complete the sentences.

- 1 I hope you can forgive me your birthday.
a for not remembering **b** not to remember
- 2 It'll be up to you a taxi home after the party.
a for organising **b** to organise
- 3 I'm sad because Mark has moved away and I didn't get the chance goodbye before he left.
a of saying **b** to say
- 4 I really regret more sport when I was at college.
a not having played **b** not to have played
- 5 He seems to be absolutely incapable when he's been tactless.
a to realise **b** of realising
- 6 There's no way I will get that homework done by tomorrow, so I am thinking of asking the teacher if she will let me an extension.
a having **b** have

TRAVEL

6 Complete the sentences with a word or phrase from the box in the correct form.

boot board reverse overtake give way

- 1 The easiest way to get into a parking space is by into it.
- 2 Families with young children are invited to the aircraft now.
- 3 Don't ever the vehicle in front unless you know it's absolutely safe to do so.
- 4 The of our family car is so tiny that we have bought a luggage rack to go on the roof.
- 5 What typically happens at busy intersections is that smaller vehicles to larger ones, and in general the system works well.

DETERMINERS AND QUANTIFIERS

7 Choose the correct word for each gap.

- 1 Nowadays, nearly hotel in the world has an online booking system. (each/every)
- 2 The cab never showed up, so we ended up walking the way home. (whole/all)
- 3 Plans have been announced to extend the city's metro and construct seven stations. (another/more)
- 4 When planning a journey, I choose mode of transport costs the least. (any/whatever)
- 5 The city transport authority owns of buses, so in theory there should never be a shortage in the event of things going wrong. (plenty/enough)

ADVERB MODIFIERS

8 Choose the correct option to complete the sentences.

- 1 It was easily
a the filthiest hotel room I'd ever seen.
b an exceptionally filthy hotel room.
- 2 His driving skills are absolutely
a bad and I wonder how he passed his test.
b awful and I wouldn't be surprised if he has an accident.
- 3 Vegetarian food can be considerably
a more nutritious than you might expect.
b good for you when cooked well.
- 4 I'd say that Janine is by far
a more extrovert than either of her sisters.
b the most outgoing person in her family.
- 5 In some countries, putting your feet on the table is considered extremely
a unacceptable.
b anti-social.

PREPOSITIONAL PHRASES (1)

9 Read Alice's travel plans and add in the missing prepositions.

I've always wanted to take a year out when I finish school, but for a while I was *in* two minds about whether to spend it working or travelling. So I've opted for the best of both worlds – the plan is to start by working to save up some money, and then spend a couple of months the road. It has to be that way round of course account of the cost of the trip! People with language skills like me are very much demand in the workforce in my hometown apparently, so I'm reasonably hopeful I should get a job no time!

When my dad was my age he drove across the US from east coast to west coast. I'm going for a very similar itinerary, except that I'm doing the trip reverse, starting in LA and heading for New York. Dad was only 18 and didn't think it was a big deal the time. But, contrast, my trip's like the biggest deal ever for him and mum, though I guess it's sweet that they're concerned about me! There's no way I'd do the trip on my own, so I'll have my two besties (Chanelle and Poppy) company. And we're not driving (like my dad did). Instead, accordance with his 'suggestion', we're taking trains. We'll be visiting cities the most part, like Denver and Chicago. But times we'll probably get off the beaten track and head out into some of the national parks.

We're so excited – it's going to be this absolutely amazing journey, literally of course, and also terms of being completely independent for the first time.



3

ROLLING IN MONEY

GETTING STARTED

1 Answer the questions. Then compare your answers with a partner.

- 1** Which expression best summarises your general attitude towards money?
 - a** You can't take it with you – spend it now!
 - b** Money doesn't buy happiness.
 - c** Money makes the world go round.
- 2** What do you do if you need money to buy something expensive?
 - a** Save up until you have the money you need.
 - b** Borrow the money from a bank or pay for it on your credit card.
 - c** Arrange to pay for it in instalments on direct debit.
- 3** What would you do if you suddenly inherited a huge sum of money?
 - a** Treat yourself to luxuries, like an expensive house or a sports car.
 - b** Invest it wisely so that you never had to work again.
 - c** Donate some of it to your favourite charity.
- 4** Amrit found a £50 note on the pavement outside a shop. He handed it over to the shop assistant in case the owner came in to claim it. What would you have done if you had found it?
 - a** Exactly the same as Amrit.
 - b** Handed it in at the police station instead.
 - c** Kept it and treated yourself to something nice.

2 Read the questions and underline any useful vocabulary related to money.

GRAMMAR

CONDITIONALS (1)

GRAMMAR ON THE MOVE

Watch the video



➔ **GRAMMAR REFERENCE** / Conditionals (1): Page 204

1 Find three examples of conditional questions in the quiz. What type of conditional questions are they: Zero, First, Second or Third?

2 Work with a partner. Discuss what the form(s) and function of each conditional type in Exercise 1 are.

Zero conditional = If + present tense (conditional clause), present tense (result clause).

We use zero conditional to express facts and for things which are generally true.

3 Look at these less common conditional structures. Decide what type each one is. How did you decide?

- 1** Max is going to do the charity fun run provided he gets enough sponsorship.
- 2** Supposing I suddenly became very wealthy, I'd invest in the development of a young entrepreneur or a start-up tech company.
- 3** As long as they're careful with their spending, it is possible for young people to survive on their student loan.
- 4** I am taking some extra spending money with me in case I see something I really like.
- 5** If you should need a larger overdraft, please let us know and we can arrange it.

- 4 Complete the conditional sentences with the words in the box. You must use all the words. Then decide what type of conditional you think each sentence is.**

have been even if when would
unless if assuming could

- 1 Leah donates money to the wildlife charity every month she can't really afford it.
- 2 If I were to tell you the perks were excellent, you consider working for us?
- 3 I've finished all my work, I'll come to the festival with you.
- 4 Our accountant made some recommendations which, followed, will put us back in profit for the next financial year.
- 5 I'm very much mistaken, this year will be our best ever in terms of profits.
- 6 If the project had managed to stay on budget, we might able to afford to employ more staff.
- 7 I'd spend my whole life travelling the world on a luxury cruise ship if I afford to.
- 8 you take out a mortgage, you are always at risk of having your home repossessed by the bank.

VOCABULARY

MONEY

- 1 Match the two halves of the sentences.**

- 1 My uncle is filing for *bankruptcy*
 - 2 The millionaire's son *squandered* all of his inheritance money
 - 3 Tom's new business idea is expected to be quite *lucrative*;
 - 4 The deal they offered was a total *rip-off*;
 - 5 Thanks to booming economies in many countries,
 - 6 The opportunity for our farmers to take out business loans
 - 7 Government *expenditure* on education has risen
 - 8 Because I forgot to cancel my direct debit,
 - 9 Most businesses don't make a profit in their first year;
 - 10 The company has a large number of *assets*,
- A** due to an increase in the birth rate.
B you end up paying way more than the normal price.
C in fact, they're lucky if they manage to *break even*.
D including property, vehicles and stock.
E on holidays, partying and in casinos.
F in fact, he's hoping to retire on the proceeds.
G has led to greater *prosperity* in the region.
H Europeans are much more *affluent* than they used to be.
I I ended up with an *overdraft*.
J because his business has failed.

- 5 Complete the sentences with your own ideas to make conditionals.**

- 1 I only lend money to people on condition that ...
- 2 Unless house prices decrease soon, ...
- 3 I would accept a lower salary in my job as long as
- 4 Assuming that I have enough money, ...
- 5 I don't give money to charity unless ...
- 6 I wouldn't have bought ...



- 2 Write one of the words in italics from Exercise 1 next to each definition.**

- 1 being successful and having lots of money
- 2 when you spend more money than you have in your bank account
- 3 when a business's costs and their profits are the same.
- 4 legally declared as unable to pay one's debts
- 5 wealthy
- 6 items of value owned by a person of business
- 7 to waste money
- 8 total amount spent
- 9 not worth what you paid
- 10 profitable

- 3 Choose the better option.**

- 1 Working in the Middle East can be very *prosperous*/ *lucrative* for professionals.
- 2 It was my own fault that my account became *overdrawn*/*bankrupt*. I spent way beyond my means.
- 3 Sometimes the government seems to be *squandering*/ *expending* our taxes on things that don't benefit the country.
- 4 Because Deepa was only selling the products for £30 each, her profits were so low that she only managed to *rip-off*/*break even*.
- 5 Increased *affluence*/*assets* is the natural outcome of a flourishing economy.

- 4 Write your own example sentences using the incorrect options in Exercise 3.**

LISTENING PART 4 TRAINING

1 Look at the pictures which show forms of currency in the past. What does each show and where/when do you think they were used instead of money?

2 **019** You are going to listen to a speaker talking about salt being used as currency. You will hear the recording twice. Answer question 1.

- 1** What reason does she give for salt being used as money?
- A** It was common.
 - B** Laws had made it scarce.
 - C** It was inexpensive.

3 **019** Listen again and answer question 2.

- 2** What does the speaker want to know about the topic?
- A** why the regulations existed
 - B** how common the practice was
 - C** whether it's related to a saying

4 **020** You are now going to listen to a speaker talking about seashells as currency. Read **both** questions first and then listen and answer.

- 1** What reason does the speaker give for their use?
- A** They were hard to imitate.
 - B** Supply was plentiful.
 - C** People thought they were more attractive.
- 2** What does the speaker want to know about the topic?
- A** the way in which the currency form affected language
 - B** how the currency was moved from place to place
 - C** where the shells originally came from

5 **020** Listen again and check your answers to both questions.

6 Read the tip box below and think about the previous four exercises. Which technique do you prefer for this kind of exam task?

LISTENING TECHNIQUE

Technique 1 – Focus on answering one question per listening.

Technique 2 – Attempt to answer both questions on the first listening and use the second listening to check your answers.

7 **021** You are now going to hear two more speakers talking about forms of currency. You will hear them consecutively and then hear the recording again. Look at the task and think about the listening techniques in Exercise 6. Then listen and choose the correct options (A–E).



TASK 1		TASK 2	
Choose from the list (A–E) the reason for this currency form being used.		Choose from the list (A–E) what the speaker wants to know about this currency form.	
A People preferred it.	Speaker 1 <input type="checkbox"/>	A what happened to the product afterwards	Speaker 1 <input type="checkbox"/>
B There was a plentiful supply.	Speaker 2 <input type="checkbox"/>	B whether it is still used today	Speaker 2 <input type="checkbox"/>
C It could be easily transported.		C why regulations existed	
D The state controlled its production.		D how commonly used it is	
E It allowed people to get round legal restrictions.		E whether it relates to a saying	

WRITING PART 2: A REPORT

TRAINING

- 1** Read the exam task below. Then discuss and make notes on good and bad financial habits that young people might have.

Your school or college has recently run a short Manage Your Finances course for students. You took the course and have been asked to write a report on your own spending habits. Your report should say what your spending habits were like before the course, what you learnt and how you have applied it.

Bad habits: Impulse buying – buying things that you hadn't planned to, can't afford and possibly don't really need ...

- 2** Read this report that a student wrote in answer to the question in Exercise 1. Number each paragraph in the order you think it should appear and then choose the correct heading for each.

WRITING TECHNIQUE

For a report or proposal, it's a good idea to give each section a heading so that it has a clear structure. Make sure everything in the section relates to the heading.

What the course taught me
Introduction
Recommendations
My spending habits before the course
Changes to my spending habits

A ☐

I have already begun to change my habits. I now keep detailed records of everything I spend. I try to plan ahead and take food and drink with me from home. I often walk instead of using the bus but only if it's a short distance! I have even downloaded an app to help me find good prices when I'm shopping.

B ☐

Like most students, I don't have a lot of money. I have a student loan as well as a part-time job in a supermarket. I was always spending more than I had in my account and having to ask my parents to help me out. I never really tried to keep track of where my money was going; all I know is that it was nearly impossible to manage.

C ☐

I encourage all college students to take the Manage your Finances course. I believe it will help all of us to graduate with much less debt.

D ☐

During the course we were made to list all our spending over the course of a month. What surprised me most was how much I was wasting on unnecessary purchases, such as expensive drinks and snacks when I was out. I was stunned to learn how all the small amounts added up over time. It was a real eye-opener!

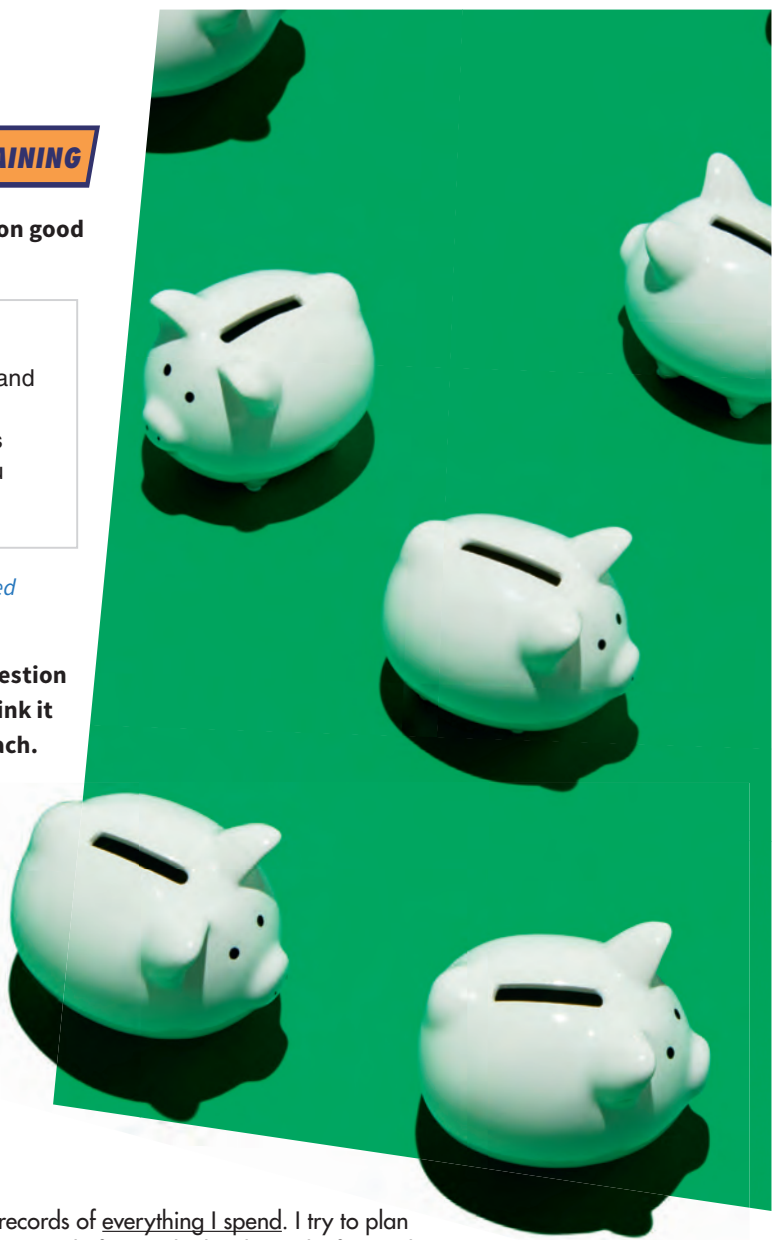
E ☐

I attended the college's Manage your Finances course from 23rd to 25th April. This report explains the effect this programme has had on my own financial behaviour.

- 3** Replace the underlined words and phrases in the report with a better alternative from the box.

get the best deals going into overdraft overpriced my outgoings
make ends meet our expenditure am on a limited budget squandering

- 4** Look again at the ideas in Exercise 1 and the text in Exercise 2. Underline any ideas that you could use to answer the exam task. Then write your own answer to the question using the same paragraph structure.



GRAMMAR

VERB PATTERNS (2) – OBJECTS, REFLEXIVES AND RECIPROCALLS



GRAMMAR ON THE MOVE

Watch the video



- 1** Read the grammar information. Label the highlighted words in the dialogue as direct object (D) or indirect object (I).

A **direct object** is the receiver of the action.

An **indirect object** is the person or thing for whom/which the action is done.

- A:** Could you possibly lend **me** **a tenner**? I'm a bit short on cash at the moment.
B: Again? You're always borrowing **money** from **me**!

- 2** Add suitable direct and indirect objects to the sentences. What do you notice about the order of direct/indirect objects when there is a preposition?

- 1 Shane's boss offered
- 2 The insurance company compensated for
- 3 Would you be able to advance ?
- 4 Your bad advice cost
- 5 Lindsay withdrew from

- 3** Rearrange the words to form sentences.

- 1 to / about / and / can / each / Varnia / other / I / talk / anything / .
- 2 blames / business / family / for / failure / the / himself / the / Tony / of / .
- 3 able / 16 / be / to / after / should / Children / by / themselves / the / look / age / of / .
- 4 and / My / clothes / sister / often / I / another's / wear / one / .
- 5 Family / presents / to / Day / give / Christmas / each / members / other / on / .



- 4** Complete the gaps with a reflexive pronoun (*myself, herself, etc.*), reciprocal pronoun (*each other, one another*) or an object pronoun.

- 1 You can't sponsor Someone else needs to sponsor you.
- 2 If you rent it out, the house will pay for in five years.
- 3 It's vital to communicate with if you're in business together.
- 4 Miguel and I tend to help out with odd jobs since we live next door to
- 5 You really need to pay back the money he lent you.
- 6 Carla is really applying to her studies this semester – she's getting excellent grades.
- 7 Our business broke even last year. Our profits and losses cancelled out.
- 8 Ann is delighted that the manager nominated for Employee of the Month.

- 5** Decide if you agree with the following statements.

- 1 People who get into financial difficulties should only blame themselves.
- 2 These days, it is incredibly easy to get yourself into debt.
- 3 If you start a small business, it is important that you and your main partners trust one another implicitly.
- 4 I don't trust myself with money.
- 5 We cannot rely on anyone to help us to be financially responsible; we have to teach ourselves how to be so.

➔ **GRAMMAR REFERENCE** / Verb patterns (2) – Objects, reflexives and reciprocals: Page 205



1 Work in groups. Discuss the questions.

- Who are the most successful entrepreneurs you know of?
- What do you think is a good age to start your own business? Why?
- What characteristics make a good entrepreneur?

2 Read the exam task below but don't read the text yet. Then look at the exam strategies and decide if you think they would be useful for this exam task and why. Compare your ideas in groups.

You are going to read an article about young entrepreneurs. Choose from the sections (A–C). The sections may be chosen more than once.

Which entrepreneur

- set up a business based on an innate natural talent?
- produced a product aimed at a specific age group?
- used their stardom to advertise their business?
- has been formally recognised for their achievements?
- does the writer feel has the potential for continued success?

- Quickly read the whole text before you start looking at the options.
- Underline the key words in the options.
- Look for the exact key words in the options in the sections of the text.
- Look for synonyms/paraphrases of the key words in the options in the texts.
- Look at all the options and for each section of the text check all the options to see if they match the information in the section.
- Look at each option individually and then quickly skim-read all the sections and look for a match.
- If you find two text sections that match an option, write them both down next to the question and then move onto another option. When you have finished, go back and choose the most suitable option.
- Quickly check all your answers again when you have finished.

3 Now do the exam task and use the strategies you think are best.

4 Compare your answers with a partner and explain how you found the answers.

A BEN PASTERNAK



Although he dropped out of school in the tenth grade, Ben Pasternak was voted one of the world's most influential teens by TIME magazine. Having started by creating iOS games *Impossible Rush* and *Impossible Dial*, which became the number one trending apps in several countries, he moved on to developing a buying-and-selling app specifically for teens called Flogg. His success only grew with his next project, video chat platform Monkey, which he designed 'to fill the loneliness void in teenagers'. Having reached 15 million users and generated \$2 million, Ben sold the platform to rivals, Holla. This young entrepreneur symbolises the creativity of the teen years. As the co-founder of Monkey, Isiah Turner put it, 'I'm afraid to not be a teen in two years. Nobody takes you seriously as an adult'.

B NOA MINTZ



'I love a challenge and I love problem solving,' says 18-year-old Noa Mintz, who founded her company Nannies by Noa when she was only 12. Perhaps because she was herself a child, Noa instinctively knew what qualities were needed in a babysitter. She started off matching family and friends with the ideal carers for their children, and decided to turn her matchmaking skills into a business. Nannies by Noa is a high-end agency, placing staff with families in affluent areas of New York City and the Hamptons. Often considered a low-skilled job, nannying with Noa requires creativity, New York 'savvy' and sometimes even a college degree. Of those who apply for the prestigious positions on offer, the acceptance rate is very low due to the exceptionally high standards. Despite being hugely successful, Noa has hired a CEO to run her business for her, so that she can continue her education.

C AMBER ATHERTON



Versatile entrepreneur, Amber Atherton, had already tried business ideas as diverse as cuddly toys, e-cards and selling books online, when she achieved success running her jewellery business, MyFlashTrash. After a spell as a model and with a few acting roles under her belt, her appearance on the reality show *Made in Chelsea* gave her the chance to get her company and products into the public eye, gaining her celebrity – and even royal – customers and led to her selling MyFlashTrash for an estimated \$2 million in 2016. Like all good business people, Amber moves with the times, her next business, Zyper, being a response to the social media age. Zyper is a community marketing software which enables brands to engage with the top 1% of their customers, offering them free products and other rewards. With world-famous brands Topshop, Estee Lauder and Godiva chocolates among her clients, Amber is definitely one to watch.



VOCABULARY

VERB COLLOCATIONS

- 1** Choose verbs in the box that collocate with the expressions in *italics* in sentences 1–10. There may be more than one possibility.

pay make spend waste lose

- 1 no time in *spending* your wages
- 2 money on unnecessary things
- 3 off your debts
- 4 a fortune on a deal
- 5 for the course in instalments
- 6 business due to the recession
- 7 a donation to charity
- 8 someone back what you borrowed
- 9 top dollar for rare items
- 10 a living by *selling* cars

- 2** Complete the sentences with the correct form of a verb collocation from Exercise 1.

- 1 In 2018 Jeff Bezos, CEO of Amazon, of \$2 billion to the homeless.
- 2 I'm sure Bob will spending the money he inherited from his grandfather.
- 3 He used to be a multi-millionaire but he by investing too much in a company that later went bankrupt.
- 4 The antique shop in our town for rare editions of super hero comics from the 1950s and 60s.
- 5 It's important for students to start their student loan as soon as they get a job.

- 3** Work with a partner and answer the questions.

- 1 How do members of your family make a living?
- 2 Have you ever paid for anything in instalments?
- 3 Do you ever waste money on unnecessary things? What?
- 4 Have you ever forgotten to pay back money you owed someone?
- 5 Do you know any companies that have lost business recently? Why?

PUSH YOURSELF C2

MONEY IDIOMS

- 1** Read the texts and focus on the money idioms in **bold**. Match the idioms (1–10) with the meanings (A–I). One of the meanings matches two idioms.

1

I'm fascinated by **(1) rags to riches** stories, and the other day I was reading about Howard Schultz, the billionaire former CEO of Starbucks, the coffee chain. Normally you expect such people to have been **(2) born with a silver spoon in their mouth**, but Schultz's experience was the opposite. He was raised in a low income area and for many of his early years his family **(3) lived hand to mouth**, struggling to **(4) make ends meet**, and yet now he apparently has a net worth of almost \$3 billion.

2

My husband is terrible when it comes to money. Our bank balance is always **(5) in the red**, and yet we both earn reasonable salaries. I think the problem is that he comes from a family that has always **(6) lived beyond its means**. His sister for example, works in a local supermarket and regularly **(7) splashes out on** things she can't afford. I mean, she drives a Porsche for heaven's sake – they **(8) cost the earth**! I would have to **(9) break the bank** to get one of those. Anyway, my husband is going to have to change his habits. We are saving to get the deposit together for a mortgage this year and we'll need to **(10) tighten our belts** if we are going to manage that.

- A** in debt, owing money
- B** reduce costs and live more economically
- C** be really expensive
- D** be able to manage to pay for the things you need
- E** come from a wealthy and privileged background
- F** spend money freely and without worry
- G** have barely enough money to live on
- H** start poor but later become extremely wealthy
- I** spend more than you can afford

- 2** Work with a partner and answer the questions.


- 1 What are three things that you would like to have but which cost the earth?
- 2 Who are three famous people who you think were born with a silver spoon in their mouth?
- 3 Do you enjoy retail therapy – splashing out on things when you need to be cheered up?
- 4 What percentage of the population of your country would you say regularly struggle to make ends meet?
- 5 Why do you think so many people in society live beyond their means?

SPEAKING


ASKING FOR AND GIVING CLARIFICATION

- 1** You are going to listen to two students discussing a topic related to money. Look at the words/phrases in the box below from the conversation and if necessary, check their meaning. What do you think the discussion will be about?

cryptocurrency QR code decentralised
hack transaction verify online scammer
log in counterfeit peer-to-peer network

- 2**  **022** Now listen to the discussion. What is happening in the conversation?

- 1 The two students are disagreeing about something.
- 2 One of the students is explaining something to the other.
- 3 The two students are discussing a technical problem.

- 3**  **022** Look at the phrases for checking understanding and clarifying ideas. Then listen again and number them in the order you hear them.

- | | |
|----------------------------------------------|--------------------------|
| Let me rephrase that. | <input type="checkbox"/> |
| You've lost me there. | <input type="checkbox"/> |
| What do you mean by ...? | <input type="checkbox"/> |
| I'm afraid I don't follow. | <input type="checkbox"/> |
| I'm sorry I didn't quite get that last part. | <input type="checkbox"/> |
| So what you're saying is ... | <input type="checkbox"/> |
| Basically | <input type="checkbox"/> |
| What I mean is ... | <input type="checkbox"/> |
| Put simply | <input type="checkbox"/> |
| What I mean by that is ... | <input type="checkbox"/> |
| To put it in a nutshell | <input type="checkbox"/> |

- 4**  **022** Listen again and put the phrases from Exercise 3 in the correct columns of the table.

CHECKING UNDERSTANDING	CLARIFYING AN IDEA

- 5** Work with a partner and do the task below. Then swap roles.

Student A: Choose a topic from the list below that you know a lot about (or another topic of your own choosing) and talk about it with Student B. Clarify any points using phrases from Exercise 4.

Student B: Listen to Student A and pretend you understand very little. Use the phrases and questions from Exercise 4 to check your understanding.

Possible topics:

- how a credit card works
- opening a bank account
- how a mortgage works
- how the stock market works
- online fraud (phishing, spyware, trojans, etc.)
- using an online payment service such as PayPal
- online banking



EXAM FOCUS

LISTENING PART 4

✓ EXAM FACTS

- You hear five monologues of around 30 seconds each on the same topic.
- You answer the same two questions for each monologue, choosing from a list of eight options.

! EXAM TIPS

- Some candidates prefer to focus on one question per listening whereas others prefer to try to answer both questions the first time they listen and use the second time to check the answers.

023 You will hear five short extracts in which people are talking about events and services related to money.

Task 1

For questions 1–5, choose from the list (A–H) the purpose of each event or service.

Task 2

For questions 6–10, choose from the list (A–H) how each speaker feels about the event or services he or she describes.

While you listen you must complete both tasks.

- Speaker 1 1
- Speaker 2 2
- Speaker 3 3
- Speaker 4 4
- Speaker 5 5

- Speaker 1 6
- Speaker 2 7
- Speaker 3 8
- Speaker 4 9
- Speaker 5 10

- A** to collect useful data about shopping habits
- B** to make money from unwanted items
- C** to publicise its benefits for the young
- D** to give assistance to those who are less fortunate
- E** to get their business noticed
- F** to increase understanding of personal finance
- G** to encourage people to shop locally
- H** to help the environment through recycling

- A** curious about how it made money
- B** convinced it should be banned
- C** confident it would be enjoyable
- D** confused about what it is for
- E** doubtful of consumer benefits
- F** interested in how it differs from similar events
- G** annoyed that they wasted money on it
- H** disapproving of its appropriacy

WRITING PART 2: A REPORT

✓ EXAM FACTS

- One of the Part Two options is to write a report either for a superior (for example, your boss or college principal) or your peer group (classmates or colleagues).
- You will have a prompt to draw on, but you can also use your own ideas and experience.

! EXAM TIPS

- Use a report format, which will usually include headings.
- Use appropriate language for making suggestions and recommendations.
- Use formal language, especially if writing to a superior. Even if writing to peers, avoid very informal language.

Over the last year your school or college has been raising money in support of a local charity. You have been asked to write a report for the staff and students on the past year of fundraising activities for the charity.

In your report you should briefly describe the chosen charity and its aims, evaluate the overall success of the fundraising and explain which activities were the most successful.

READING AND USE OF ENGLISH PART 8

You are going to read six reviews of digital finance apps. For questions 1–10, choose from the reviews (A–F). The reviews may be chosen more than once.

Which app

- 1 claims to be particularly useful for those with little experience of financial investment?
- 2 can assist someone whose debts have involved them in a legal process?
- 3 can be programmed to provide information you have requested as soon as it is available?
- 4 requires users to buy a piece of equipment to use alongside the app?
- 5 can give you advance notice of anticipated future prices?
- 6 enables you to benefit financially from expert opinion?
- 7 generates information for people working in a particular industry?
- 8 claims to be of particular value to people who are extravagant?
- 9 has expanded rapidly into a worldwide market?
- 10 provides information specific to wherever you happen to be?

✓ EXAM FACTS

- You need to identify which paragraph of a text information contains the answers to the questions.
- The text is usually either a single text divided into sections or several short separate texts on the same subject matter.

! EXAM TIPS

- Underline the key words/ideas in each question and look for which paragraph or section expresses them, but be aware that they will be expressed in different words.
- Often there will be more than one section that mentions the same topics or ideas as the question, but only one will EXACTLY match the question.

A Landrock

Endorsed by no less than the Chief Financial Officer of a major international bank, this free app is described by its creators as a 'financial champion', meaning that it puts customers' needs first and gives them tailor-made guidance on taking control of their money. Landrock tracks your spending and identifies wasteful behaviour, such as paying for subscriptions you don't use and paying more than you need to for utilities. This app is the ideal investment if you tend to squander your hard-earned cash and regularly get into debt before payday, as it comes up with practical ways of reducing unnecessary expenditure. You can also set up a savings account within the app for all the money you will save!

B Jeremiah

Jeremiah was developed five years ago in response to the knowledge that one third of food is wasted. Jeremiah combines a tablet app, which identifies the type of food being binned, and an electronic scale to work out the value of the food wasted. This awareness prompts chefs and other senior staff in professional kitchens to reconsider their production methods and reduce waste. In the first couple of years, one restaurant, Carlota's, saved over £4000 in a month, and more than 150 kitchens cut the amount of food wasted by half.

C Willow

This award-winning app aims to help users reduce expenditure by drawing their attention to the best offers and discounts around. Willow covers all your needs from food, clothes and beauty products to flights, hotels and car rentals. All the best deals around your current location are displayed on a map, making it easy to avoid getting ripped off. You also have access to a huge number of coupons, online codes and cashback offers, and you can set up alerts based on products you are currently interested in. There is also a useful section on relevant consumer law as it might affect you.

D CrystalGro

CrystalGro is a great app for those who want their money to grow but don't know where to start. You link the app to your debit and credit cards, and when you make a purchase, it rounds up the amount and puts the difference in index funds recommended by Brandon Carter, the international prize winning economist. To make it work best for you, you need to keep spending, but it's easy to 'set it and forget it', so that you are automatically growing your money. CrystalGro charges a fee but as long as your account is active, you'll be quids in!

E Sparrowhawk

With over 30 million apps installed, Sparrowhawk is a super popular way to save money on travel and holidays. This app monitors the cost of millions of worldwide flights daily so that it is able to predict likely changes. Type in your home city, chosen holiday destination and the range of dates you are interested in, and you can receive clear information on how much your journey is likely to set you back at any time throughout the year. It's invaluable if you have flexibility in your travel requirements and means you're no longer at the mercy of the enormous fluctuations in the travel industry that you would otherwise suffer from.

F Betony

Betony is aimed at anyone who wants to save money, but it has been of particular benefit to those recovering from bankruptcy. Once your bank account is linked to the app, it checks your spending and transfers what you can safely afford to your Betony account. Betony guarantees that you will not go overdrawn while using the app, giving you peace of mind while you budget and save. By using this app, hotel manager Sylvia Reynolds saved over \$10,000 in two years, which she was then able to grow through careful investment. Use Betony free for three months and then a small fee applies. The popularity of the app has rocketed, and it is now being used across the globe, making an estimated total saving of \$25 million a year.

PERSONAL FINANCES

1 Work with a partner and discuss the questions.

- 1 Do you have a bank account of any type? If so, what factors did you consider when choosing your bank and the account type?
- 2 Do you do any banking online? Would you use an online-only bank?

2 Choose the advice that you think will be given by the writer in the guide. Then read and check.

- 1 Choose a 'physical' bank rather than a fully online one. ☐
- 2 Always choose the account with the highest interest rate. ☐
- 3 Make sure the account you choose doesn't charge fees for other bank services. ☐
- 4 Choose a bank with a branch close to where you live. ☐
- 5 Beware of attractive offers for new customers. ☐

3 Look at the numbered words and phrases in the text and choose the best synonym for each. Choose a, b or both.

- | | |
|-----------------------|---------------|
| 1 a technophobic | b technophile |
| 2 a evaluate | b consider |
| 3 a be conditional on | b depend on |
| 4 a confused by | b deceived by |
| 5 a take into account | b consider |



Choosing a bank account

Opening your first bank account is something that needs careful consideration. But how do you choose a bank account? Here are some points to consider:

1. Can a fully online bank meet all my needs?

Young people are usually quite **(1) tech-savvy**. They are much more likely to operate their bank account from their phone and visiting the branch in person is probably a relatively rare event. Online banks (which don't have physical branches) are an attractive prospect because they often offer higher rates of interest. However, there are times when it might be preferable to speak to your bank face to face, such as withdrawing large amounts of cash or seeking financial advice regarding a loan. This will almost certainly be easier in a real bank branch.

2. Interest rates, fees and penalties

When choosing a bank account, look at what is on offer and **(2) weigh up** what is best for your circumstances. If you want to save then look for accounts that offer higher interest rates but be aware that this may be at the cost of limited access to your cash. Some charge monthly fees but offer benefits in return, such as travel and mobile phone insurance and car breakdown cover that may be useful to you. Some offer free overdraft facilities for when you spend more than is in your account, but others may charge for this service.

3. Accessibility of branches

Almost all high street banks tend to offer the same basic services: a debit card, online banking, ATM access, branch access and even a cheque book, so it may **(3) come down to** whether there is a branch near where you live, work or study. Remember though, that you are likely to be with the bank longer than you are in your student accommodation, college or workplace, so make sure your bank has plenty of branches wherever you are likely to be in the future.

4. Don't be (4) taken in by short-term benefits

Banks compete fiercely for student business with various rewards given in return for opening an account with them. Some even offer you a cash reward for doing so. Such offers might seem superficially attractive, but ask yourself how useful they really are to you personally and weigh them up against the possible disadvantages of that bank in the long term.

5. Take your time and seek advice

Your family and friends may all have experience with different banks, so take time to chat to them and find out what they recommend. **(5) Bear in mind**, though, that not all advice may be relevant to your circumstances. Give yourself enough time to look into all your options. However, if you're starting university, don't leave it until you arrive – you'll be too busy to dedicate the time this important decision deserves.

4 Work with a partner. Do you agree or disagree with any of the advice in the article? Is there any other advice you would add?

5 024 You will hear three dialogues related to money. Answer the questions.

Conversation 1

- 1 What type of bank account does the customer want to open?
- 2 What is the bank going to send the customer?
- 3 What does the teller say about online security?

Conversation 2

- 1 What does the customer want to do and why?
- 2 What does the shop assistant offer her?

Conversation 3

- 1 Why does Dominique have no money?
- 2 What suggestion does Pete make?
- 3 Is Pete sympathetic to Dominique's situation?

6 024 Choose the better option for each sentence. Then listen to Conversations 1 and 2 again and check.

PHRASES YOU MIGHT HEAR

- 1 We just need to see some proof of *identity/identification* for you both.
- 2 You'll have a *password/passcode* and you'll set up *security/safety* questions with secret answers to protect your account.
- 3 Unfortunately, we can't give a *refund/return* on these items because they were in the sale.
- 4 The credit note is *valuable/valid* for up to six months.

7 025 Listen to Conversation 3 again. Complete the phrases they use. Then match them with the meanings.

PHRASES YOU MIGHT USE

- 1 I am flat
 - 2 Sorry, Dominique, but this time I cannot you
 - 3 I am pretty much until the end of the semester.
 - 4 I the money I for the fees, just to get by.
 - 5 Sooner or later you are going to have to
 - 6 You have me and Mum and Dad long enough.
- a saved up
b rescue financially
c be responsible for your own financial obligations
d have just enough money to live on and nothing extra
e take out money you had saved, especially when you shouldn't
f borrowed money from other people, exploiting their generosity
g no money

8 You are going to watch the video about the world's top 5 financial centres. Look at the list and decide which order (1st to 5th) you think they will appear in. Then watch the video to check and make notes on each.

- | | |
|-----------|--------------------------|
| Tokyo | <input type="checkbox"/> |
| London | <input type="checkbox"/> |
| New York | <input type="checkbox"/> |
| Hong Kong | <input type="checkbox"/> |
| Singapore | <input type="checkbox"/> |

WATCH



LIFE COMPETENCIES

TAKING CONTROL OF LEARNING

Go online and find a video in English on managing personal finances that you think would benefit students in your class. Present it to the class and explain why you chose this video in terms of:

- the content of the video
- the presentation of information in the video
- the language level of the video

4

THE NATURAL WORLD

GETTING STARTED

1 Work in groups. Do the quiz.

So, you think you know about space? Then put your knowledge to the test with this intergalactic quiz!

Round 1 – closest guess scores the point

- 1** How fast is the speed of light?
- 2** How many times wider is the Earth in comparison with the Moon?
- 3** Approximately how much does a NASA spacesuit cost in US dollars?
- 4** What is the diameter of the largest asteroid ever discovered?
- 5** In which year will the orbit of Halley's Comet next bring it past the Earth?

Round 2 – true or false?

- 1** The largest ever discovery of water in outer space was a vapour cloud which contains almost as much water as in all the Earth's oceans.
- 2** The footprints left on the moon by astronauts between 1969 and 1972 are still visible.
- 3** Scientists believe there is a planet made from diamonds.
- 4** There is no sound in space.
- 5** More solar energy hits the earth every hour than the entire Earth population consumes in a year.

Bonus round: (1 point for each)

Name all the planets in our solar system.

LISTENING PART 2

TRAINING

- 1** You are going to hear a student giving a presentation to his college astronomy club about a recent discovery made by scientists in the United States. First, look at Questions 1–4. Then, read the 'Listening Technique' box and answer the questions in it.

PLANET 9

Darren says that the newly discovered body should be considered as a planet on account of its **(1)** People have used the phrase **(2)** to describe the body's behaviour.

Planet 9 helps to explain the movements of a group of **(3)** objects in the Kuiper Belt.

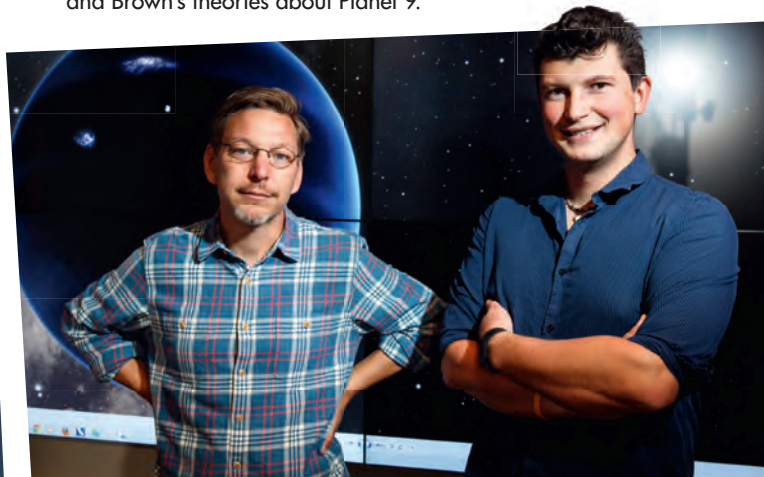
It was noticed that all of these objects were at the same **(4)** in their orbit of Planet 9.

This could be only the **(5)** planet discovered in the solar system in modern times.

As one of the first planets in the solar system, Planet 9 might have developed by collecting **(6)**

Planet 9's orbit can be explained as being the result of the effects of Jupiter's **(7)** on it.

At present there is still no **(8)** to support Batygin and Brown's theories about Planet 9.



- 2** 🎧 026 Now listen to the first part of the presentation and answer questions 1–4.
- 3** 🎧 027 Look at questions 5–8. Think about the missing parts of speech for each gap and think of synonyms for the underlined words or phrases. Then listen to the second part of the presentation and complete the gaps.
- 4** Work with a partner. Think of some ideas for a name if Planet 9 is confirmed as a planet and have a class vote on the best.

VOCABULARY

SPACE

- 1** Decide which of these words form compound nouns with *space* in English.

suit ✓ <i>spacesuit</i>	craft/ship	satellite
planet	shuttle	orbit
rocket	asteroid	outer
race	travel	aliens
probe	tourism	station

- 2** Complete the sentences with a compound noun from Exercise 1 in the correct form.

- A needs to be able to keep an astronaut safe and withstand extremes of temperature.
- Some historians say that the high costs of the between the USA and the USSR in the 1960s, 70s and 80s contributed to the eventual disintegration of the Soviet Union.
- I desperately hope that will become more affordable, as my ultimate dream is to orbit the earth myself.
- In 1977, NASA launched two unmanned intended to study Saturn, Jupiter and their moons.
- In order for a to escape the Earth's gravity, it needs to hit a velocity of 11 km per second.

LISTENING TECHNIQUE

Always read the notes/questions before you listen, and decide what part of speech (noun, verb, adjective, adverb, phrase) is needed to fill each gap. Remember that the speaker is probably going to use synonyms and paraphrases of the words in the sentences around the gaps.

Look at these clues for questions 1–4.

- (1) What could be a characteristic (noun) of the body which makes it a planet?
- (2) How many words are you listening for here?
- (3) What parts of speech would you expect to go before *objects* here in this sentence?
- (4) The key to this answer is to listen out for a synonym of *same* in the audio. What synonyms can you think of?

- 3** Complete the sentences with words and phrases from the box that collocate naturally with *space* in these contexts.

breathing confined hard disk waste
stared parking storage personal bar

- I couldn't save that file because I don't have enough space on my laptop.
- So many people in my street have cars that sometimes it can be really tough to find a space.
- Claustrophobia is the fear of spaces.
- For a moment, he said nothing and just into space.
- The teacher has extended the deadline for the class project until next week, so we have a little extra space.
- Why are you going out with him? He's a complete of space.
- The space on your keyboard is the long button at the bottom.
- Many people feel uncomfortable when you get too close to them and invade their space.

- 4** Go online and find more examples of common collocations with the word *space*. Choose five collocations or phrases that you think would be the most useful to learn.



1 Look at the following possible environmental projects/policies. Rank them 1–10 (with 1 being the most and 10 the least) in terms of how worthwhile you think they are or would be in your country.

- ☐ charging extra tax on vehicles running on fossil fuels like petrol or diesel
- ☐ having car and vehicle free zones in cities
- ☐ stricter regulations for industrial emissions and contamination with severe punishments for violations
- ☐ building more wind and solar power farms
- ☐ making solar panels for homes more affordable
- ☐ banning hunting of animals
- ☐ reintroducing new populations of wild animals to an area sparsely populated by humans
- ☐ organising public litter collections
- ☐ protection of endangered species

2 Look at the exam task below: an email from an English-speaking friend. Answer the questions.

As part of my course, I'm researching what is being done around the world to help protect the environment. I'd really love to know what kind of environmental projects or policies you would like to see in your country, and what the benefits of these could be.

If you could let me know, I'd be really grateful, and I look forward to hearing from you.

George

- 1** What two questions does George want answers to in reply to his email?
- 2** Remember that your answer needs to be between 220 and 260 words. How many projects/policies do you think you would need to include?
- 3** Do you think the email reply should be written using formal, informal or neutral English?

3 Now read Filip's reply to George and answer the questions.

- 1** How many projects/policies does Filip mention in his email?
- 2** Does he answer both of George's questions in relation to each project/policy?
- 3** Is his email written in formal language?
- 4** What is the function of the highlighted phrases? Can you think of any other phrases you could use?
- 5** Does Filip show a good variety of more complex language?

Hi George,

Thanks very much for your email. Your research sounds intriguing and **I am happy to give you my perspective** on it.

As you know, my area is renowned for its beautiful beaches and coastal scenery. These attractions draw millions of visitors every year but, **regrettably** as a result, such heavy tourism is having a negative environmental impact and something needs to be done about it. Given that this damage is being caused by tourism, **it is my firm belief that** the profits made by local businesses in these areas should in part pay for their protection. **As far as I am aware** this is currently not the case, and I am convinced that this needs to change.

I'd also like to see money being invested in environmental education both for tourists visiting these areas and in our schools nationally. People are more likely to want to take care of the environment if they understand the damage that they are causing to the ecosystem. **To my mind**, a lot of environmental destruction is caused by ignorance. For example, if people are taught how to safely light campfires, we could avoid many of the fires that devastate our forests every year. **Based on personal experience, I would say that** once people become aware of the impact of their actions, they will change. Moreover, if we ensure that our kids are environmentally aware, they will put pressure on older generations to behave more responsibly.

Anyway, I hope that's useful. I'd be really interested to read your project once you've finished!

All the best,

Filip

4 Now write your own reply to George in 220–260 words. Think about your answers in Exercise 3 and try to improve on any weaknesses you found in Filip's answer.

GRAMMAR

FUTURE CONTINUOUS, FUTURE PERFECT SIMPLE, FUTURE PERFECT CONTINUOUS AND BE + TO + INFINITIVE



GRAMMAR ON THE MOVE

Watch the video



- 1** Complete the sentences with the verbs in the box. Use **be + to + infinitive** if possible and **will + infinitive** where not.

melt announce build become survive

- 1** The government tough new anti-littering laws next week.
- 2** If the planet, we need to address the key environmental problems now.
- 3** The new electric car factory on the outskirts of town.
- 4** Some experts predict that the polar ice caps in the next 20 years.
- 5** Extreme weather conditions more common unless we stop deforestation.

- 2** Complete the sentences using the future continuous, future perfect simple or future perfect continuous form of the verb in brackets. Each group of sentences will use the same tense.

- 1 a** Next week is an important anniversary. It two years since I became a vegan to help the environment. (be)
- b** The government's target for reducing vehicle pollution by 2025. (reach)
- 2 a** Supposedly, by around 2040 we petrol cars any more. (drive)
- b** us on our visit to the nature reserve tomorrow? (join)
- 3 a** When you come to visit us, we in our eco-house for six months. (live)
- b** Don't expect him to help you this evening. He in the garden all day and will be tired and in need of a rest. (work)

- 3** Make optimistic and pessimistic predictions for the year 2050 using the grammar from this section.

Pessimistic – The polar ice caps will have melted and sea levels will have risen dramatically.

Optimistic – We won't be using plastic packaging for food products any more.

➔ **GRAMMAR REFERENCE** / Future continuous, Future perfect simple, Future perfect continuous and be + to + infinitive: Page 206

PUSH YOURSELF C2

FUTURE TENSES FOR SPECULATING ABOUT THE PRESENT AND PAST

DID YOU KNOW?

The future continuous, future perfect simple and future perfect continuous can also be used to say what we imagine to be true at this moment or even in the past. Look at this conversation. Speaker B gives three possible answers using each of these tenses:

A: Where's dad? Has he gone to work?

B: Yes, but he'll probably have arrived by now.
[= He's probably arrived.]

OR

B: I'm not so sure – the roads look very busy today, so he'll probably be sitting in a traffic jam somewhere.
[= He's probably sitting.]

OR

B: Well, it's rush hour so he'll probably have been sitting in a traffic jam for the last 30 minutes!
[= He has probably been sitting.]

- 1** Complete the dialogues by adding the verb in brackets in a suitable tense.

1 A: How come I haven't seen any hedgehogs for a long time?

B: Well, it's winter now, so they at this time of year. (hibernate)

2 A: Can I borrow the car, Mum?

B: Well, I'm not planning on using it and your father it. Yes, that will be fine. (probably not need)

3 A: I haven't seen Sam for months. What do you think he'll at the moment? (do)

B: No idea. You know Sam. Since we saw him last, I can almost guarantee that he for that environmental charity he joined. (still work)

4 A: I hear you're going to visit some distant relatives this week.

B: That's right. It's been so long since I have seen them that I am sure they what I look like by now. (forget)

- 2** Work with a partner. Write the names of some people who are not in the same room as you are now. Tell your partner what you think they will be doing, will have done or will have been doing. Use the future perfect and future continuous.

My sister will probably have finished work now. I guess she'll be waiting for the bus at the moment.



1 Work with a partner. Say how important the following considerations are for you when buying clothes. Be honest!

- what brand the clothes are
- how much the clothes cost
- what is in fashion at that time
- how long the garment is likely to last
- whether the fabric is natural or synthetic
- how far the item has travelled between the factory and the shop
- what the brand or manufacturer does to help or harm the environment

2 Read an article on sustainable fashion. Find the numerical information in the article. What does it refer to?

20 percent *clothing production is responsible for 20 percent of global water pollution.*

350,000 tonnes one year

second biggest £255

60 percent

3 Four paragraphs have been removed from the article. Choose from the paragraphs A–E the one which fits each gap (1–4). Use the tips to help you. There is one extra paragraph which you do not need to use.

4 Write the plan for a short blog post that gives tips and suggestions on the topic ‘How to buy clothing more sustainably’.

SUSTAINABLE fashion

The environmental impact of the fashion industry is overwhelming. In fact, clothing production is responsible for 20 percent of global industrial water pollution, and the industry as a whole is often said to be the world’s second biggest polluter. Every year, the UK sends 350,000 tonnes of clothing to landfill, and with the majority of this being made from manmade materials such as polyester, it’s not going anywhere any time soon. Many people are arguing that it’s time to rethink this approach, especially given the questionable practices of some of the world’s major fashion producers.

1 _____

But wastefulness isn’t restricted to high-end stores. Arguably, the consumer on the street is just as guilty. We’re buying 60 percent more clothing than fifteen years ago, but only keeping it for half as long. And it’s been estimated that 60 percent of all clothing made globally ends up destroyed or in landfill within a year of production.

2 _____

The fact that firms are embracing this sort of approach perhaps shouldn’t seem too surprising. After all, what better way for a corporation to signal to their consumer base that they believe in helping the environment than by using materials that do just that?

3 _____

The result of one such collaboration is a £255 winter coat, produced by the Danish fashion brand Moshi Moshi. It looks and feels just like a normal padded coat, and if you weren’t told otherwise, there’s no way you’d be able to tell that it was made entirely from plastic bottles. ‘The fabric is very fine and has its own design challenges,’ says the label’s owner Jenny Egsten-Ericson, ‘but the idea is to learn and get better with time, as we believe this is a long-term strategy.’

4 _____

It’s a persuasive notion, and one that may well prove to be a major disrupter to the fashion world in the years to come.

A In contrast, the movement for sustainable fashion advocates manufacturing and buying processes that are kinder to the environment. Many brands are adopting eco-friendly fabrics such as Tencel, which is made from wood pulp, and can be recycled without the need for any chemicals. Denim, hemp and the likes of recycled cashmere also tick the ‘sustainable’ box.

Option A begins with the phrase *In contrast* and mentions ‘sustainable’ fashion which is ‘kinder to the environment’. Which paragraph in the text mentions something which isn’t sustainable and isn’t kind to the environment?

B Others, however, take a bolder and less conventional approach in order to highlight issues of environmental concern, such as the horrific amount of plastic that finds its way into the oceans of the world, where it threatens the marine ecosystem. Fashion designers such as Stella McCartney, as well as brands such as Adidas and Gucci are increasingly partnering with environmental conservation groups and sourcing materials for their products which have been converted from plastic salvaged from the seas.

This option begins with the word *Others* and talks about how some people take a certain approach to environmental problems. Where in the text is another group of people’s approach mentioned?

VOCABULARY

NOUN COLLOCATIONS

1 Match sentence halves 1–4 and A–D to complete the noun collocations in bold.

- 1** The creatures I find it most pleasurable to watch are **birds of**
 - 2** The predator at the top of the **food**
 - 3** These days there's almost no-one who denies that **climate**
 - 4** Mankind's relentless use of **fossil**
- A** **change** is one of the key issues facing our planet.
 - B** **fuels** over the last century has had a devastating impact.
 - C** **chain** in this habitat is of course the mighty lion.
 - D** **prey** – I'm just in awe of them!

C Many labels are known to destroy their unsold stock rather than offer it at reduced prices and lower the perceived exclusivity of the brand. Some luxury manufacturers have even burnt billions of dollars' worth of clothing for this reason.

This paragraph mentions negative practices in the fashion industry. Which part of the text introduces this idea in its final sentence?

D Buying second-hand clothing is another effective way to keep down the amount of clothes that are manufactured in a way that poses a threat to the environment. If you are buying a second-hand garment instead of a new one, no extra industrial processing or production has been done in order for you to have your new piece of clothing, and so the environment benefits.

The key word here is *another*. Does the text have a paragraph which mentions a different way to reduce the amount of manufactured clothes?

E Whether it will be of course remains to be seen, but what is certain is that a highly professional appearance is achievable using these kinds of manufacturing techniques. 'The idea that sustainable fashion must be of lower quality, made from less durable materials, or is generally less attractive is an outdated concept,' says founder of the RiLEY Studio, Riley Uggla.

What does *it* refer to in this option?

2 Complete the review, choosing the correct collocation for each gap.

NEWS REVIEWS ABOUT SEARCH

One to watch with all the family ...

Coming soon to OnDemandTV is a stunning new eight-part documentary series, *Our Fragile Planet*. Presented by **(1)** world – *known/renowned* ecologist Dr Susie Walker, each episode focuses on a distinct natural **(2)** *habitat/inhabitant*, starting with the Sierra Maestre mountain **(3)** *range/group* in Cuba. Walker's focus is on the incredible **(4)** *diversity/difference* of species within each of these locations, and she makes a **(5)** *complete/convincing* case that all of them, from the top predators to the lowliest creature at the bottom of the food **(6)** *sequence/chain* are highly dependent on each other.

The breathtaking footage is amongst the best ever seen in a wildlife documentary. From the **(7)** *marine/ocean* mammals of Australia to the lemurs of Vietnam, the coverage makes this **(8)** *crucial/compelling* viewing. The commentary is informative too, with clear explanations of, for example, how ocean **(9)** *flows/currents* play a key role in the redistribution of nutrients throughout the globe. Perhaps unsurprisingly, some of the most **(10)** *noticeable/memorable* scenes involve animals hunting, with the sequence in which a tiger moves in on its prey in episode 3 being a particular highlight. We won't tell you how it ends – you'll have to tune in to find out!

Verdict ★★★★★



3 Read the tip, then classify the collocations in Exercises 1 and 2.

DID YOU KNOW?

Collocations are words which naturally are used together in a language. Here we are focusing on noun collocations and they come in different types:

- adjective + noun
- noun + *of* + noun
- noun + noun
- noun + adjective

It is a good idea to record words which strongly collocate together to make your language sound more natural.

4 Work in groups. Decide what makes a truly great wildlife documentary programme. Use some of the collocations from this section in your discussion.

GRAMMAR

VERB PATTERNS (3) – MULTI-WORD VERBS



GRAMMAR ON THE MOVE

Watch the video



1 Read the information in the Grammar reference on page 207 and categorise the multi-word verbs according to type. Then decide what each means.

- How we **dispose of** our waste now will affect future generations.
- Politicians need to **put** their differences **aside** for the benefit of the environment.
- Too much plastic **ends up** in the oceans, contaminating life there, but no one takes responsibility for **cleaning it up**.
- More and more species are **dying out** due to deforestation and destruction of natural habitats.
- We cannot **leave it to** governments to **sort out** the environment; we need more direct action.
- Many manufacturers have **done away with** micro-plastics, which **kill off** marine life.
- A lot of people have **gone back to** growing their own fruit and vegetables rather than buying mass-produced versions in supermarkets.
- Governments across the world need to **put together** a plan to force industries to take responsibility for the environmental damage they cause.
- Scientists are working to **come up with** new types of plastic that are more biodegradable.
- I **call on** governments around the world to resolve these issues together.

2 Look at the following sentences and focus on the multi-word verbs. Correct any mistakes in the word order. Then decide what each multi-word verb means.

- Why do supermarkets **insist on** using so much plastic packaging on food products, and how is this justified?
- Should cafés and restaurants be required to **do away** plastic straws and cups **with**?
- If an oil tanker causes a spill in international waters, whose responsibility should it be to **clear up** it?
- Do you think that environmentalists' concerns are exaggerated, or are they **backed by** science **up**?
- What kind of fuel do the majority of vehicles in your country **run on**, and how is this affecting air quality?
- Should renewable energy be **looked upon as** being morally superior to fossil fuels?



3 Decide whether the underlined adverbs in the following sentences are in an appropriate position. Move any that aren't.

- Greenpeace was set initially up in Canada, but now operates throughout the world.
- It starts as a tiny seed but turns gradually into an enormous plant.
- Much discarded plastic ends ultimately up in the ocean.
- The oil industry accounts for significantly more air pollution than any other.
- We plan to do away completely with disposable cups in all of our stores.

4 Rewrite the sentences to make them clearer.

- It is expected that it will take weeks or even months to clear the 45-kilometre-long oil slick up.
- Environmental pressure groups have put several measures to force companies to monitor their pollution levels forward.
- I'm planning to set a completely vegan café which will advocate animal welfare up.
- Foresters have had to chop ash trees affected with disease down.

5 Work in pairs. Use the multi-word verbs in this section and make a list of suggestions or ideas for protecting the environment.

*We need to stop **disposing of** plastic waste in the oceans as we are **killing off** marine life.*

➔ **GRAMMAR REFERENCE** / Verb patterns (3) – Multi-word verbs: Page 207



SPEAKING

BUYING TIME AND KEEPING THE CONVERSATION GOING

1 🎧 028 Match the HR manager's questions with Mariza's answers during her job interview with a firm called Green Power For Tomorrow (GPFT). Then listen and check.

- 1** How do GPFT's core values reflect your own beliefs about the environment?
- 2** Being a recent graduate, do you think you have enough experience for this post?
- 3** How would someone who knows you well describe you?
- 4** What do you think you'd be doing if you hadn't chosen this career?
- 5** What do you hope you'll be doing in ten years' time?

A Whilst it is true that I've only been in full-time work for a year, during that time I have also gained valuable skills by being involved in running various student groups. I am sure this will benefit me in the role with GPFT.

B Well, I'd like to be making a difference, to be building a better future in some way. And I very much hope that can be with GPFT.

C If you asked a colleague or line manager, they'd say I'm committed, focused and serious. But my friends look upon me as a bit of a joker!

D I've always been fascinated by the environment and wildlife, so perhaps I'd have trained as a vet.

E I'm passionate about reducing household emissions, and I know the company shares this vision ...

2 🎧 028 Listen again and add the phrases Mariza used to buy time.

3 Match 1–5 with A–E to make longer responses you could use to keep a conversation going. Then decide the function of each complete response.

- | | |
|---------------------------------------------|-----------------------------------------------------|
| 1 I beg your pardon. | A how to begin to answer that. |
| 2 I know what you mean – | B I didn't catch that. |
| 3 That's a tricky one to answer, | C I've had a very similar experience myself. |
| 4 That's a really interesting idea – | D could you explain what you mean? |
| 5 I wouldn't even know | E but I'll give it a go. |
- i)** saying that you need more information
ii) explaining that the question is difficult to answer
iii) asking for more information from the questioner
iv) empathising with what the other speaker has just said

4 Work with a partner. Practise taking turns and keeping the conversation going with appropriate phrases from this section by discussing the following opinions.

If all school children spent an hour a week collecting and disposing of litter from our streets, then the world would be a better place.

By living in cities, we lose sight of the beauty of nature.

Depriving animals of their liberty by keeping them in zoos is inhumane.

It's inevitable that some species of animal will die out over time. This has always been the case, and protecting endangered species is a waste of time and money.

DID YOU KNOW?

Different cultures have different ideas on how long a silence feels comfortable during a conversation. In English-speaking countries such as the UK and the US, one to two seconds feels comfortable. Anything longer can feel awkward. Therefore,

- feel free to wait one or two seconds before replying if you need to think of what to say
- if you need longer than one or two seconds, then say something in order to buy yourself some time

This applies in formal situations such as the Speaking exam or a job interview, as well as in social situations.



EXAM FOCUS


LISTENING PART 2

✓ EXAM FACTS

- In Part 2, you will hear a monologue, which contains information and is often a lecture or a presentation.
- The missing information is a word or short phrase stated in the audio and should be written in capital letters on the answer sheet.

! EXAM TIPS

- Read the notes before listening to understand the subject and predict what the missing information is.
- Check answers make sense, fit grammatically, are spelt correctly and don't repeat information already in the notes.

 029 You will hear a student called Matt Brady giving a presentation on the subject of wildlife repopulation. For questions 1–8, complete the sentences with a word or short phrase.

Matt describes rewilding as a particular approach to (1) of the environment.

Matt says that the word *rewilding* usually doesn't feature in (2)

Matt feels that the success of the rewilding project at Knepp was remarkable because it is so close to a large (3)

Knepp now has the UK's highest number of one species of (4)

The location of a red kite reintroduction programme in Wales has become a (5)

Matt was surprised to learn that bison can live away from (6) in Holland.

Matt mentions the grey wolves in Yellowstone to give an example of a project which is (7)

Matt argues that a rewilding project can be considered a success if it can be continued without (8)

WRITING PART 2: AN EMAIL

✓ EXAM FACTS

- Part 1 and Part 2 have the same number of marks.
- You must write between 220 and 260 words.

! EXAM TIPS

- Identify exactly what you are being asked to do, and underline any questions or instructions.
- Make notes on a separate piece of paper and plan your email before you begin writing your actual answer.
- Halfway through writing your answer, check your notes again.

You have received an email from an English friend.

....

I'm planning to come to your country for a week with two friends from my college. We'd like to visit some nature reserves during our stay. Can you suggest two or three nature reserves we could visit? What would we be able to see and do there, and what makes each one so special for visitors from other countries?

Thanks for your help!

Matilda

Write your email in reply.

READING AND USE OF ENGLISH PART 7

✓ EXAM FACTS

- The whole text (including the removed paragraphs) is up to 800 words long.
- This task tests that you understand how texts fit together, and how ideas are developed throughout a text.

! EXAM TIPS

- Start by reading the gapped text first so that you understand the structure of the whole text.
- Remember that each of the missing paragraphs must make sense with the one after it, as well as the one before it.
- Understanding what words like pronouns and linking words/phrases refer to can help you.

GLOSSARY

red kite large bird of prey from the same family as eagles.

You are going to read an extract from a magazine article.

Six paragraphs have been removed from the extract. Choose from the paragraphs A–G the one which fits each gap 1–6. There is one extra paragraph which you do not need to use.

The Great Pacific Garbage Patch

The world's largest accumulation of ocean plastic is located between Hawaii and California. Journalist Jamie Adamson reports on the most extensive analysis ever of this area.

According to current estimates, some 2 million tonnes of plastic enter the world's oceans each year by means of rivers. Along with another 10 million tonnes arriving from other sources, that's a staggering truckload of rubbish every single minute simply being dumped in the sea. Plastic of course comes in all shapes and sizes. Food packaging and drinks bottles are particularly common in oceans, as are nets and other debris from fishing trawlers. Much of this plastic is simply thrown overboard, and more than half of it is less dense than water.

1

Another consequence of plastic's resilience is that it takes a very long time to be broken down into smaller pieces, which in turn pose a threat to smaller sea creatures. In fact, it enters every single level of the food chain, from miniscule plankton right up to whales. It even ends up in the seafood on our plates, as it simply will not degrade. Plastic can last years at sea, during which it can be transported over vast distances.

2

Perhaps the most widely known is the one in the Pacific, between the American states of Hawaii and California. It covers an area of roughly 1.6 million square kilometres (three times the size of France). To formulate this number, the team of scientists behind the research conducted the most elaborate sampling method ever co-ordinated.

3

The scale of the patch exceeded all expectations. The mass of the 1.8 trillion pieces of plastic it contained was estimated at 80,000 tonnes, equivalent in weight to 500 jumbo jets.

4

And arguably they should have – the patch is constantly changing in location and shape, and items will shift towards the centre and then back away from it. So the fact that an object has moved beyond a certain arbitrary point should not be taken as indicating that it is no longer part of the patch. In fact, only floating objects influenced more by currents and less by wind are likely to remain in a similar position for long.

5

In order for the researchers to be in a position to identify the most suitable methods for cleaning up the garbage, they also need to measure the vertical distribution, as not all plastic in the patch is visible at the surface.

6

Determined measures are finally under way to reduce the amount of plastic of all shapes and sizes in the Great Pacific Garbage Patch as well as other patches around the world. Nobody underestimates the challenge of this enormous task, the vast costs involved, or the urgency to tackle this global environmental problem.

A The results demonstrate that pollution at sea, while densely clustered within the patch, is still scattered. It does not form a solid mass, and does not fit the 'trash island' model.

B It is the currents within the oceans which play the most significant role in the distribution of plastics around the world. In certain locations these currents converge, and one consequence of this is the creation of what have become unceremoniously known as ocean garbage patches.

C Factors such as wind speed, sea state and buoyancy will influence the depth below the surface of a plastic object. Buoyant plastic will generally resurface in calmer waters, and diminutive items (sometimes referred to as nurdles) will generally take longer.

D Many of the world's top oceanographers were consulted as to the most suitable way to get the plastic out of the sea and back to land, where it could be disposed of safely. After days of discussion, they were able to reach a consensus.

E While shocking in itself, this is in fact a conservative estimate as the team only took into consideration the most densely packed central area (with concentration levels as much as hundreds of kilograms per square kilometre). Had the research team included the less densely packed peripheral boundaries, the figures could easily be 20 percent higher.

F For this reason, it does not sink, but remains on or close to the surface, where it is frequently mistaken for food by fish, birds or marine mammals, and swallowed. These creatures can then starve, as the material they have swallowed is simply indigestible and yet their stomachs are full.

G This consisted of a fleet of 30 boats, 652 surface nets and two flights over the patch to gather aerial imagery of the debris in a range of locations. Experts used this to build up a comprehensive picture of the task facing them.

OUT OF THIS WORLD?

1 🎧 030 Listen to a scientist talking about everyday inventions that are thanks to research into space explorations. One of them is untrue. Which one?



2 Read the text about the pros and cons of space exploration and match the headings with the arguments.

- A** Space travel is hazardous.
- B** What about all the rubbish?
- C** The expenditure cannot be justified.
- D** Our understanding can be advanced.
- E** We need resources, and space may provide the solution.
- F** Much of the information gathered is already out-of-date.
- G** Going into space is more affordable than you might think.
- H** The effects of space travel on the body are not fully understood.
- I** Space travel is one of the few human endeavours that really crosses borders.

SPACE TRAVEL and RESEARCH — for or against?

Few things divide opinion quite as much as the pros and cons of space travel, so let's hear the arguments on both sides.

FOR – astrophysics student Sangita Devi, Mumbai, India

1
Out of the 72 countries that claim to have a space programme, only a handful in fact have actual launch capacity. The rest are dependent on pooling their expertise and resources with other nations. It's hard to think of another area which brings together humans from all nations without conflict.

2
Because space exploration gives us a different perspective, it allows us to view our planet in a different way – quite literally. For example, it enabled us to identify ozone depletion in the upper atmosphere and begin a conversation about the dangers of global warming, in order to keep the planet healthy for our children and grandchildren.

3
With finite supplies of energy and raw materials on Earth, we need to find alternative sources. The rest of the solar system may contain minerals, precious metals and even new materials which we can benefit from if they can be brought back to Earth in a cost-effective way.

4
Opponents of space travel and research cite its high cost as being a major drawback. In actual fact, only \$4 per year is spent on space travel for each person on the planet. To put it another way, space only consumes 0.05 percent of the world's GDP. Surely, as a species, we can stretch to that?

AGAINST – environmentalist Rudolf Hindjou, Windhoek, Namibia

5
In 2017, NASA announced the discovery of three Earth-sized planets in the so-called Goldilocks zone, where the distance from their star means it is neither too hot nor too cold for life. The problem is that they are 40 light years from us, so what we can observe now took place a long time ago. Think of the changes in your own life just in the past five years, and apply that on a planetary scale: how reliable can the knowledge gained from space exploration really be?

6
After six decades of space travel, there are half a million items of trash in orbit, which are likely to stay there forever. All this debris makes space travel more risky, because an impact with a spacecraft could have deadly results.

7
We should ask ourselves whether funding extravagant space programmes is the right thing to do, given that there are millions of people starving around the world.

8
Fewer than 600 people have been into space, where they were exposed to high levels of radiation as well as weightlessness. At present, little is known about the physical effects of this following their return to Earth.

9
Several fatalities have occurred since Soviet cosmonaut Valdimir Komarov was killed in his April 1967 space flight when a parachute failed to open, causing his capsule to crash. The distances travelled in space are so vast that it would be virtually impossible to launch a rescue mission in the event of a crew needing to be saved.



3 Work in groups. Can you think of any more arguments for or against space exploration? Then discuss whether you think space research and exploration is a positive or negative development.

4 031 Look at the photo in the top right-hand corner of the page. Which famous person and company do you think it might refer to? Listen and check.

5 031 Listen again. Match the words to make phrases you might use for describing achievements.

PHRASES YOU MIGHT HEAR/USE

1 make a	A off
2 crowning	B it all
3 it wouldn't be an	C less than
4 achieve	D the odds
5 defy	E success of (sth)
6 pull	F achievement
7 do nothing	G the impossible
8 to cap	H overstatement to ...

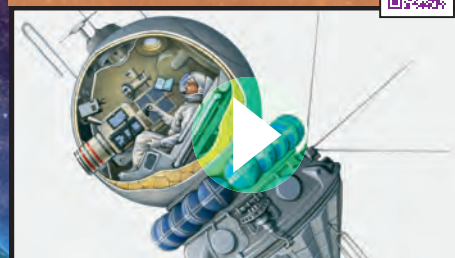
6 Complete the sentences with a suitable phrase from Exercise 5.

- James Watt was a prolific inventor, but his has to be the invention of the steam engine, which led the way for the Industrial Revolution.
- Elafonisi Beach in Crete is simply stunning. In fact describe it as the loveliest place I've ever been.
- Nobody expected Donald Trump to become US president. And yet, in 2016, he managed to and win the presidency.
- It's no big deal to set up your own business, but the real challenge is whether you can it and actually earn a decent living from it.
- British TV presenter David Attenborough has fascinated millions of people through his TV wildlife documentaries. But his has to be raising awareness of the fragile state of our ecosystem.
- I was about to get rid of my computer after it stopped working. But my sister has managed to and get it working again!
- What a day! I got married and had a fantastic party. And, the football team I support beat Barcelona 4-0 in the Champions League!

7 Prepare a one-minute presentation to tell the class about a person that you admire. Use some of the phrases above.

8 Watch the video on the Space Race. Make notes on the sequence of events and create a time line of key moments starting with the Space Race and leading up to the present day.

WATCH



LIFE COMPETENCIES

TAKING CONTROL OF OWN LEARNING

In groups, prepare a short 2 minute presentation on the International Space station. Work together to decide and agree on what aspects of the ISS you will focus on and how you will present it to the class, including:

- The format of the presentation
- The information you want to include
- Any visuals or supplementary materials you might want to use

5

A

SURFING, SCROLLING AND SWIPING

B

D

C

GETTING STARTED

1 Work with a partner and answer the questions.

- 1 What is a meme?
- 2 What memes do you know that have gone viral?
- 3 Look at the photos. Can you write a comment for each to make them into memes?

LISTENING PART 1 TRAINING

1 🎧 032 You will hear Mario and Jacintha talking about what makes an online post go viral. Who makes the following points? Write M (Mario), J (Jacintha) or B (both).

- 1 Most viral posts relate to something that has just happened or is ongoing.
- 2 It is very difficult to define what makes content go viral.
- 3 Posts will not go viral without a strong appeal to the emotions.
- 4 Posts may go viral if they are unlike anything else on the net.

2 🎧 032 Now listen again and answer the exam question.

What do the two speakers agree about viral posts?

- A Strong personal feelings play a key part.
- B They tend to relate to important international developments.
- C There's no magic formula for understanding their success.

3 🎧 033 Now listen to Jake and Zara discussing AI (Artificial Intelligence) and answer the questions.

- 1 How would you describe the attitude of Zara to AI?
 - A impressed by how useful it could be
 - B unsure what it should be used for
 - C distrustful of how effective it will be
- 2 How would you describe the attitude of Jake to AI?
 - A impressed by how useful it could be
 - B unsure what it should be used for
 - C distrustful of how effective it will be
- 3 Why does Jake mention his cat?
 - A to promote a particular website
 - B to illustrate the diagnostic potential of AI
 - C to highlight the potential risks involved in using AI

4 🎧 034 Listen to Rosie and Jim discuss technical problems they are having with their computers. Answer the questions.

- 1 Which technical problem have both speakers had?
 - A the inability to log into a certain website
 - B possible damage to files saved on the computer
 - C an inability to make hard copies of files
- 2 How do both speakers react to the solution offered by a technical support assistant?
 - A They are concerned by what is suggested.
 - B They are worried that it will affect their passwords.
 - C They aren't surprised by it.

VOCABULARY

MULTI-WORD VERBS (1)

- 1** 034 In Extract 3 in the Listening, the speakers use different multi-word verbs connected to computers. Listen again and write the correct form of one of the multi-word verbs in each gap.

back up go down lock out log onto print out put in sign in speed up slow down switch on/off

- Jim:** I haven't been able to finish the project because my internet (1) two days ago. After we had the fibre optic connection (2), the connection had really (3) but for some reason, it's now (4) again. I've been on the phone to them three times, but you know what they said ...
- Rosie:** Let me guess – (5) and again! That's what they usually suggest.
- Jim:** Exactly. Not rocket science, right? Anyway, have you got your project done?
- Rosie:** No, I've got technical problems too. I really need to (6) the VLE to download the topics and guidelines but I've mysteriously been (7) When they prompt me to (8), I can't enter my username or password. I'm also a bit worried about some of my files being corrupted. I haven't bothered to (9) in ages.
- Jim:** I know what you mean. I always forget to do that and occasionally I pay the price when I find an important file won't open just when I need it. And another thing – there's a problem with the ink in my printer, so even if I manage to do the research on my phone and write the paper, I often can't (10) It's driving me crazy.

- 2** Read the extracts from blog posts. Replace the words or phrases in bold with a multi-word verb from the box in the correct form and make any other changes that are needed.

shut down pop up scroll up hack into
filter out wipe out drop down opt in

1

Once in a while a computer programming genius will appear who is able to **gain unauthorised access to** important government files. Such individuals have the ability to steal or even **obliterate** vital information. There have even been cases where they have managed to **prevent** entire systems **from working**.

2

Don't forget that due to a change in the law, you now have to **actively choose** to receive emails from companies. If you **move the page upwards**, you will see an arrow. Click on that and the options 'send me emails' or 'don't send me emails' will **appear underneath**.

3

Today's top tips

Avoid irrelevant results in your search by using negative key words with a minus symbol. Did you know you could prevent those annoying adverts from **appearing** when you're trying to write your assignment? Go to settings, type 'pop ups' and select 'block'.

- 3** Look at the multi-word verbs in Exercises 1 and 2 and the grammar reference on page 207. Then decide which type (1–4) you think each multi-word verb is.

- 4** Complete the second sentence so that it has a similar meaning as the first. You must use the word given. Use 3–6 words for each gap.

- 1** We changed our provider and speeds are much higher now.
UP
The internet has *sped up* since we changed our provider.
- 2** It is vital to save a copy of your work in the cloud.
UP
..... in the cloud is essential.
- 3** You need to enter your username and password to access the site.
IN
You cannot enter the site unless
- 4** I want to move to a different area because the internet is unreliable here.
DOWN
The internet, so I don't want to stay here.
- 5** I didn't have my key, so I couldn't get into the building.
OUT
Because I didn't have my key of the building.



GRAMMAR

RELATIVE CLAUSES



GRAMMAR ON THE MOVE

Watch the video



- 1** Read the article on choosing a computer. Underline the ten relative clauses.

Looking for a new laptop? Chances are you're baffled by the number of options out there and blinded by science from all the jargon you're exposed to. This simple guide will help you.

RAM

RAM stands for Random Access Memory. RAM can be likened to a notepad where a computer does its real-time calculations. We all use a huge number of apps these days, most of which need more memory capacity than ever before. This means most users will need at least 8GB of RAM, while those who tend to multi-task will need 16GB.

Processors

Intel, whose processors come in a range of qualities, understand that different users have different requirements. If you're a customer for whom money is no object, the i7 or i9 processors provide the best overall performance. An i3 may be minimally adequate for those on a budget, but for times when you need to balance performance and cost, the i5 is recommended.

Storage

If your budget allows it, try to get a computer with a Solid State Drive (SSD) rather than a Hard Disk Drive (HDD). SSDs, which are quieter, lighter and cooler than HDDs, are devoid of any moving parts. This also means they are harder to damage.

Screen size

This really is down to personal choice. For example, do you need to use multiple windows? How portable do you need your laptop to be? However, do be aware that Computer Weekly magazine recently tested 12 of the most popular large-screen laptops on the market, none of which were found to have satisfactory battery life.

- 2** Look at the sentences (A and B) and the underlined clauses. Decide which clause is a defining relative clause (D) and which is a non-defining relative clause (ND). Then look at the statements (1–5) about relative clauses and label them (D or ND).

- A** Expandable desktop computers, many of which can accommodate multiple graphics cards, are often a much better option for playing PC games online.
- B** The computer that I buy will have to interface seamlessly with other Apple devices.
- 1** The relative clause has commas before and after it.
- 2** 'That' can replace 'which' or 'who' as the relative pronoun.
- 3** The relative pronoun can be omitted when it is the object of the clause.
- 4** The relative clause is incidental to the meaning of the sentence and could be omitted.
- 5** The relative clause explains exactly what is being talked about and is essential to the meaning of the sentence.

- 3** Complete the sentences with a quantifier from the box + of + relative pronoun. There may be more than one possible answer.

many	most	none	neither	both
one	several	some	much	

- 1** Students, most/many of whom are Macbook users, tend to make choices based on fashion.
- 2** Bill Gates and Mark Zuckerberg, are exactly short of money, are two of the biggest names in the computer field.
- 3** The software, has been created in-house, is popular with the library users.
- 4** Macs and PCs, are easy to use, have a number of key differences in terms of their architecture and operating systems.
- 5** There is a massive array of printers on the market, also function as photocopiers and scanners.
- 6** The best programmers in the school, just happens to be my brother Saeed, are going to visit a software development company for work experience.
- 7** The library computers, are now obsolete, are barely used anymore.

➔ **GRAMMAR REFERENCE** / Relative clauses: Page 208



WRITING

CONSIDERING BOTH SIDES OF AN ARGUMENT

1 Work with a partner and answer the questions.

- 1 What do you know about Artificial Intelligence (AI)?
- 2 What are some of the benefits and dangers of AI?

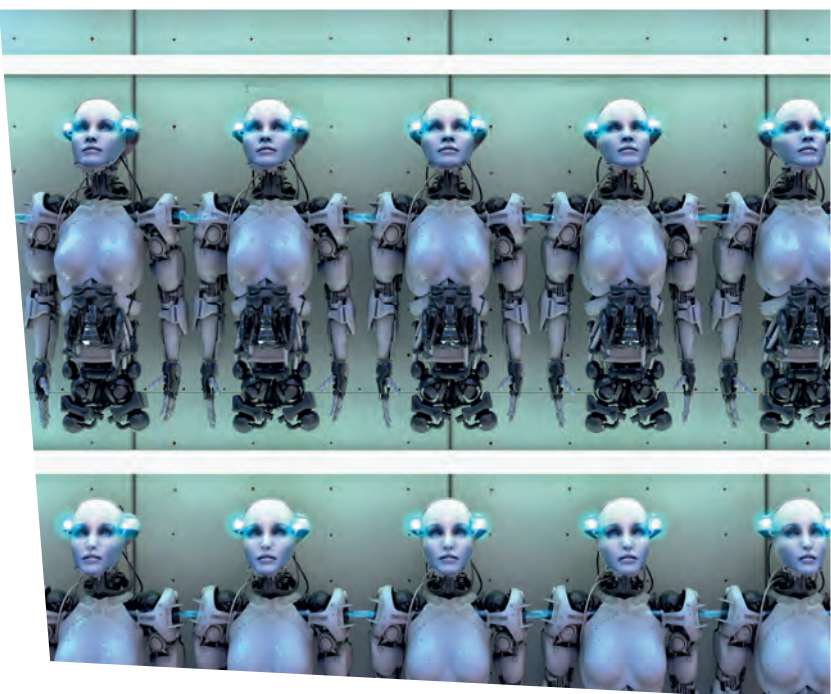
2 Look at these extracts from students' writing. Ignore the gaps for now. Are any of your ideas from Exercise 1 mentioned?

1 (1) AI is helping in disaster situations, where algorithms can be used to identify people most in need of help. While rescue robots have been used since the beginning of the 21st century, (2) in the area of robot-human interaction. **This issue** is being rectified as AI now allows the robots to provide the necessary feedback to humans.

2 (3) AI is Alexa. For **those** who are not familiar with this device, it can recognise and respond to the human voice. So, for instance, if you ask Alexa, 'What's the time in Brazil?', it will instantly give you the correct answer. (4) that you can access all kinds of information while your hands are free to get on with other tasks. There are other similar products on the market, but (5) devices is the access its developers have allowed to other companies, so that Alexa can order an Uber or Domino's pizza for you.

3 (6) the rapid development of artificial intelligence and its myriad applications. (7) , AI can help us complete tasks more effectively, avoiding human error. Unlike people, computers do not get tired and nor do they need refreshment breaks. (8) , the more the field of AI develops, the greater the risk of unemployment for humans, which can cause socio-economic difficulties for individuals and families. **This** can be considered the main drawback of AI.

4 (9) AI is the cost of developing applications since **these** rapidly become obsolete. However, in my view, (10) with AI is that while we can train machines to learn, we cannot teach them morals and ethics. **For this reason**, computers will never take over from humans.



3 Complete the gaps with the phrases from the box.

what raises it above other	the reason it's so popular is
where they fall down is	on the one hand
on the other hand	the major weakness
one of the drawbacks of	there are both pros and cons to
an excellent example of the	one of the most successful
benefits of	applications of

4 Look at the highlighted words and phrases in the article. What do they refer to?

- A** This issue
- B** those
- C** This
- D** these
- E** For this reason

5 Write about the advantages and disadvantages of technology products (devices, apps, software, etc.) that you own or know of using phrases from Exercise 3.

My headphones:

An excellent example of the benefits of my headphones is their excellent noise-cancelling system ...

Where it falls down is its audio latency, which doesn't always synchronise well when I am playing video games...



VOCABULARY

LANGUAGE FOR EXPRESSING CHANGE

- 1** Work in groups. Brainstorm as many verbs for expressing change as possible in two minutes.

improve, increase, adapt, decline ...

- 2** Put the verbs into the correct categories.

lower outnumber worsen enhance exceed modify
deteriorate strengthen boost intensify facilitate augment
hinder upgrade weaken magnify multiply corrupt

POSITIVE MEANING	NEUTRAL (DEPENDS ON CONTEXT)	NEGATIVE MEANING

- 3** Decide if the words in *italics* have a positive (P), negative (N) or neutral meaning (NE) in the given context.

- I had already fallen for the guy but when I heard he was a computer games fanatic, my feelings for him *intensified*.
- If you force someone to do something they are afraid of, it may well *magnify* their feelings of dread.
- The new version of the programme allows you to *modify* the settings to suit your needs.
- We installed the software to solve a few problems, but the end result is that our problems have *multiplied*!
- They have *augmented* the latest version of their operating system so that the security features are state of the art.

- 4** Complete each gap with one of the words from Exercise 2. You may need to change the form or part of speech. There may be more than one possible answer.

- Adding video to my posts really gave my popularity a/an I now have over 1000 followers.
- The number of computers per household now the number of TVs.
- Sharing a flat with my friends is really my ability to get my work done.
- I've had my phone for over two years. I think it's time for a/an
- In spite of all the technological developments, there has been an overall in the quality of people's lives.
- The latest version is not that different, but a few features have been to justify the price tag.

- 5** 035 You will hear a conversation between Richard and Elizabeth, two members of staff at a college. Listen and answer the questions.

- What does Elizabeth say about what has happened to the computer facilities in the last two years?
- What changes do Richard and Elizabeth suggest?
- What changes to college policy do they consider?

- 6** 035 Listen again. Complete the summary using a correct form of one of the words from Exercise 2.

The quality of computer provision in the college (1) over the last few years. In order to (2) the students' learning, they plan to (3) their hardware, including printers. In addition, they need to buy some new software to prevent further (4) of students' files. Another problem is that students wanting to use the facilities now (5) the computers that are available. Therefore, staff have decided to (6) the rules and restrict the amount of time students can use the computers. These changes should (7) learners' experience.

GRAMMAR

MODALS (1)



GRAMMAR ON THE MOVE
Watch the video

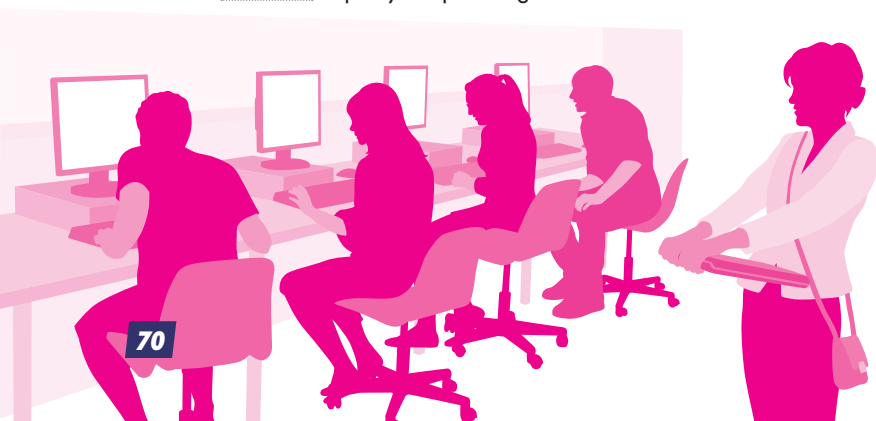


➔ **GRAMMAR REFERENCE** / Modals (1):
Page 209

- 1** Match the modal verbs and expressions with the possible functions (A–H). Some can go in more than one category.

enable don't have/need to can
ought to should may must might
let needn't permit to mustn't
have/need to can't be able to
allow to

- A** necessity/obligation *must, have/need to*
B deduction/speculation
C ability
D possibility
E advice/recommendation
F lack of obligation/necessity
G prohibition
H permission



2 Tick the correct sentences. Correct the sentences with mistakes in the underlined expressions.

- 1 This programme is capable of reading the user's emotions.
- 2 It's not necessary back up your files manually in the cloud. Your computer will do it automatically.
- 3 There is no way my account details were hacked. It was protected by many layers of security.
- 4 It is not mandatory for the company to refund your money, unless the product is damaged.
- 5 It is imperative regularly update your software.
- 6 The shop is of no obligation to exchange your purchase if it is not damaged.
- 7 Because of the hack, it's vital you change your passwords.
- 8 The software we use has the ability of translating into over 60 languages.
- 9 The tech expert told me that it is recommend to install advert blocking software in your browser.
- 10 This new app enables me to stream movies from my phone to the smart TV.

3 Read the text and think of the word which best fits each gap. Use only one word in each gap. There may be more than one possible answer.

PUBLIC WI-FI

Most of us have at some point found ourselves (0) having to log onto a public Wi-Fi networks. However, what most people don't realise is that such networks are not always secure, even if the passwords are (1) _____ for access. Wi-Fi network providers are under no (2) _____ to protect your privacy, so it is all down to you to do so. Here are a few tips for public Wi-Fi safety:

- Before you log onto a public network, you (3) _____ to at the very least confirm the network name with the business whose Wi-Fi you are logging into and if possible check the IP address to make sure the network is genuine. Also consider the settings on your computer. Is it really (4) _____ to have sharing preferences on while you are surfing the net in a coffee shop? Probably not, so close that door to hackers immediately.
- Consider using a VPN (Virtual Private Network) to encrypt your data, to stop hackers being (5) _____ to view it. There are some free VPNs available, but if keeping your data from prying eyes is absolutely (6) _____ then it is worth paying for one for added security.
- Install a good quality, up-to-date anti-virus on your device and/or make sure you use the firewall (software which (7) _____ you to set the rules for what your network (8) _____ through or blocks access for). Both can help prevent unauthorised access to your information.
- Avoid wherever (9) _____ making financial transactions on public networks. If you (10) _____ do so, ensure that the websites you are using have secure encryption. Look for the padlock symbol and HTTPS at the beginning of the web addresses.

PUSH YOURSELF C2

PHRASES WITH DARE



1 036 Listen to the dialogues and write the expressions with *dare* from each dialogue.

- 1 You _____ dare!
- 2 My friends _____.
- 3 Well, _____, we're going to have to let staff go.
- 4 _____ we'll manage.
- 5 _____ Sue that I've dropped her laptop.
- 6 _____ speak to me like that!
- 7 Don't _____!

2 036 Listen again. For each phrase with *dare* in Exercise 1 (1-7), choose the correct meaning (A-G).

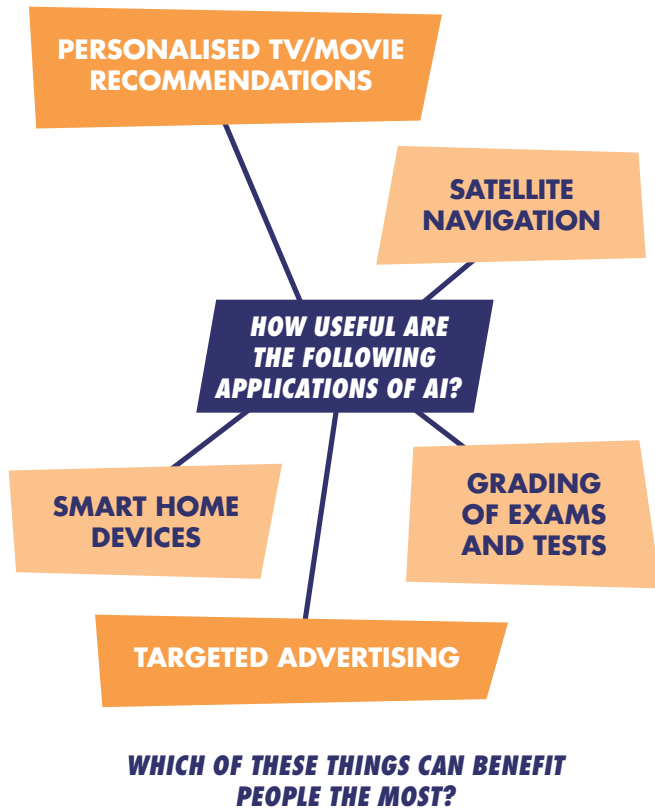
- A to tell someone angrily not to do something
- B to issue a challenge to someone to do something difficult
- C to say you think something is probable
- D to show disbelief about something the speaker intends to do
- E to say you are afraid to do something (spoken English)
- F to express shock and anger about something someone has done
- G to show you are aware that what you are going to say may disappoint or annoy the listener

3 Write an expression with *dare* in each gap.

- 1 If someone _____ post something controversial, would you do it?
- 2 _____ use my smartphone without permission! You had no right!
- 3 The only solution is, _____, to install a new hard disk.
- 4 _____ that she now regrets posting that photo online.
- 5 **A:** I'm going to delete you from my contacts list and block you on my social media accounts!
B: _____! I'd never forgive you!
- 6 It was me who hacked that webpage but I _____ admit it.

SPEAKING PARTS 3 AND 4 TRAINING

- 1** Look at the Part 3 exam task. Make notes on each of the applications and how useful they are.



- 2** **037** Listen to two exam candidates, Lily and Pablo, doing the Part 3 task. Decide if the statements are true or false.

- 1** The task is a discussion between the candidates and the examiner.
- 2** In the first part of the discussion, the candidates try to assess all the options in about two minutes.
- 3** After about two minutes, the examiner interrupts the candidates even if they have not yet discussed all the options.
- 4** The examiner then asks a more specific question and candidates talk for approximately one minute.
- 5** Both candidates speak about the same amount during the discussion.
- 6** Both candidates must agree with each other in both parts of the discussion.

- 3** **037** Listen again. Who feels more positive about each of the applications? Write P (Pablo) L (Lily) or N (neither).

- | | |
|------------------------------------------------|--------------------------|
| 1 satellite navigation | <input type="checkbox"/> |
| 2 targeted advertising | <input type="checkbox"/> |
| 3 smart home devices | <input type="checkbox"/> |
| 4 personalised TV/movie recommendations | <input type="checkbox"/> |
| 5 grading exams and tests | <input type="checkbox"/> |



- 4** **037** Listen again. As you listen, complete the extracts to form phrases for expressing agreement/disagreement.

- 1** But, seriously, I agree with you but only Sometimes SatNavs are more trouble than they're worth.
- 2** I can see what, but you're looking at it from a customer's point of view.
- 3** There's some, I suppose. I hadn't thought of it like that.
- 4** That's not always, though. We bought my Granddad one of those devices to help him around the house.
- 5** Sometimes they get it wrong.
- 6** That's, but I don't think you can say that they benefit everyone.
- 7** That's, but I would still have to go for smart devices.
- 8** OK, I guess we will have to here.

- 5** **038** Listen to an extract from Lily and Pablo's Part 4 task and answer the questions.

- 1** In which order do they discuss the questions?
- 2** Which points that Lily and Pablo make do you agree (A), disagree (D) or partially agree (P) with?

<i>Do you think it is important for every student to have their own laptop?</i>	<input type="checkbox"/>
<i>Is the government responsible for ensuring all schools have good access to the internet?</i>	<input type="checkbox"/>
<i>What do you think your life would have been like before computers?</i>	<input type="checkbox"/>
<i>What developments in technology do you think we might see in the next few years?</i>	<input type="checkbox"/>

- 6** Work in groups of three. Practise doing the Part 3 and Part 4 tasks in this section. Use the following instructions:

- One student will be the examiner who asks the questions and controls the time limits.
- For the Part 3 task, try to discuss all the options in the first two minutes and when the examiner interrupts to ask the second question, try to agree on the one option you would both choose.
- For the Part 4 questions, the examiner asks the questions and both students respond.
- Use phrases of agreement, disagreement and partial agreement to respond to each other's ideas.

READING AND USE OF ENGLISH PART 4

TRAINING

- 1** Look at the question below then read and answer the questions in the box. Then write your answer.

It will **not be possible to repair** your smartphone screen – it's too badly damaged.

CHANCE

There
your smartphone screen – it's too badly damaged.

You need to rewrite the highlighted part of the sentence, including the word *chance*. You can use 3–6 words in total. Think about these clues.

- 1 Which preposition follows *chance*?
- 2 Which form of the verb follows the preposition?
- 3 How will you make the sentence negative?

- 2** Now look at this exam question and answer the questions.

There was **very little strength to his argument until** the new data emerged.

BY

His argument
the new data.

- 1 What is the verb form for the word *strength*?
- 2 What is wrong with these candidates' answers?
 - a was challenged by the new data
 - b became stronger because of
 - c was weak before but was strengthened by
- 3 Complete the sentence with your own answer.

- 3** Look at the following candidates' answers. Have they answered correctly or not? If not, correct their answers.

- 1** I didn't know how expensive it was or I wouldn't have ordered it.

HAD

I wouldn't have ordered it *if I had known how expensive it* was.

- 2** Lauren has to make the final decision.

WITH

Lauren is the one *with whom the final decision* rests.

- 3** Governments need to invent a way to solve the problem of climate change.

UP

Governments need to *make up with a solution to* climate change.

- 4** The British and the Americans are similar in many ways.

COMMON

The British *have many things common with* the Americans.

- 4** Highlight the part(s) of the sentences in questions 1–5 that need to be rewritten.

- 1** The fibre optic installation work will be completed before 31st December.

HAVE

The fibre optic installation work

the end of December.

- 2** We have no choice but to live with the appalling broadband connection.

PUT

We just
the appalling broadband connection.

- 3** It is absolutely forbidden for students to use a smartphone during the exam.

NO

Under
use a smartphone until the exam has finished.

- 4** Marion received compensation from the insurance company because she lost her tablet.

LOSS

Marion
of her tablet by the insurance company.

- 5** Match the sentences in Exercise 4 with the language points (A–D) that are being tested.

- A passive voice/verb patterns
- B modals of obligation/inversions
- C multi-word verbs
- D future perfect

- 6** Write your answers to the questions in Exercise 4.



EXAM FOCUS

READING AND USE OF ENGLISH PART 4

✓ EXAM FACTS

- In this part of the test, you have to complete the second sentence so that it has a similar meaning to the first.
- This part of the exam tests grammar and vocabulary, including phrases with multi-word verbs.

! EXAM TIPS

- Underline the words in the first sentence you need to change and decide how to express them using the word given.
- Check your answer makes sense and includes all necessary information.

For questions 1–5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

- 0 I just couldn't understand why Fabio decided to stop using social media.

LOSS

I *was at a loss to understand*
why Fabio decided to stop using social media.

- 1 Jenny was going to sign up for an online course, but it appears she has decided not to.

MIND

Jenny appears
signing up for the online course.

- 2 Karl isn't sure about the potential of AI.

MINDS

Karl
about the potential of AI.

- 3 I wonder what she is trying to say in this email.

GETTING

What
in this email?

- 4 The number of social networks has gone up drastically in the last few years.

INCREASE

There
the number of social networks in the last few years.

- 5 You should not forget to renew your anti-virus software.

INTEREST

It is
forget to renew your anti-virus software.


LISTENING PART 1

✓ EXAM FACTS

- In Part 1 you listen to three unrelated extracts between two speakers. Each extract lasts about a minute.
- For each extract, you have to answer two multiple-choice questions.
- You are tested on your ability to understand gist, detail, function, agreement, course of action, purpose, feelings, attitude and opinion.

! EXAM TIPS

- Remember that feelings, attitude, opinion, purpose, etc. are unlikely to be stated directly.
- You might be asked for the opinion/attitude of one or both of the speakers. Listen out for phrases which indicate they agree, disagree or partially agree with each other.

 039 You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract 1

You hear two friends talking about Bitcoin, a type of digital currency.

- 1 What precautions does the woman suggest for using Bitcoin?
- A Ensure you research the sites you deal with.
B Let the exchange manage your currency for you.
C Only invest what you can afford to lose.
- 2 Why does the woman give the example of her friend's experience?
- A to show that you need to be an expert to use Bitcoin
B to illustrate that no one is safe online from criminals
C to show that it is possible to make a good profit if you are careful

Extract 2

You hear two friends talking about online crime.

- 3 What does the man say about internet fraud?
- A It tends to be limited to a narrow range of types.
B It's increasingly difficult to detect.
C It has expanded the number of ways criminals can rob you.
- 4 What do the friends agree on with regard to internet fraud?
- A People should be protected from online fraud.
B People should be more sceptical about potential scams.
C The elderly are the least likely to fall for internet scams.

Extract 3

You hear two friends discussing the use of robots.

- 5 What negative impacts of robots are highlighted by both speakers?
- A They threaten the livelihood of human workers.
 - B They cause boredom and loss of social contact among workers.
 - C Workers are losing their traditional skills.
- 6 Why does the woman mention farming at the end of the extract?
- A to add strength to her point that robots increase output
 - B because she is sad that the 'poetry' of farming has been lost
 - C to show she doesn't sympathise with the worker the man talks about

SPEAKING PARTS 3 AND 4

EXAM FACTS

- In Part 3, you will discuss a set of prompts and a related question with your partner. After your discussion, you will be asked to come to a decision together. You are given 15 seconds to read the question and prompts before you begin.
- You discuss the question for around two minutes and then the examiner will stop you and give you another question to discuss which asks you to reach a decision about the prompts.
- In Part 4, the interlocutor asks questions related to the Part 3 task subject. These tend to be more abstract and allow you to discuss the topic in more depth. You continue to interact with your partner as well as the interlocutor.
- Part 3 lasts about four minutes and Part 4 lasts about five minutes.

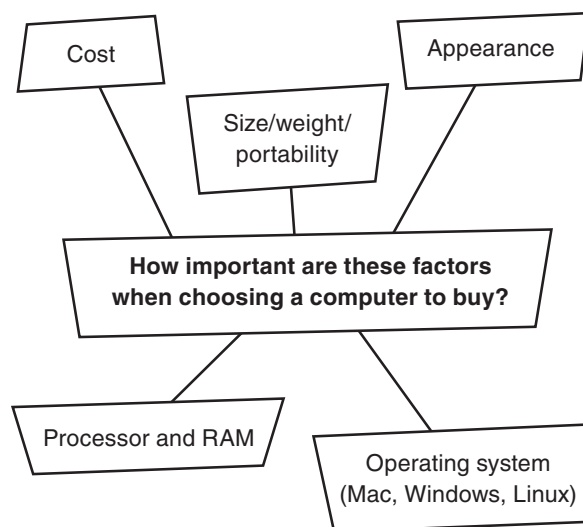
EXAM TIPS

- In the decision-making part of Part 3, try not to dominate the conversation. Invite your partner to speak, and respond to what they say.
- For both parts of the exam, use phrases you have learnt for giving your opinion, agreeing and disagreeing.



PART 3

Talk to each other about how important these factors are when choosing a computer to buy. (2 minutes)



Decide which TWO factors are the least important. (1 minute)

PART 4

Discuss the questions with a partner. (5 minutes)

- 1 Do you think that technology is deliberately made to go out of date quickly in order to boost sales for the manufacturers?
- 2 To what extent is being tech-savvy important for young people's social status nowadays?
- 3 Do you agree that technology can highlight the differences between the rich and poor members of a society?
- 4 How important is it for governments to pass laws to limit what can be shared online?



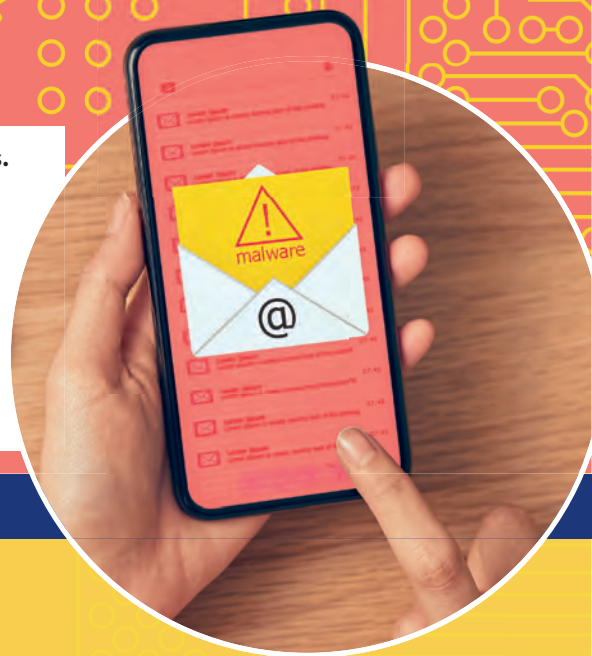
DEALING WITH TECHNOLOGY

1 Work in groups. Answer the questions, then read the text to check your ideas.

- 1** What types of malware have you heard of?
- 2** Have you had any experience with any of them?

2 Read the article. Choose words from the box to complete the gaps.

reinstall lapses payload capture unauthorised pop-up
hostage currencies preloaded self-replicate input infections



HOME NEWS LATEST POSTS POPULAR POSTS ABOUT SEARCH

Types of **MALWARE**

Malware – earlier known as viruses – began as harmless experiments or practical jokes as computer-savvy individuals tried to discover what was possible with new computer technology. The term *malware* comes from the words *malicious* and *software* and is believed to have been coined by Yisrael Rada in 1990. Malware seems an appropriate name given that nowadays its main purpose is to cause disruption or gain **(1)** access to personal or organisational information. Although we may not all be computer experts, we all use computers, so a basic understanding of the various types of malware can help us protect ourselves, our data and our devices from attack.

VIRUSES

Like the kind of viruses humans can catch, computer viruses are **(2)** that want to spread as widely as possible by any means possible. They are self-replicating and can only be detected with special antivirus security programmes.

WORMS

Worms are also programmes that **(3)** within a computer but they have the specific aim of destroying data and files, which they will keep doing until all the files are empty. Whereas viruses add themselves within existing files, worms are carried within their own containers. Worms look for **(4)** in security which allow them to access computers or phones via email or instant messages.

KEYLOGGERS

Keyloggers are able to record information typed on a keyboard. They then send a copy to the hacker, who will extract information such as credit card details, usernames and passwords. They usually only work with physical keyboards, not virtual keyboards or other **(5)** devices.

TROJAN HORSES

These nasties are named after the wooden horse from Greek mythology in which the Greeks hid themselves, presenting the horse as a gift. Like the horse from the story, these malicious programmes arrive within wanted software presenting themselves as useful applications. Once inside, they install keyloggers which **(6)** passwords, banking details, account names and other confidential information.

RANSOMWARE

Ransomware is considered one of the most dangerous types of malware. It is also one of the most advanced and fastest growing. Introduced to the system through a Trojan horse, the **(7)** is disguised as a legitimate file, sometimes even one offering protection against viruses when it is in fact delivering them. As the name suggests, ransomware holds the user's data **(8)** until a ransom is paid. The programme threatens to either publish or delete data unless the victim pays up. The use of this kind of malware increased dramatically in 2013 with the introduction of digital **(9)**, which made it easier to collect payment. However, paying a ransom does not guarantee the user access to their data as the system is infected from the inside, locking the computer and rendering it useless.

ROOTKITS

Rootkits allow several types of malware to enter a computer's system at the same time. Hackers often try to gain administrator privileges in order to install it but there are some that can be installed automatically. Rootkits are particularly difficult to detect as they can prevent detection software from doing its job. It is often impossible to remove them as they can reside deep inside the operating system. The only cure is to **(10)** the OS.

3 Decide which types of malware have the following characteristics, according to the article.

- 1 can/cannot be detected by anti-virus programmes
- 2 come in disguise
- 3 have increased due to a new online product
- 4 probably won't work on a new smart phone

4 You will hear three conversations between a computer helpdesk and customers. Before you listen, make a list of problems that customers might call a helpdesk about.

The screen is frozen.

Some new software won't install.

5 040 Listen to the conversations and make notes on the customers' problems and helpdesk solutions.

6 040 Listen again. Complete the questions and statements you might hear in a conversation with a computer helpdesk.

PHRASES YOU MIGHT USE/HEAR

Conversation 1

- 1 Hi. I'm having problems with my password.
- 2 Is on? Don't forget that passwords are

Conversation 2

- 3 I think my computer's been by a virus.
- 4 Have you recently any new software on your computer or have you opened any from people you don't know?
- 5 Have you tried any other computer programmes that you have running in the?
- 6 Click on all at the same time to access Task Manager.
- 7 I may need to your computer.

Conversation 3

- 8 Go to and select Apps. Can you see our App there?
- 9 We're going to delete it and it.
- 10 Now open the App and go to the

GREYWARE

Greyware refers to files and applications which, while not criminal in intent, can be annoying and worsen the performance of the computer. Two of the most common types of Greyware are Adware and Spyware. Adware are advertisements in (11) windows, some of which cannot be closed. Although the intention is simply to advertise products, they can cause considerable inconvenience to the user. Adware is also an issue on mobile phones, and some cheap Android phones are even (12) with it. Spyware is closely related to Adware as it tracks the user's internet activities in order to send targeted adverts. The good news is that most antivirus software can detect and delete greyware.

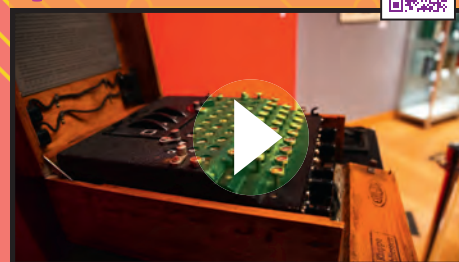
7 You are going to watch a video about Alan Turing, a key pioneer of computer development and famous for code-breaking during the Second World War. Answer the questions.

- 1 What is code-breaking/cryptography?
- 2 Can you break the following codes?
 - a 5 18 9 6 8 = virus
 - b 9 26 13 8 12 14 4 26 9 22 =
 - c 24 26 8 22 - 8 22 13 8 18 7 18 5 22 =
 - d 20 9 22 2 4 26 9 22 =
 - e 7 9 12 17 26 13 19 12 9 8 22 =
 - f 26 7 7 26 24 19 14 22 13 7 =

8 Watch the video about Alan Turing and make notes on the following:

- his academic career
- his time at Bletchley Park as a codebreaker
- his post-war work
- recognition of his achievements

WATCH



LIFE COMPETENCIES

PARTICIPATING WITH APPROPRIATE CONFIDENCE AND CLARITY

In groups, research the contributions made by other people who played a role in the development of computer technology. Share your findings with your group. Then agree on whose contribution you think was the most significant, giving reasons and presenting your final choice to the class.

PROGRESS CHECK 2

CONDITIONALS

- 1** Complete the second sentence so that it has a similar meaning to the first sentence, using the word in bold. Use between three and six words, including the word given.

- 1** "If you can provide a 10% deposit, there won't be any problems with getting a mortgage."

LONG

He told me that there wouldn't be any problems with getting a mortgage
provide a 10% deposit.

- 2** "Give me a call the moment you arrive back home."

SOON

She told me to give her a call
..... back home.

- 3** She is determined to come despite the fact that the weather will be awful.

EVEN

She is determined to come
..... awful.

- 4** If there is an emergency, please call this number.

EVENT

.....
emergency, please call this number.

- 5** Please take something to eat with you because you might get hungry.

CASE

Please take something to eat with you
..... hungry.

MONEY

- 2** Complete the sentences with words from the box in the correct form. One option is not needed.

lucrative affluent squander
rip off bankruptcy asset

- 1** Profits dropped so much that the company went due to lack of funds. It had to sell all of its, including the company headquarters, to pay off its debts.
- 2** Don't buy those trainers. They are a complete You can get better ones for half the price.
- 3** I can't believe you all of your inheritance on partying.
- 4** My parents are relatively due to some sound financial planning. They certainly have more disposable income than I do.

VERB PATTERNS (2) – OBJECTS, REFLEXIVES AND RECIPROCALLS

- 3** Tick the correct sentences. Correct the sentences with mistakes.

- 1** It is entirely your fault, Mark. You have no one but you to blame.
- 2** The repairs to my car ended up costing a lot of money to me.
- 3** Can you sponsor myself for the half-marathon I am going to run for charity?
- 4** My boyfriend and I trust each other implicitly.
- 5** Please help each other to the buffet. There are paper plates and cutlery over there.
- 6** Can you explain me why you didn't let me know before now?

NOUN COLLOCATIONS

- 4** Correct the highlighted words by either changing the form of the word or by changing the word for a more common collocation.

SHARK WEEK

BITES BACK!

While it is fair to say that the previous series wasn't exactly **(1) impulsive viewing**, this latest series about the most feared of **(2) sea predators** in its natural **(3) inhabitant** is a return to form.

What makes this new season stand out is that it has chosen to give a **(4) centred** role to **(5) climactic** change and its impact on sharks, whether that be on their migratory habits or how warming oceans are driving them outside of their traditional hunting grounds in search of food. We get to follow a Great White, the apex predator of the food **(6) ladder**, migrating from its feeding grounds off the Californian coast on a 4000 km journey to Hawaii. In one **(7) memorial scene**, we get to see it trying to catch baby seals, something which has to be seen to be believed.

Overall, this was a fascinating insight into one of the most amazing and **(8) diversity species** on the planet. Don't miss it.



VERB PATTERNS (3) – MULTI-WORD VERBS

5 Complete the sentences using the multi-word verbs and nouns/pronouns in brackets in the correct form.

- There was so much mess after that party but Neil helped (clear up/it/me).
- We have (run out of/cheese). Could you (pick up/a packet/me) on your way home?
- You shouldn't let people like him (push around/you). You have to (stand up to/him)
- In the previous election, I (vote for/the Conservative Party), but the party has failed to (sort out/the political crisis) and (put aside/personal rivalries), so I think I will vote Liberal in the next election.
- I can't believe that racism is still so prevalent in sport. It is time that the authorities (stamp out/it).
- Can you help me (put together/this new sofa bed)? I have (read through/the instructions), but I can't (work out/them).
- Can you believe that they (shut down/my Twitter account)? Someone (hack into/it) and posted some offensive tweets.

RELATIVE CLAUSES

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

- This new fitness app will benefit anyone struggles to find the time to exercise.
A who **B** – **C** which **D** that
- I spoke to the protesters, many were angry that the government had broken its promise to improve public transport.
A of who **B** of whom **C** of that **D** of which
- There are times I get really frustrated by how long my journey to work takes.
A which **B** where **C** when **D** that
- The environment minister, had only joined the government three months ago, was sacked after it was revealed that he had received bribes from a fossil fuels company.
A that **B** which **C** who **D** whom
- My teacher gave me extra homework to help me get through the exams, I will be eternally grateful.
A something which **B** for something which
C something for which **D** something for that
- Was the podcast you listened to yesterday any good?
A that **B** which **C** – **D** who
- I'd love to live in a place the weather is always pleasant as it is always raining here.
A which **B** where **C** whose **D** –

LANGUAGE FOR EXPRESSING CHANGE

7 Complete the second sentence so that it has a similar meaning to the first, using one of the words from the box in the correct form.

exceed	lower	deteriorate
upgrade	hinder	outnumber

- There were twice as many female applicants for the job as male applicants.
The number of female applicants the male applicants by two to one.
- Diplomatic relations between the two countries have worsened in recent weeks.
There has been relations between the two countries in recent weeks.
- Cutting down on salt in your diet can lead to a reduction in the risk of heart disease.
Cutting down on salt in your diet the risk of heart disease.
- You shouldn't pay more than £900 for that car.
The price of that car shouldn't £900.
- The terrible weather conditions made it difficult for rescuers to locate any survivors of the air crash.
The terrible weather conditions the search for survivors of the air crash.
- The airline changed our seats from economy class to first class for free.
Our seats from economy class to first class for free.

MODALS

8 Complete the sentences with a single word.

- There is way that I am lending you my guitar. You don't look after things.
- I'm incapable walking past a clothes shop without popping in to check out the latest offers.
- You drive me to the airport; I have already booked a taxi.
- It is that you upgrade your anti-virus software at least once a year to avoid falling victim to malware.
- Would you be to pick me up after my yoga class tonight?
- The problem is that the shop is no obligation to refund the money if you have already worn the clothes you bought.
- They have arrived by now. I wonder what is taking them so long.
- The President has refused to journalists to attend the press conferences unless they agree with his policies.