

**fifth** edition

# English File



**Student Book and Workbook**

with Digital Pack

**C1**

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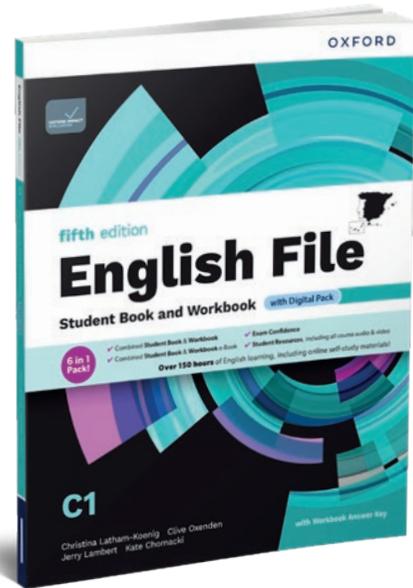
**with Workbook Answer Key**

# Welcome to English File



## Combined Student Book and Workbook

All the language and skills you need to improve your English, with Grammar, Vocabulary, Pronunciation, and skills work in every File. Also available as an e-Book.



## Student Book

- Video** **NEW** Bring language learning to life with videos integrated into the lessons.
- Exam** **NEW** Practise tasks found in official exams as you learn.
- Mediation** **NEW** Develop mediation skills through lesson exercises and Mediation Bank.

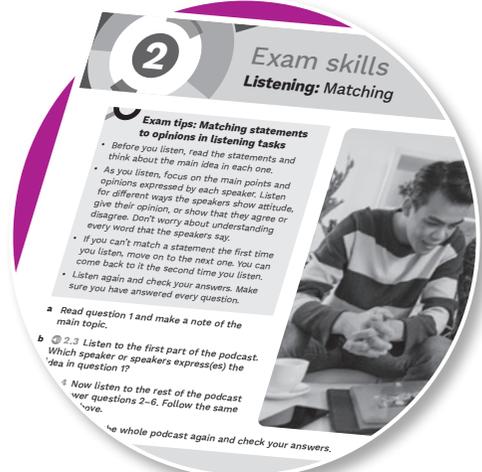
## Workbook

- Grammar, Vocabulary, and Pronunciation practice for every lesson.
- **NEW** Exams skills lesson for every File.
- *Can you remember...?* reviews every two Files.

## **NEW** EXAM CONFIDENCE

Develop your confidence in English exams with access to bite-size Reading, Listening, Speaking, and Writing practice that complements the course. Easily accessible from your mobile device, to prepare for exam success in your own time, at your own pace.

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# NEW Video-enhanced lessons

## Grammar, Vocabulary, and Pronunciation

1

**What do YOU think?**

When and where might the photo have been taken?

What might the woman be doing?

Who might the men in the photo be?

Discuss the questions with a partner.

▶ Grammar practice

Can you remember which ingredients were used?

▶ Vocabulary practice

app	up
crashed	crushed
rang	rung
hang up	hung up
ran out	run out

Which word did you hear?

▶ Pronunciation

## Skills development

Interview with a translator

▶ Interviews

Why small pleasures are a big deal

▶ Documentaries

At what age did you... ?

▶ User-generated videos

## English File talks to...

Each Colloquial English lesson features an exclusive interview with an expert in their field and a group conversation.

These videos expose students to authentic, unscripted English with a focus on elements of natural language.

Dame Mary Beard *Historian*

## Oxford English Hub

Access all video and audio resources, and **EXAM CONFIDENCE** on Oxford English Hub.

Use the code in this book to access the resources.



‘I can feel infinitely alive curled up on the sofa reading a book.’

Benedict Cumberbatch, British actor

## 1 LISTENING & SPEAKING

- a Look at the six book titles. Have you heard of or read any of them?



- b **4.1 Exam** Listen to six people talking about the books in a. Match the speaker, A–F, to the topic they’re talking about.

- 1  a book you started, but couldn’t finish
- 2  a book you think would make a good film
- 3  a book you feel you ought to have read, but haven’t
- 4  a book you decided to read after seeing the film or series
- 5  a book you couldn’t put down
- 6  a book you were forced to read at school and didn’t enjoy

- c **Exam** Listen again. Match the speakers A–F to the sentences.

- 1  They sometimes needed to stop reading the book.
- 2  They were encouraged to read the book by someone else.
- 3  They spent a long time focusing on the beginning of the book.
- 4  The book had lots of memorable characters.
- 5  They feel they need more time to be able to enjoy the book.
- 6  They didn’t see why the book was so popular.

- d Look at topics 1–6 in b and choose three that you can talk about. Then tell a partner.

## 2 READING

- a What information can you normally find on these parts of a book?  
front cover spine back cover
- b Read the article about what makes a successful back cover blurb. Complete the headings with the words in the list.

character(s) genre plot readers sentence writing

## Read the blurb!

Back cover blurbs are a critical component of any book’s marketing strategy. These concise pieces of text serve as the bridge between potential readers and the content within the pages.

A well-crafted back cover blurb is a delicate balance of art and science, a concise masterpiece designed to captivate readers at a glance. To achieve this, it’s essential to understand the key components that make up an effective blurb.

### 1 The first \_\_\_\_\_

Your back cover blurb should **kick off** in a way that instantly hooks the reader and grabs their attention. It’s the gateway to your story or subject matter, so make it intriguing, compelling, or even mysterious. This should draw readers in and make them eager to learn more.

### 2 The introduction of the main \_\_\_\_\_

For fiction, this is crucial. Readers need to connect with the **protagonist** and get a sense of who they are.

### 3 The main conflict or \_\_\_\_\_ points

Provide a glimpse of the central conflict or key points in the story. **Drop hints** about the challenges and obstacles the main character(s) will face. This is where you will **pique the curiosity** of your potential readers.

### 4 A hint of the book’s \_\_\_\_\_

Convey the category of your book, but do it subtly. Use language and a tone that align with the content while avoiding clichés. Whether it’s romance, mystery, or historical fiction, give readers a taste of what to expect.

### 5 A call to action for potential \_\_\_\_\_

End your blurb with a clear call to action. Encourage the next step, which is to buy and read the book. Use phrases like ‘Discover the secrets’ or ‘Join the adventure’.

### 6 The importance of concise \_\_\_\_\_

While all these components are essential, **brevity** is key. Readers often scan blurbs quickly, so every sentence should matter. Aim for clarity and economy of words. Use vivid language that paints a clear picture, but don’t get **bogged down** in excessive detail.

**c Language in context** Look at the highlighted words and phrases in the article. In pairs, decide what they mean. Use the context to help you.

**d** Now read these back cover blurbs from two very different books and answer the questions with a partner.

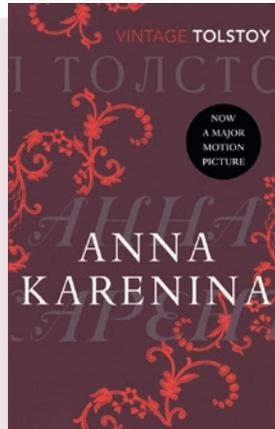
- To what extent do they follow the rules in the article?
- How effective do you think they are?

## Anna Karenina by Leo Tolstoy

*Anna Karenina* is a novel of unparalleled richness and complexity, set against the backdrop of Russian high society. Tolstoy charts the course of the doomed love affair between Anna, a beautiful married woman, and Count Vronsky, a wealthy army officer who pursues her after becoming infatuated at a ball.

Although she initially resists his charms, Anna eventually succumbs, falling passionately in love and setting in motion a chain of events that leads to her downfall. In this extraordinary novel, Tolstoy seamlessly weaves together the lives of dozens of characters, while evoking a love strong enough to die for.

*'One of the greatest love stories in world literature.'*  
Vladimir Nabokov



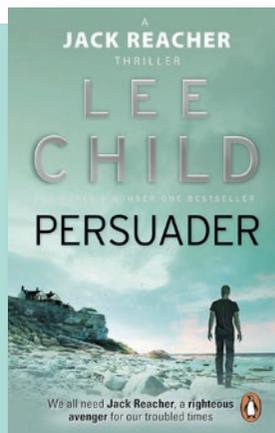
## Persuader by Lee Child

**Never forgive, never forget.**

Jack Reacher lives for the moment. Without a home. Without commitment. But he has a burning desire to right wrongs – and rewrite his own agonizing past.

**Never apologize. Never explain.**

When Reacher witnesses a brutal kidnap attempt, he takes the law into his own hands. But a cop dies. Has Reacher lost his sense of right and wrong?



**e C Communication** Back cover blurbs **A** p.179 **B** p.184 **C** p.189 Read three more blurbs and tell each other about them.

**f** Imagine you had to choose one of the five books to read. Which one would you choose? Why?

## 3 VOCABULARY describing books

**a** Some adjectives are very common in blurbs and reviews. Complete the reviews with an adjective from the list.

creepy fast-paced gripping haunting  
heart-warming heavy going implausible  
intriguing moving thought-provoking

- A haunting book which stayed with me long after I finished it. ★★★★★
- A wonderful story, and a \_\_\_\_\_ ending – I cried! ★★★★★
- It's such a \_\_\_\_\_ plot. I read it in one sitting, I couldn't put it down. ★★★★★
- It was a \_\_\_\_\_ story which restored my faith in human nature. ★★★★★
- A \_\_\_\_\_ story which jumps from past to present and back again at great speed. ★★★★★
- The plot was \_\_\_\_\_. I really couldn't predict how it would end. ★★★★★
- A \_\_\_\_\_ work that raised many interesting questions. ★★★★★
- A ghostly atmosphere and strange goings-on. This book was just too \_\_\_\_\_. ★★★★★
- Rather \_\_\_\_\_. I almost didn't finish it. ★★
- The characters were totally \_\_\_\_\_. I couldn't take any of them seriously. ★

**b** 4.2 Listen and check.

## 4 GRAMMAR adding emphasis (1): inversion

**a** Complete the extracts from book reviews 1–5 with endings A–E. How does the word order change when you put the adverbial expression (*Not only...*, *Never...*, etc.) at the beginning of the sentence?

- Not only** is this an entertaining book for children,...
  - Never** have I read...
  - Not until** the very last page...
  - No sooner** had I finished this gripping novel...
  - Only when** she leaves...
- A did I guess who the murderer was.  
B such a well-written novel by a new author.  
C than I wanted to read it all over again.  
D but parents will also find it intriguing.  
E does he realize that he is in love with her.

**b** M Grammar Bank 4A p.226

**c** Invent endings for the sentences, using inversion to make them as dramatic as possible.

- Only when we arrived at the airport...
- No sooner...than I realized...
- Never in all my life...
- Not until it was too late...
- Not only..., but...

## 5 LISTENING

### a Discuss in small groups.

- 1 How often do you read books which have been translated into your language? What languages have they been translated from?
- 2 Do you prefer reading English books in English or translated into your language? Have you ever read a book which you felt was probably badly translated?
- 3 Do you ever use apps, e.g. Google Translate, to translate something into your language? How well do you think they work?



### b **Video** Apart from translating, what other job can someone do who has a degree in languages? Watch *Interview with a translator* Part 1. Why did Beverly choose to be a translator?

### c **Exam** Watch again. Then choose a, b, c, or d.

- 1 **One** of the reasons Beverly thought about becoming a translator was that...
  - a her French-speaking grandfather encouraged her to do so.
  - b she was good at languages, but didn't want to teach.
  - c she had tried it and enjoyed it.
  - d she wanted to be self-employed.
- 2 Which **two** of these things has Beverly done in her career?
  - a She taught English in Spain.
  - b She gained a post-graduate qualification.
  - c She worked as an interpreter.
  - d She worked as a translator for a finance company.
- 3 Which **three** things does Beverly say she likes about being a freelance translator?
  - a She can manage her own time.
  - b She can earn a lot of money.
  - c There is flexibility about where she can work.
  - d It gives her time to think about what she's translating.

### d **Video** Now watch Part 2. Is Beverly generally more positive or more negative about machine-assisted translation? Does she think AI will replace human translators eventually?

### e Watch again. Then, with a partner, try to complete the sentences to reflect Beverly's views.

- 1 She needed to study law in order to...
- 2 She thinks scientific texts are easier to translate because...
- 3 Her work has 'fallen off a cliff' since the advent of machine-assisted translation because...
- 4 She finds the fact that things are now first translated by a machine...
- 5 She thinks you still need humans to...
- 6 She says that machines can't translate texts...
- 7 If a machine translates 'I'm a doctor' into a gendered language...
- 8 She thinks an app on the phone is perfect if you...

### f Do you agree with Beverly when she says, 'I think if you really want to communicate with somebody, then you will want to learn the language.'? Do you think you would enjoy working as a professional translator?

**Mediation** A friend who speaks several languages is thinking about retraining to become a translator. Write an email to your friend describing Beverly's experience and explaining the effect AI is having on her job. Try to use your own words. Write about 200 words.

**M Mediation Bank 4 p.258** Written mediation: Linking ideas to existing knowledge

## 6 READING & SPEAKING

### a Look at the two words and photos. Do you know what languages the words are from? Can you work out from the photos what they might mean?



- b Read the extracts and check your ideas from a. What does each word tell you about the culture of the country?

**sobremesa** /sobre'mesa/ is the time when Spanish people sit around tables inside a restaurant, or out on the terrace, relaxing after a meal. It is a pleasant time, a recognition that there is more to life than working long hours, and that few activities are nicer than sharing a table and chatting for what remains of the day. The world may not have been put completely to rights by the end of the *sobremesa*, but it will seem a calmer, kinder place.

**ta'arof** /ta'a:rof/ is a Persian word that specifically refers to correct or polite behaviour in Iranian society. It means 'both people denying what they want in order to please the other person'. 'You go first,' says Mr A when he meets Mr B at the door, as they try to enter a building. 'No, absolutely not, you go first,' Mr B insists. They then both wait for a couple of unnecessary minutes before one steps forward to enter. It is seen in almost all aspects of life, from hosts insisting on guests taking more food, to buying something in a shop.

- c Look at some more words that have no equivalent in English. Do you have equivalent words in your language?

- age-otori**  
(Japanese) to look worse after a haircut
- sisu**  
(Finnish) persevering with dignity and determination in a hopeless situation
- Fernweh**  
(German) a deep longing for distant places and cultures
- forelsket**  
(Norwegian) the feeling of euphoria when you're falling in love
- gigil**  
(Filipino) the urge to pinch or squeeze something that is unbearably cute, like a baby's cheeks



- cavoli riscaldati**  
(Italian) literally *reheated cabbage*, an attempt to revive an old romantic relationship
- seigneur-terrasse**  
(French) a person who spends a lot of time, but very little money, in a café
- skúffuskald**  
(Icelandic) a person who puts their poems in a drawer rather than publishing them

- d Can you think of any English words for which there is no exact translation in your language?

## 7 PRONUNCIATION

### loanwords

#### Saying loanwords in English

There are some foreign words and phrases which are commonly used in English because we don't have another word for them, e.g. *coup* /ku:/ (French), *angst* /æŋst/ (German). They're usually said in a way that is close to their original pronunciation, so they don't necessarily follow normal English pronunciation patterns.

- a Underline the foreign word or phrase in each sentence below. What do you think they mean? Which languages are they from?

- I made a real faux pas when I mentioned to our boss that Sam had been asked to leave his previous job.
- When we were introduced, I had a sense of déjà vu, even though I knew we had never met before.
- It might be a bit of a cliché, but I think it's actually true that 'opposites attract'.
- Their business venture ended in a complete debacle and the manager resigned.
- She's a real aficionado of Italian opera – she knows a lot about it and goes whenever she can.
- Don't overcook the pasta – just until it's al dente.
- I'm afraid I felt a certain schadenfreude when my ex-husband told me his girlfriend had left him.
- After the earthquake, there was a tsunami warning, but luckily, it didn't happen.

- b **4.3** Listen and focus on how the foreign words or phrases in a are pronounced. Then practise saying the sentences.

- c Do you use any untranslated words from other languages, e.g. English, in your language? Why do you think they are used? Do you pronounce them as in the original language?

## 8 WRITING a book review

**W** **Writing Bank 4** p.196 Write a book review for a student magazine.

If you're quiet, you're not living. You've got to be noisy and colorful and lively.

Mel Brooks, US actor

## 1 VOCABULARY

sounds and the human voice

- a Sit in silence for one minute, listening carefully to the sounds around you. Write everything you hear. Then compare with a partner. Did you hear the same things?
- b **V** **Vocabulary Bank** Sounds and the human voice p.244
- c **4.7** Listen to 12 sounds and say the word for what you hear.

## 2 PRONUNCIATION consonant clusters

### Fine-tuning your pronunciation: consonant clusters

Combinations of two or three consonant sounds, e.g. **crunch**, **splash**, can be difficult to pronounce, especially if the combination of sounds is not common in your language.

Three-consonant clusters at the beginning of words always begin with **s**, e.g. **scream**.

Three-consonant clusters at the end of words are often either plurals (**months**), third person singular verbs (**wants**), or regular past tenses (**asked**).

- a **4.8** Listen to the words in the chart. Then practise saying them.

At the beginning of a word			
two sounds		three sounds	
click	crash	screech	
drip	stammer	scream	
slam	slurp	splash	
snore			
At the end of a word			
two sounds		three sounds	
shouts	sniffs	crunched	mumble
yelled	hummed	crisps	rattled

- b **4.9** Listen and repeat the sentences.
- She **screamed** when her **friend splashed** her in the **swimming pool**.
  - The **brakes screeched** and then there was a **tremendous crash**.
  - I hate the **crunching** of someone eating **crisps**.
- c Write three sentences of your own, using two words from **a** in each sentence. Give them to your partner to say.

## 3 LISTENING & SPEAKING

- a You're going to hear a list of people's best and worst sounds. Look at the sounds below. Tick (✓) the ones you think are 'best sounds', and cross (X) the ones you think are 'worst sounds'.

## The best and worst sounds...

- the ping of a message arriving on someone else's phone
- the crunch of walking on a fresh layer of snow
- the roar of a revving motorbike
- the patter of rain on the window while you're in bed
- the crackling noise of an open fire
- the whine of a dentist's drill
- the strange hum in your house that you can't locate
- the opening music at the beginning of a new episode of a TV series you love
- the popping noise when you squeeze bubble wrap
- the screech of a violin when someone's learning to play
- people laughing at one of your jokes
- the 'ding' sound when a plane has landed and switched off the engines
- car alarms that go off for a long time with nobody paying any attention
- the crashing of waves on a beach
- someone sniffing
- birds singing very early in the morning
- people slurping their food
- someone else's child crying



**b** 🎧 **4.10** Listen and check. Do you agree?

**c** 🎧 **4.11** Now listen to seven people talking about sounds they love or hate. Answer the questions.

- 1 What sound does each person describe?
- 2 Do they love it or hate it?

**d** Listen again and answer the questions.

**Speaker 1** For how long has he been enjoying this sound?

**Speaker 2** Where does her love of this sound come from?

**Speaker 3** What possible reason does she give for not liking this sound?

**Speaker 4** Who or what creates this sound, and why?

**Speaker 5** What do you think she means when she says 'It reminds me of certain times of year'?

**Speaker 6** What does this sound make him think?

**Speaker 7** Why does she find this sound 'doubly painful'?

**e** Talk in small groups.

- Are there any sounds that you really love? Why do you love them? What do they make you think of, or how do they make you feel?
- What about sounds that you hate? How often are you affected by them in your daily life? Is there anything you can do to avoid them?

## 4 GRAMMAR speculation and deduction



**a** 🎥 **Video** Watch the video and, with a partner, answer the questions. Then listen to the explanation and find out if you were right.

**b** 📖 **Grammar Bank 4B** p.227

**c** 🎧 **4.12** Listen to three groups of sounds which tell stories. What do you think is happening? Write three sentences for each story using the phrases below.

**Story 1** must be, might be, can't have

**Story 2** could have, might have, unlikely that

**Story 3** probably, could be, must have

**d** 🎧 **4.13** Compare with a partner. Then listen to the ending and say what actually happened in each story.

## 5 READING

a Work in small groups and answer the questions. Give as much information as you can.

- How often do you use headphones or earbuds when you're listening to something? Which do you prefer?
- Where and when do you normally use them?
- Have you tried noise-cancelling headphones? Do you think they work?
- If you are listening to something without headphones, do you ever have the volume very high?

b Read the title of the article and the first paragraph. What do you think the writer's 'social experiment' was?

# 'Do you mind listening to that with headphones?' How one little phrase revolutionized my commute

Hannah Ewens

## Noisy devices are making public transport hell. But do passengers realize the pain they inflict?

Earlier in the summer, I started a social experiment – one you might consider ingenious or insufferable, depending on how much you prioritize a peaceful life. It began with a fragmented journey from north to south London, during which, at each section of the journey (bus, overground, bus), someone was playing content on their phone, loudly. First, on the bus, there was a woman flicking impatiently through TikTok videos. The woman next to her put in her earbuds, but said nothing. Next, on the overground, there was a woman listening to a nearly 20-minute-long voice note from a friend out loud that all of us could hear. This is the life of the passenger in **our new ambient hell**.

**1** He immediately got out his phone, loaded a podcast on YouTube and sat there, **his device blaring**. I knew this was my chance to tell him, to practise without an audience and so with little risk of him feeling publicly shamed. Just me and him, so: 'Mate, do you mind listening with headphones on?'

**2** I would neutralize my voice, so my judgment could not poison the tone. I would smile with an open face and think positive thoughts about this man, so he would intuitively feel that I was friend not foe. And then I'd strip the message back to a basic sentence, not cushion it with an apology (an apology – from *me!*) or explain why I wanted the antisocial behaviour to stop.

**3** People generally respond well. Not just the noisy content fiends either, but typically the other passengers, who nod or give me an encouraging look. The only angry response came from a man who was watching clips on YouTube. 'What's it to you?' he asked.

**4** Back in the 2000s, there'd typically be a kid or two playing music on their phone at the back of the bus to school. Adults would tell them to stop and the kids would laugh, but probably turn it off or down. Five years ago, everyone might have been glued to their phones in public and on commutes – but you would rarely find someone playing anything out loud, or at least for more than a few seconds, without it held close to their ear. Now it's not just younger people **polluting our public spaces** – it's everyone. I don't think people even realize they are doing this. Somewhere along the line it became normal.

**5** But it is different. That **tinny quality** to the noise, the **abrupt stop and start** of video and audio, the **chaotic nature of each content type** happening at once in the same tube carriage: it's distracting and disorientating. It stops you from being in the present, and has the perverse effect of forcing you into your own headphones and content bubble, when you might be – at least in my case – trying to reduce your own screen time. And the only thing worse than being a slave to your own device and its incessant chatter is being forced to hear other people's.

**6** If enough people join me, then eventually Transport for London or whoever your local transport body is, will pay for a new advertisement: 'Please give your seat up to pregnant women, please don't harass people, and no audio content out loud, please!' Imagine how clearly we would be able to think. Maybe we could even have pleasant interactions with each other.

When I told that man on the top deck of the bus to listen to YouTube with headphones, he looked at me incredulously for a moment. Then, when what I'd asked of him finally sank in, he immediately blushed. 'Oh, sorry,' he said. 'Was in my own little world there.'



**c Exam** Now read the whole article and check your answer to **b**. Then complete it with topic sentences A–F.

- A I had thought carefully about the best way to do this.
- B Things used to be very different.
- C At the front of the otherwise empty top deck of the final bus, a man sat in the front seat next to me.
- D It doesn't have to be this way.
- E You might argue that in theory, this disturbance is no different from overhearing people have loud conversations.
- F Over the past couple of months, I've done this every time the opportunity presents itself.

- d** Look at the **highlighted** phrases. How do they help the reader understand Hannah's attitude to other people's phone noise? What does her article suggest most people feel about 'no audio content out loud'?
- e** Would you have confronted the man on the bus? Do you think you might in future?

## 6 SPEAKING

- a**  **4.14** Listen to eight noises you might hear in the street and, with a partner, discuss what exactly they are. Then say which you find the most annoying.
- b**  **Communication** Noise control **A** p.179 **B** p.184 Describe the photos and answer the questions together.
- c** Read about some noise regulations from different countries. Then discuss them in small groups. Do you think they're a good idea? How would you adapt them for your country?
- In Germany, you aren't allowed to do loud DIY jobs on Sundays.
  - In Seville, Spain, you can't play dominoes at bar tables outdoors.
  - On the island of Capri, Italy, you aren't allowed to wear noisy footwear, including flip-flops.
  - In some Swiss blocks of flats, it isn't permitted to flush the toilet after 10 p.m.
  - In Sydney, Australia, you aren't allowed to play a musical instrument between 10 p.m. and 8 a.m.



**Mediation** An English-speaking friend finds noisy phone users on their commute stressful and asks you for advice. Leave your friend a voice message summarizing the social experiment in the article and offering practical tips they could try themselves. Try to use your own words.

## 7 LISTENING



- a**  **Video** Watch three short extracts from *A world of sounds*, a documentary about the British percussionist Evelyn Glennie. Can you describe some of the instruments she plays? Do you like how they sound?
- b**  **Video** Watch *A world of sounds*. Number the topics in the order she or the narrator talk about them.
- Her favourite instrument
  - Writing her own music
  - Her greatest challenge in becoming a solo percussionist
  - The different instruments she has
  - The instrument she would recommend to a beginner
  - People she has collaborated with

### Glossary

**repertoire** /'repətwa:/ all the plays, songs, pieces of music, etc. that a performer knows and can perform

- c** Watch again. Then, with a partner, try to remember what they said about the topics in **b**.
- d** What do you think is the most impressive aspect of her career?



## GRAMMAR

- a** Complete the sentences with the correct word or phrase.
- It's 2.30 now – what time do you think we'll get \_\_\_\_\_ London?
  - Unfortunately, Allie got \_\_\_\_\_ cheating in her final exam.
  - The windows are absolutely filthy. Shall we get someone \_\_\_\_\_ them?
  - I don't think Keith will ever get \_\_\_\_\_ to doing his own laundry – his parents always did it for him.
  - My visa expires quite soon, so I really need to get it \_\_\_\_\_.
- b** Right (✓) or wrong (X)? Correct any mistakes in the highlighted phrases.
- Basic**, I think he still hasn't got over the break-up of their marriage.
  - We've finished the interviews, and **all of all**, we think Joe Young is the most suitable candidate.
  - Not only we saw the sights**, we managed to do some shopping as well.
  - Only when the main character **dies** does her husband realize how much he needed her.
  - Dave's really late, isn't he? I think **he might get lost**.
  - The waiter didn't probably notice** that they had left without paying.
  - I think **it's unlikely that I'll be given** a work permit.
  - What a wonderful smell! **Somebody must bake** some bread.
  - You definitely won't pass** your driving test if you drive that fast!
  - I called you yesterday. **You should have got** a message on your voicemail.
- c** Complete the sentences with the correct form of the verb in brackets.
- No sooner \_\_\_\_\_ married than James lost his job. (they / get)
  - Never \_\_\_\_\_ such a wonderful view. It completely took my breath away. (I / see)
  - The traffic's quite bad – she's unlikely \_\_\_\_\_ before 7.00. (arrive)
  - Maria is bound \_\_\_\_\_ the news – everybody was talking about it yesterday. (hear)
  - My neighbour can't \_\_\_\_\_ very long hours. He's always home by early afternoon. (work)

## VOCABULARY

- a** Complete the sentences with one word.
- She's quite shy, but you'll soon get to \_\_\_\_\_ her.
  - When did your son and his girlfriend first get \_\_\_\_\_?
  - I've been trying to get \_\_\_\_\_ of Danny, but he's not answering his phone.
  - My boss is always phoning me at home – it really gets on my \_\_\_\_\_.
  - I hope I get \_\_\_\_\_ this cold by the weekend; I'm supposed to be going to a wedding.
  - His parents let him do whatever he wants, so he's used to getting his own \_\_\_\_\_.
  - When I was a student, I had to get \_\_\_\_\_ on less than £50 a week.
  - I hope I get the \_\_\_\_\_ to talk to him before he goes home.
- b** Circle the correct word.
- The government has *declared* / *executed* a state of emergency.
  - After days of fighting, both sides agreed to a *retreat* / *ceasefire*.
  - The city finally fell after a three-month *siege* / *coup*.
  - During the civil war, thousands of *refugees* / *allies* crossed the border to safety.
  - It was a fierce battle and *civilians* / *casualties* were heavy on both sides.
  - The rebels *broke out* / *blew up* the railway lines.
  - Even though they were surrounded, the troops refused to *surrender* / *defeat*.
  - The president has refused to *overthrow* / *release* any information about his tax returns.
- c** Complete the sentences with a verb from the list in the past simple.
- 
- buzz creak rattle screech  
sigh slam whisper whistle
- 
- Mabel \_\_\_\_\_ the door and walked off angrily.
  - 'Thanks, darling,' she \_\_\_\_\_ softly in his ear.
  - He \_\_\_\_\_ a happy tune as he walked down the street.
  - 'I wish he was here – I really miss him,' she \_\_\_\_\_.
  - The wind was so strong that the windows \_\_\_\_\_.
  - The car's brakes \_\_\_\_\_ as it came to a stop.
  - A bee flew in through the window and \_\_\_\_\_ round the room.
  - The door of the old library \_\_\_\_\_ open slowly, but there was nobody there!

**d Complete the adjectives for the definitions.**

- 1 th\_\_\_\_\_ -pr\_\_\_\_\_ = making you think seriously about a particular subject or issue
- 2 h\_\_\_\_\_ -w\_\_\_\_\_ = making you feel happy
- 3 in\_\_\_\_\_ = very interesting because of being unusual or not having an obvious answer or ending
- 4 gr\_\_\_\_\_ = exciting or interesting in a way that keeps your attention
- 5 m\_\_\_\_\_ = causing you to have deep feelings of sadness or sympathy
- 6 im\_\_\_\_\_ = not seeming reasonable or likely to be true

**Can you understand this text?**

**a** Read the article once. How good was Branko's English when he first met Faith? How good is it now?

**b** **Exam** Read the article again and choose the best words to complete the gaps.

- 1 a journey b trip c travel d voyage
- 2 a therefore b so c because d but
- 3 a translate b talk c understand d interfere
- 4 a off b down c on d over
- 5 a met up b made up c broken up d got together
- 6 a already b now c ever d still
- 7 a go back to b remember c imagine d go up to
- 8 a often b rarely c frequently d sometimes
- 9 a during b when c as d while
- 10 a watch out b look out c find out d turn out

**Can you understand these people?**

**Video Exam** Watch and choose a, b, or c.

- 1 **Sophie** first met her partner \_\_\_\_.  
a through mutual friends  
b on Facebook  
c when they were young
- 2 **Sarah** learned a lot about \_\_\_\_ in the TV series *Victoria*.  
a relationships within the royal family  
b the introduction of the railway in Britain  
c an affair between an aristocrat and a servant
- 3 **James** enjoys reading \_\_\_\_.  
a historical novels  
b books about classical composers  
c books set in imaginary worlds
- 4 A sound **Amy** finds irritating is one she hears \_\_\_\_.  
a in the autumn  
b when she wants to work  
c when she's outside

**We fell in love without speaking**



*Faith and Branko Ristic: 'It felt unreal, like magic.'*

I'll never forget the first moment I saw Branko. It was 2009, and I was 25, working as a musical director for a circus in the UK. I'd travelled alone to the village of Gornja Grabovica in Serbia, on a mission to learn Roma-style accordion. A week or so into my two-month <sup>1</sup> \_\_\_\_, a friend called Dusan took me to meet his cousin Branko, who he said was one of the country's best violinists.

When we arrived, Branko came out of the house wearing a white vest and jeans. I don't remember thinking he was attractive, <sup>2</sup> \_\_\_\_ for some reason I took a photo of him that I still have today. We all sat around a table in the garden. I didn't speak a word of Serbian and Branko knew no English, so Dusan tried to <sup>3</sup> \_\_\_\_\_. Branko was shy; it wasn't every day an English woman turned up at his house. The following day I went back, and we played music together late into the night. We did this several more times, quickly developing a strong connection. It was totally platonic, however; nothing else entered my head, partly because he had a girlfriend.

After two months, I returned to Britain and for the next couple of years I was busy touring with my work. Then, in July 2011, I had a few weeks <sup>4</sup> \_\_\_\_, and went back to Serbia. As soon as Branko heard I was back in Gornja Grabovica, he came straight to see me. With Dusan translating again, he told me he'd thought about me every day since I had left. He had <sup>5</sup> \_\_\_\_ with his girlfriend months earlier. It felt unreal, like magic. It was exciting to acknowledge our connection, but unusual to feel something for each other without being able to communicate fully.

That night we went to an *igranke*, a dance. I just enjoyed being near Branko. His body language was so open, and he was so kind and loving. The next day we played music together for hours, creating new compositions. He <sup>6</sup> \_\_\_\_ couldn't say a word in English, and I'd only picked up basic things in Serbian, but it just felt right. We could usually work out instinctively what the other was trying to say, and if we couldn't, we'd just laugh. It was so romantic. If I could rewind time, I'd <sup>7</sup> \_\_\_\_ that moment.

Branko and I planned to go to Britain together for a while, to earn money and introduce him to my life; but he had <sup>8</sup> \_\_\_\_ travelled even in his own country, and his tourist visa was refused twice. It was difficult to go back alone. When I returned to Serbia, we decided to get married, and we had a simple but chaotic wedding. We built a house on the exact spot we first met, in Branko's grandmother's garden. Today my Serbian is pretty good, and <sup>9</sup> \_\_\_\_ Branko still doesn't speak fluent English, he understands a lot. They say music is the language of the soul. We took a leap to <sup>10</sup> \_\_\_\_ if that is true, and music has held us together ever since.

**G** adding emphasis (1):  
inversion

**V** describing books

**P** loanwords

## 1 LANGUAGE IN CONTEXT Read the blurb!

Complete the sentences with a word or phrase from the list.

bogged down   brevity   ~~drop hints~~   kick off  
pique the curiosity   protagonist

- 1 I'd rather you didn't drop hints about the ending – I want it to be a surprise.
- 2 It's a story that will \_\_\_\_\_ of language experts in many countries as it focuses on lost words.
- 3 I thought the \_\_\_\_\_ made some very bad choices, so I couldn't empathize with her.
- 4 That author is not known for his \_\_\_\_\_ – most of his novels are really long and some stretch to nearly 1,000 pages.
- 5 I had to stop reading because I kept getting \_\_\_\_\_ in the detailed descriptions of the countryside.
- 6 You have to have a lot of patience with that book – the story doesn't really \_\_\_\_\_ until Chapter 5.

## 2 VOCABULARY describing books

a Read the definitions and complete the words.



- 1 very interesting because of being unusual  
intr i g u i n g
- 2 having sustained action and interest with events following each other rapidly  
f \_\_\_\_\_ -p \_\_\_\_\_
- 3 difficult to understand or get through  
h \_\_\_\_\_ g \_\_\_\_\_
- 4 causing an unpleasant feeling of fear or slight horror   cr \_\_\_\_\_
- 5 beautiful, sad or frightening in a way that cannot be forgotten   h \_\_\_\_\_
- 6 making you consider a particular subject or issue seriously  
th \_\_\_\_\_ -pr \_\_\_\_\_
- 7 causing feelings of happiness and pleasure  
h \_\_\_\_\_ -w \_\_\_\_\_
- 8 exciting or interesting in a way that keeps your attention   gr \_\_\_\_\_
- 9 unlikely to be true   impl \_\_\_\_\_
- 10 causing you to have deep feelings of sadness or sympathy   m \_\_\_\_\_



**b Complete the sentences with the words in a.**

- 1 It's a haunting novel about a mother whose son has become a murderer. The story stays with you long after you finish reading it.
- 2 The book was extremely \_\_\_\_\_, and it made me think seriously about human rights issues.
- 3 It's a very \_\_\_\_\_ story of how a child refugee is finally reunited with his parents.
- 4 The ending was completely \_\_\_\_\_. That would never have happened in real life!
- 5 This psychological thriller is absolutely \_\_\_\_\_. I can't put it down.
- 6 The plot is \_\_\_\_\_. You never know what's going to happen next.
- 7 This \_\_\_\_\_ story, which deals with love and loss, is full of emotional scenes.
- 8 This book is really \_\_\_\_\_ – I couldn't read it alone at night.
- 9 His new novel is very \_\_\_\_\_ – so much happens in each short chapter.
- 10 The sequel is very long and difficult to understand. I'm finding it quite \_\_\_\_\_.



**3 GRAMMAR** adding emphasis (1):  
inversion

**a Complete the sentences with an adverbial expression from the list. More than one answer may be possible.**

Hardly Never No sooner Not only Not until  
Only when Rarely Scarcely



- 1 Scarcely had he entered the classroom when the students started to ask him questions.
- 2 \_\_\_\_\_ I finished the chapter did I turn off the light and go to sleep.
- 3 \_\_\_\_\_ before in the history of the club had the fans witnessed such a resounding victory.
- 4 \_\_\_\_\_ had we sat down to eat than the doorbell rang.
- 5 \_\_\_\_\_ you think about the context of the novel do you begin to understand it.
- 6 \_\_\_\_\_ had I picked up my book when I got a message on my phone.
- 7 \_\_\_\_\_ was the woman in pain, but her pride had also been hurt.
- 8 \_\_\_\_\_ had I heard such a moving speech.

**b Complete the sentences with the correct form and position of the words in brackets.**

- 1 No sooner did they put up their tent than it began to rain. (they / put up)
- 2 Hardly \_\_\_\_\_ the station when the train arrived. (we / reach)
- 3 Never \_\_\_\_\_ such a depressing book. I felt thoroughly miserable by the end. (I / read)
- 4 Not only \_\_\_\_\_ delayed, but the airline also lost my baggage. (our flight / be)
- 5 Not until she got to work \_\_\_\_\_ that she was wearing two different shoes. (she / realize)
- 6 Only when my brother needs something \_\_\_\_\_ me. (he / call)
- 7 Scarcely \_\_\_\_\_ when our car broke down. (we / set off)
- 8 Rarely \_\_\_\_\_ wait longer than 20 minutes to see my doctor. (I / have to)

**c Rewrite the sentences to make them more emphatic.**

- 1 The woman had just sat down when her baby began to cry.  
Hardly had the woman sat down when her baby began to cry.
- 2 The exam began when all the papers had been given out.  
Only when \_\_\_\_\_.
- 3 He betrayed my trust and he lied to me.  
Not only \_\_\_\_\_.
- 4 The sun had only just gone down when the temperature fell dramatically.  
Scarcely \_\_\_\_\_.
- 5 I have never seen such a wonderful sight.  
Never \_\_\_\_\_.
- 6 As soon as the teacher turned her back, the children started whispering.  
No sooner \_\_\_\_\_.
- 7 I didn't realize that I'd already read the book until I opened it.  
Not until \_\_\_\_\_.
- 8 You rarely find two people so alike.  
Rarely \_\_\_\_\_.

**d Complete the sentences in your own words to make them as dramatic as possible.**

- 1 Hardly had I opened the door when I realized that something was terribly wrong.
- 2 Never have I heard \_\_\_\_\_.
- 3 No sooner had I put down my phone than \_\_\_\_\_.
- 4 Not only was it getting dark, but \_\_\_\_\_.
- 5 Not until I got on the train \_\_\_\_\_.
- 6 Only when I turned on the TV \_\_\_\_\_.
- 7 Rarely have I seen \_\_\_\_\_.
- 8 Scarcely had I parked my car when \_\_\_\_\_.

**4 PRONUNCIATION** loanwords

**a Look at the bold letter(s) in the loanwords. Circle the correct sound picture.**

1 al **dente**



2 **faux** pas



3 debacle



4 schaden**freude**



5 **déjà** vu



6 tsunami



7 aficionado



8 cliché



**b 4.1 Listen and check. Then listen again and repeat the words.**

**c 4.2 Listen and write the sentences.**

- 1 Rice tastes best when it's al dente.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

**d Listen again and repeat the sentences.**

## 1 VOCABULARY sounds and the human voice

a Circle the correct word.



- We could hear the waves crashing / screeching on the rocks during the storm.
- If I don't close my bedroom window, the crash / roar of the traffic on the motorway keeps me awake.
- Owen has got a cold, so he's been snoring / sniffing all day.
- The little girl splashed / crunched the apple in her mouth.
- We all ran out of the room because there was a large bee hissing / buzzing around the window.
- Ella banged / tapped her fingers impatiently on the table, waiting for Marcus to answer his phone.
- I didn't know the words to the song, so I just hooted / hummed the tune.
- There was a series of loud bangs / slams as the fireworks went off.
- Your dad must be asleep – I can hear him creaking / snoring.
- I can't stand people who slurp / drip their soup when they eat it.
- I had to get up and close the window because it was hooting / rattling in the wind.
- The cat arched its back and hissed / whistled at us as we walked in.

## b Match words 1–9 to sounds a–i.

- |                        |          |           |
|------------------------|----------|-----------|
| 1 a leaking tap        | <u>c</u> | a click   |
| 2 a camera             | ___      | b hoot    |
| 3 the wind             | ___      | e drip    |
| 4 an old, wooden floor | ___      | d creak   |
| 5 a clock              | ___      | e slam    |
| 6 car brakes           | ___      | f whistle |
| 7 a car horn           | ___      | g splash  |
| 8 a door               | ___      | h screech |
| 9 water                | ___      | i tick    |

## c Complete the sentences with the past simple form of verbs that describe the human voice.

- 'What have you done this time?' sighed Jamie's mother with resignation.
- Halfway through the exam, Max wh\_\_\_\_\_ to Ethan, 'What's the answer to number 5?'
- 'My leg hurts,' the player gr\_\_\_\_\_ as he lay on the ground.
- 'There's a spider in the bath!' my brother scr\_\_\_\_\_ in horror.
- 'I didn't have t-t-time to do my h-h-homework,' Ruby st\_\_\_\_\_ nervously.
- 'Sorry,' he m\_\_\_\_\_, but nobody could understand what he said.
- 'STOP MAKING SO MUCH NOISE!' the old man y\_\_\_\_\_ from an upstairs window.
- 'My new bike is broken,' s\_\_\_\_\_ the little girl, tears rolling down her cheeks.
- 'You look funny!' my daughter g\_\_\_\_\_ when she saw me in my new hat.



## 2 PRONUNCIATION consonant clusters

a Write the words with consonant clusters.

- 1 /skri:tʃ/ screech
- 2 /krʌntʃt/ \_\_\_\_\_
- 3 /snɪfs/ \_\_\_\_\_
- 4 /'mʌmbəl/ \_\_\_\_\_
- 5 /skri:m/ \_\_\_\_\_
- 6 /slɜ:p/ \_\_\_\_\_
- 7 /splæf/ \_\_\_\_\_
- 8 /'rætlɪd/ \_\_\_\_\_
- 9 /'stæmə/ \_\_\_\_\_
- 10 /fəʊts/ \_\_\_\_\_

b  4.3 Listen and check. Then listen again and repeat the words.

c  4.4 Listen and write the missing words with consonant clusters.

- 1 The boy splashed his brother with water.
- 2 It's always a good idea to \_\_\_\_\_ before and after doing exercise.
- 3 'What a wonderful surprise,' she \_\_\_\_\_.
- 4 My son's just failed his driving test for the \_\_\_\_\_ time!
- 5 We're going to IKEA to get some new \_\_\_\_\_ for my study.
- 6 The best speech was the one given by the \_\_\_\_\_.
- 7 Kate is very \_\_\_\_\_ and always lets you know what she's thinking.
- 8 We \_\_\_\_\_ out the map on the table in order to plan our route.



d Listen again and repeat the sentences.

## 3 GRAMMAR speculation and deduction

a Complete the conversations using *must*, *might* / *may*, *could*, *can't*, or *should* and the correct form of the verb in brackets. More than one answer may be possible.



- 1 **A** Beth's looking pleased with herself.  
**B** Yes. She must have done well in her job interview. (do)
- 2 **A** Where's Daisy? She said to meet her just outside the tube station.  
**B** I suppose she \_\_\_\_\_ at a different entrance. (wait)
- 3 **A** Darius left work about an hour ago.  
**B** Yes, he \_\_\_\_\_ here by now. It only takes 20 minutes. (be)
- 4 **A** How about this dress for your cousin?  
**B** I don't know. I've never seen her in a dress. She \_\_\_\_\_ it. (not like)
- 5 **A** My brother's in his room doing his homework.  
**B** Well, he \_\_\_\_\_ very hard. I can hear him talking on the phone! (study)
- 6 **A** Tony didn't show up at the party. He \_\_\_\_\_ about it. (forget)  
**B** Yes, he's very absent-minded.
- 7 **A** Nicole hasn't come to work today. She's ill.  
**B** Well, she \_\_\_\_\_ anything seriously wrong with her – I've just seen her walking her dog. (have)
- 8 **A** I'm going to get tickets for the music festival later. Shall I get one for your boyfriend?  
**B** Let me talk to him first. He \_\_\_\_\_ to go, in which case he won't need a ticket. (not want)

- b Complete the second sentence so that it means the same as the first sentence. Use the word in brackets.



- 1 I'm sure you'll enjoy the film. (definitely)  
You'll definitely enjoy the film.
- 2 I'm sure we'll win the match. (bound)  
We \_\_\_\_\_.
- 3 The manager is sure not to give us a pay rise. (definitely)  
The manager \_\_\_\_\_.
- 4 I think it'll rain at the weekend. (likely)  
It \_\_\_\_\_.
- 5 My husband probably won't get promoted this year. (unlikely)  
My husband \_\_\_\_\_.
- 6 My mother is likely to take early retirement. (probably)  
My mother \_\_\_\_\_.
- 7 Your parents will almost certainly complain about it. (sure)  
Your parents \_\_\_\_\_.
- 8 I don't think Luke will pass his accountancy exam. (probably)  
Luke \_\_\_\_\_.

- c Look at the photo and answer the questions. Use modal verbs and adjectives and adverbs for speculation where possible.

- 1 Where do you think the photo was taken?  
It might have been taken on a road in the Rocky Mountains in the USA.
- 2 Who do you think the man is?  
\_\_\_\_\_
- 3 Where do you think he's come from?  
\_\_\_\_\_
- 4 Where do you think he's going?  
\_\_\_\_\_
- 5 How do you think he's feeling?  
\_\_\_\_\_
- 6 What noises do you think he can hear?  
\_\_\_\_\_

## 4 VOCABULARY FROM READING

Complete the **bold** phrases in the sentences with a word from the list.

abrupt ambient blaring chaotic polluting **tinny**

- 1 There is often a **tinny** \_\_\_\_\_ quality to music streamed on a smartphone.
- 2 He had obviously just been to a gig because he sat there going through his videos, **his device** \_\_\_\_\_.
- 3 I find the \_\_\_\_\_ **stop and start** of video and audio incredibly annoying when I'm on public transport.
- 4 We commuters hold smartphone users wholly responsible for **our new** \_\_\_\_\_ **hell**.
- 5 The noise is so distracting because of **the** \_\_\_\_\_ **nature of each content type** occurring at the same time.
- 6 These days, even young children are \_\_\_\_\_ **our public spaces** by playing games at a ridiculous volume.





### 1 THE INTERVIEW

#### Lead-in

**Video** Watch the lead-in to *An interview with Jordan Friedman*. What did you find out about him? Would you be interested in participating in one of his stress reduction programmes?

#### Part 1

- a** With a partner, look at the photos. Discuss why these situations might be stressful.
- b** **Video** Watch Part 1 of the interview. Which of the 'stressors' in **a** does Jordan Friedman mention?
- c** Watch again. Then complete sentences 1–4.
- 1 Compared with 20 years ago, life today is more stressful because...
  - 2 Nowadays, we don't have time to...
  - 3 If our immune systems are weakened by stress,...
  - 4 If we don't sleep well,...



#### Part 2

- a** **Video** Watch Part 2. Why does Jordan Friedman compare stress management to a salad bar? What examples does he give of things that people can choose to do to reduce stress?
- b** **Exam** Watch again. Then, with a partner, mark the sentences **T** (true) or **F** (false). Say why the **F** ones are false.
- 1 Different people should choose different ways of dealing with stress.
  - 2 The stress management techniques Jordan Friedman mentions all take a minute or less.
  - 3 The most important thing about stress management techniques is to make them a habit.
  - 4 Friedman worked with a student who felt very stressed when he had to drive.
  - 5 The student's classmates suggested that he should travel at a different time of day.
  - 6 The solution to the student's problem was difficult for him to think of for himself.

#### Part 3

- a** **Video** Watch Part 3. Do students in your country suffer from similar stress? Which do you think are probably the biggest stressors?
- b** Watch again. Answer the questions.
- 1 At what age do people tend to be most stressed?
  - 2 What main reasons does Jordan Friedman give for student stress?
  - 3 Why does stress make taking exams harder?
  - 4 What two things does the Stressbusters programme give students?
  - 5 What feedback have students given about Stressbusters?

## Reading on screen

What information can you remember from the five 'Did you know...?' facts about stress that you read in the video?

## Looking at language

### Compound nouns

Jordan Friedman frequently uses compound nouns, e.g. *stress response*. Remember that when you hear new compound nouns, the first noun usually describes the second one – this will help you to work out the meaning.

#### a Try to complete the highlighted compound nouns in these extracts from the interview.

- 1 ...but when you have emails coming in and **t\_\_\_\_\_ messages** left and right...
- 2 Stress is really important, and, in fact, it can be a **l\_\_\_\_\_ saver**...
- 3 Stress contributes to high **bl\_\_\_\_\_ pressure**, which contributes to **h\_\_\_\_\_ problems** and stroke.
- 4 So these are all reasons to really pay attention to our **st\_\_\_\_\_ levels** and to take action to reduce the stress.
- 5 The great thing about **stress m\_\_\_\_\_** is that it's like a salad bar.
- 6 We can do one-minute **br\_\_\_\_\_ exercises**, we can, er, exercise, we can take a ten-minute walk around the block...
- 7 Stress is a very democratic occurrence, so older people are stressed, **c\_\_\_\_\_ students** are stressed, babies get stressed...
- 8 ...there's a greater need to get help for, er, them while in school, but if you're not with your usual **s\_\_\_\_\_ network**, it's even more challenging sometimes to do so.

#### b **Video** Watch and check.

## Reacting to the interview

Talk to a partner.

- How would you describe Jordan Friedman? Is there any one thing he talked about that you particularly remember?
- Which are your top three stressors? Are there any other situations which you find very stressful?
- Do any of the ways of dealing with stress that Jordan Friedman mentions work for you?
- Did you find being a student at school or university stressful? What kinds of things do you do to help you relax when you feel stressed?

## 2 THE CONVERSATION



Do you think life today is more stressful than it used to be?

#### a **Video** Watch the conversation. Circle the correct option to sum up each speaker's response to the question.

**Josie** It's *frustrating / motivating* to have to compare yourself with other people.

**Ida** The slower pace of life in the past was stressful in *the same / a different* way.

**John** People nowadays have less *ambition / patience* than in the past.

#### b Watch again. Then answer the questions.

**Josie**

- 1 What does she think is the main cause of stress today?
- 2 What does she mean when she says 'You're pitted against everyone else in your career field'?

**Ida**

- 3 Why does she use the example of sending a letter and waiting for the reply?
- 4 What is she referring to when she says 'you're expected to be reachable at all times...'?

**John**

- 5 What does it refer to when he says 'But nowadays, it's like "Now. I want it now."?'?

#### c **Video** Watch three extracts and notice how the speakers refer back to something that's been mentioned earlier, to keep the conversation coherent. In which extract does the speaker rephrase what the other person has said?

### Referring back

1 **Interviewer** Do you think life today is more stressful than it used to be?

**Josie** I definitely think it's more stressful than it used to be, and I think a big part of that is...

2 **Josie** ...you're pitted against everyone else in your career field...

**Ida** I think it's – using that phrase 'pitted against other people' is really interesting because it, it sort of highlights the fact that...

3 **Ida** ...you're expected to be reachable at all times...

**John** Sure. There's no hiding place nowadays, that's the problem.

#### d Now, in groups of three, have a conversation about the question in a.



## 1 LOOKING AT LANGUAGE

Match a word in **A** to a word in **B** to make compound nouns. Then complete the sentences.

**A** blood breathing college heart life stress (x2)  
support text

**B** exercises levels management messages  
network pressure problems saver students

- 1 My stress levels \_\_\_\_\_ always go through the roof when my in-laws come to stay in the holidays.
- 2 Which is cheaper, sending \_\_\_\_\_ or making phone calls?
- 3 The doctor has given me some tablets because my \_\_\_\_\_ is too high.
- 4 You need your \_\_\_\_\_ around you to help you through challenging times.
- 5 \_\_\_\_\_ involves learning ways of behaving and thinking that limit the effects of the pressure in your life.
- 6 Pregnant women are encouraged to do \_\_\_\_\_ to prepare for childbirth.
- 7 A mobile phone can be a \_\_\_\_\_ if you're involved in an accident and need help.
- 8 Some \_\_\_\_\_ suffer badly from stress, particularly at exam times.
- 9 Eating a well-balanced diet helps reduce the risk of developing serious \_\_\_\_\_ later in life.

## 2 VOCABULARY FROM THE INTERVIEW

Complete the sentences from the interview with a verb from the list.

alleviate cope cut down get into lose reduce

- 1 ...we can use technology to help us reduce stress...
- 2 ...just focusing on that photo of the ocean can \_\_\_\_\_ stressed feelings immediately.
- 3 ...when we're trying to feel better and to \_\_\_\_\_ on the stress we're experiencing.
- 4 ...we \_\_\_\_\_ very fixed ways, habits almost of thinking and acting...
- 5 ...we deal with our stressors and have dealt with them in similar ways for a long, long time, so we \_\_\_\_\_ the perspective...
- 6 We also find students telling us that they're better able to \_\_\_\_\_ with their stressors...

## 3 THE CONVERSATION

Complete the sentences from the conversation with a word that refers back to the **bold** word or phrase.

- 1 ...you never get satisfaction anymore, because you'll do **something** and think you've done really well, and then you share it \_\_\_\_\_, look at what other people have done and then suddenly everyone else seems to be doing so much more than you.
- 2 ...**life at the moment** is more about being in competition with other people rather than achieving things for yourself. And I think you're absolutely right, \_\_\_\_\_'s all about comparing yourself with other people.
- 3 I mean, I remember a time – I imagine you do as well – where **things were slower**, as well. The pace of life and the things that you did were slower so \_\_\_\_\_ was a different kind of stress.
- 4 People want **to succeed** so quickly, whereas years ago, you would begin to build a career for yourself, or meet people, and then open yourself out to the outside world. But nowadays it's like 'Now. I want \_\_\_\_\_ now.'

## 4 VOCABULARY FROM THE CONVERSATION

Complete the sentences with a phrase from the list.

a big part of career field ~~competition with~~  
constant comparing in between pace of life  
pitted against reachable at all times the outside world

- 1 Manufacturers can find it hard to stay profitable when they're in competition with companies in countries which pay employees lower wages.
- 2 The \_\_\_\_\_ is much faster these days, which can lead to higher levels of stress.
- 3 The time \_\_\_\_\_ going to the doctor's for a test and waiting for the results is very worrying.
- 4 I'm working at home today, but I'll be \_\_\_\_\_ via email or phone.
- 5 In the contest, 12 chefs are \_\_\_\_\_ each other for the chance to join a top-class restaurant.
- 6 As you get older, unfortunately it gets harder to find a new job outside your \_\_\_\_\_.
- 7 When you're a teenager, the \_\_\_\_\_ of yourself to others on social media can cause problems.
- 8 \_\_\_\_\_ growing up is gaining confidence in your own beliefs and opinions.
- 9 There are still remote communities in the world that are 'off grid' and have no way of communicating with \_\_\_\_\_.

## GRAMMAR &amp; VOCABULARY

- a Complete the second sentence so that it means the same as the first sentence. Use the word in brackets. Write three to five words. Contractions count as one word.
- Someone stole my credit card last night. (had)  
I \_\_\_\_\_ last night.
  - In the past there were several theatres in my town, and now there's only one. (be)  
There \_\_\_\_\_ in my town, and now there's only one.
  - She persuaded some friends to help her move house. (got)  
She \_\_\_\_\_ her move house.
  - I didn't find out exactly what had happened until I spoke to my son's teacher. (did)  
Not until I spoke to my son's teacher \_\_\_\_\_ exactly what had happened.
  - Shortly after my daughter passed her driving test, she received a speeding fine. (sooner)  
No \_\_\_\_\_ her driving test than she received a speeding fine.
  - It is expected that the hurricane will reach the coast of Florida by Tuesday morning. (to)  
The hurricane \_\_\_\_\_ the coast of Florida by Tuesday morning.
  - You've got a well-paid job – I'm sure you'll be able to get a mortgage. (bound)  
You've got a well-paid job – you're \_\_\_\_\_ to get a mortgage.
  - We ought to give back the tent we borrowed from your brother last summer. (time)  
It's \_\_\_\_\_ the tent we borrowed from your brother last summer.
  - My bank balance must be wrong. I'm sure I didn't spend that much money! (can't)  
My bank balance must be wrong.  
I \_\_\_\_\_ that much money!
  - I regret getting rid of all my vinyl records. (wish)  
I \_\_\_\_\_ of all my vinyl records.

- b Read the article. Write **one** word in each space.

## How to go on holiday without breaking the bank

Your holiday probably <sup>1</sup>\_\_\_\_\_ you an arm and a leg, so here are some tips to prevent you from being even further <sup>2</sup>\_\_\_\_\_ debt when you get back home. Try to get <sup>3</sup>\_\_\_\_\_ of any travel accessories you might need before you leave – things like adaptors and eye masks are a rip-off if you buy them at the airport. Other holiday-related items such as travel guides or camera tripods can be borrowed from friends or family. While you're away, set yourself a budget – this may sound like a real <sup>4</sup>\_\_\_\_\_ in the neck, but it will stop you spending money you don't have. Eating out can be a chore when you're on holiday. <sup>5</sup>\_\_\_\_\_ only is it expensive, but it's only a <sup>6</sup>\_\_\_\_\_ of time before eating in restaurants loses its appeal. Instead, you could make a packed lunch out of local produce like bread, cheese, and cold meats. On the <sup>7</sup>\_\_\_\_\_, the best people to ask about food options are the staff at your hotel: their favourite places are bound to be economical, and you will get to <sup>8</sup>\_\_\_\_\_ the area much better if you hang out where they do. You'll probably have a <sup>9</sup>\_\_\_\_\_ itinerary of the places you want to visit, but when you get to your holiday destination, you can do further research. For example, it's likely to be far cheaper to buy a travel pass to get <sup>10</sup>\_\_\_\_\_ than buying separate bus or train tickets.



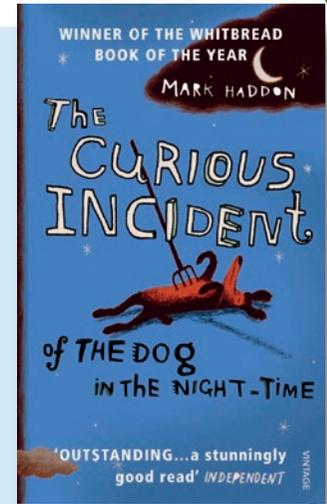
## 4A Back cover blurbs

### Student A

- Read your back cover blurb.
- Tell **B** and **C** about your book. Say what kind of book it is and what you learn about the characters and the plot.
- Listen to **B** and **C** tell you about their books.

### *The Curious Incident of the Dog in the Night-Time* by Mark Haddon

*The Curious Incident of the Dog in the Night-Time* is a murder mystery novel like no other. The detective, and narrator, is Christopher Boone. Christopher is fifteen and has Asperger's Syndrome. He knows a very great deal about maths and very little about human beings. He loves lists, patterns and the truth. He hates the colours yellow and brown and being touched. He has never gone further than the end of the road on his own, but when he finds a neighbour's dog murdered he sets out on a terrifying journey which will turn his whole world upside down.



## 4B Noise control Student A

- Look at the photo. Describe it to **B** in as much detail as you can, using *must*, *might*, *could*, etc.
- Listen to **B** describing their photo. What do you think the photos have in common?
- Now look at your photos together and answer the questions.
  - Are these types of noise pollution a problem where you live?
  - Do you have other kinds of noise pollution? What are they?
  - What's the biggest noise problem where you live? Think about your home; your neighbourhood; your town or city; your country.
  - What do you think could be done about it?



## 4A Back cover blurbs

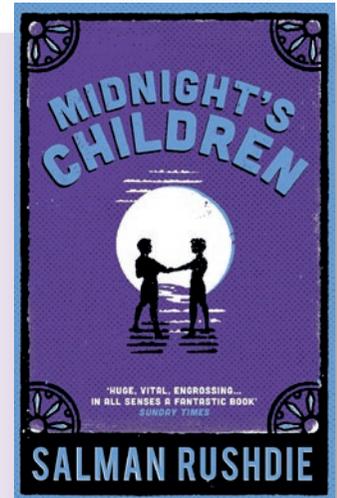
### Student B

- Read your back cover blurb.
- Listen to **A** tell you about their book.
- Tell **A** and **C** about your book. Say what kind of book it is and what you learn about the characters and the plot.
- Listen to **C** tell you about their book.

### *Midnight's Children* by Salman Rushdie

Born at the stroke of midnight, at the precise moment of India's independence, Saleem Sinai is destined from birth to be special. For he is one of 1,001 children born in the midnight hour, children who all have special gifts, children with whom Saleem is telepathically linked.

But there has been a terrible mix-up at birth, and Saleem's life takes some unexpected twists and turns. As he grows up amidst a whirlwind of triumphs and disasters, Saleem must learn the ominous consequences of his gift, for the course of his life is inseparably tied to that of his motherland, and his every act is mirrored and magnified in the events that shape the newborn nation of India. It is a great gift, and a terrible burden.



## 4B Noise control Student B

- Listen to **A** describing their photo.
- Look at your photo. Describe it to **A** in as much detail as you can, using *must*, *might*, *could*, etc. What do you think the photos have in common?
- Now look at your photos together and answer the questions.
  - Are these types of noise pollution a problem where you live?
  - Do you have other kinds of noise pollution? What are they?
  - What's the biggest noise problem where you live? Think about your home; your neighbourhood; your town or city; your country.
  - What do you think could be done about it?



## 5A Are you too busy? Students A+B

### Between 0 and 4 'yes' answers

You're doing great! Your time management sounds pretty good.

### Between 5 and 7 'yes' answers

You sound as if you might be too busy. Maybe you should rethink your priorities?

### Between 8 and 10 'yes' answers

You're definitely too busy. How did you have time to take the quiz?

This quiz isn't intended to be scientifically accurate, but the questions it asks are important ones. It should help you think about your use of your time, and how it makes you feel. The most important question is the last one – if your loved ones think you're too busy, then you should think seriously about prioritizing your personal relationships more.

## 7A Are they really laws? Students A+B

### The myths are:

#### All swans are the King's property.

Many people believe that the King is the owner of all unclaimed, open-water swans across the UK, but this is not true. While His Majesty does own some English swans, it is only those on certain stretches of the River Thames around Windsor.

#### All your debts will be written off when you die.

Unfortunately, when you die, any debt that you may have accumulated over your lifetime will have to be paid for! In 2024, the average total debt per household in the UK was £65,380.

#### Driving in flip-flops is illegal.

Many people think that it's illegal to drive in flip-flops or similar sandals, as it can be dangerous if you get the open toe caught underneath the accelerator or clutch. However, this is not actually a law, although the Highway Code states that 'the footwear and clothing that you wear while driving must not prevent you from using the controls in a correct manner.' So it's probably a good idea to keep a spare pair of trainers in your car.

#### Leaving the interior car light on while driving is illegal.

It is perfectly legal to leave the interior light on in your car while driving. However, the idea does come from a genuine rule, that when on, the light must not shine out of the back window or obstruct the view of anyone who may be behind you.

### The following four are all real laws:

It's illegal to cut down a tree if a bird is nesting in it.

It's illegal to dress up as a police officer.

It's illegal to park on the pavement in London and Edinburgh.

It's illegal to sell alcohol to someone who is drunk.

## 4A Back cover blurbs

### Student C

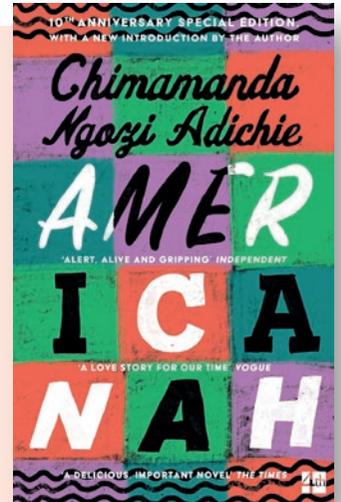
- Read your back cover blurb.
- Listen to **A** and **B** tell you about their books.
- Tell **A** and **B** about your book. Say what kind of book it is and what you learn about the characters and the plot.

### *Americanah* by Chimamanda Ngozi Adichie

Ifemelu and Obinze are young and in love when they depart military-ruled Nigeria. In America, Ifemelu suffers defeats and triumphs, finds and loses relationships, all the while feeling the weight of something she never thought of back home: race.

Meanwhile, Obinze plunges into a dangerous, undocumented life in London. Fifteen years later, when they reunite in a newly democratic Nigeria, and reignite their passion – for each other and their homeland – they face the hardest decision of their lives.

Fearless, gripping, spanning three continents and numerous lives, the National Book Critics Circle Award-winning *Americanah* is a literary masterpiece, and one of the defining books of the decade.





## 4 A book review

### KEY SUCCESS FACTORS

- summarizing main events in the plot in a concise way
- using a wide range of vocabulary to describe plot, characters, etc.
- expressing a reasonably sophisticated opinion

### Analysing a model text

**a** Which of the following would normally influence you to read a book?

- the back cover blurb
- a friend of yours recommended it
- it's a bestseller – everybody is reading it
- you saw and enjoyed a film based on it
- you were told to read it at school
- you read a good review of it

**b** Read the book review. In which paragraph, 1–4, do you find the following information? Write **DS** if the review doesn't say. Does the review make you want to read the book? Why (not)?

- the strong points of the book
- the basic outline of the plot
- what happens in the end
- where and when the story is set
- the weakness(es) of the book
- whether the reviewer recommends the book or not
- who the author is
- who the main characters are
- who the book is published by
- who the book will appeal to

**c** Look at these extracts from a first draft of the review. Which words in the **bold** phrases did the reviewer leave out or change to make it more concise? Then read the **Participle clauses** box to check.

- 1 A thriller **which is set in the present day** in a small town in Missouri, USA, it immediately became an international bestseller.
- 2 ...a couple, Nick and Amy Dunne, **who are now living in Nick's home town** of Carthage...
- 3 Nick owns a bar, **which was opened with his wife's money**, which he runs with his sister Margo.

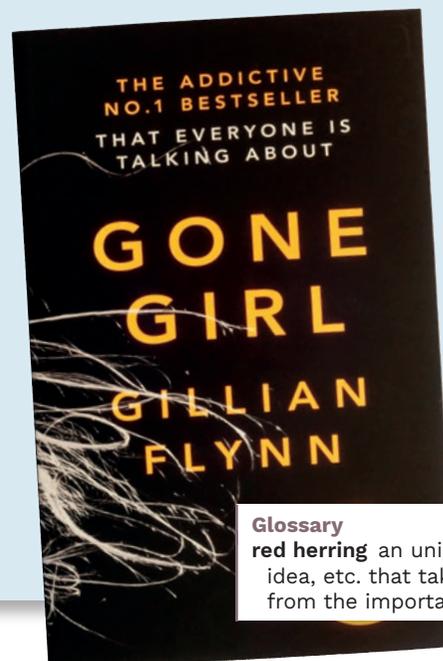
1 ***Gone Girl*** is the third novel by American writer Gillian Flynn. A thriller set in the present day in a small town in Missouri, USA, it immediately became an international bestseller.



2 The main characters in the novel are a couple, Nick and Amy Dunne, now living in Nick's home town of Carthage after Nick lost his job as a journalist in New York City. Nick owns a bar, opened with his wife's money, which he runs with his sister Margo. On the day of his fifth wedding anniversary, Nick discovers that Amy is missing. For various reasons, he becomes a prime suspect in her disappearance. The first half of the book is told in the first person, alternately by Nick and then by Amy through extracts from her journal. The two stories are totally different: Nick describes Amy as stubborn and antisocial, whereas she makes him out to be aggressive and difficult. As a result, the reader is left guessing whether Nick is guilty or not. In the second half, however, the reader realizes that neither Nick nor Amy have been telling the truth in their account of the marriage. The resulting situation has unexpected consequences for Nick, Amy, and the reader.

3 The great strength of this book is how the characters of Nick and Amy are revealed. Despite having the typical devices common to thrillers, for example, several possible suspects and plenty of red herrings, the novel is also a psychological analysis of the effect of failure and unfulfilled dreams on someone's personality. My only criticism would be that the first half goes on too long and perhaps could have been slightly cut down.

4 Not only is this a complex and absolutely gripping novel, but it also tackles real problems in society, such as the unhappiness that is caused by economic difficulties, and the effect of the media on a crime investigation. For all lovers of psychological thrillers, *Gone Girl* is a must.



### Glossary

**red herring** an unimportant fact, event, idea, etc. that takes people's attention from the important one

## Participle clauses

The writer uses participles (*set, living, opened*) instead of a subject + verb. Past participles replace verbs in the passive, and present participles (*-ing* forms) replace verbs in the active. The subject of the clause is usually the same as the subject of the main clause.

Participle clauses can be used:

- instead of a conjunction (*after, as, when, because, although, etc.*) + subject + verb, e.g. *Having run out of money...* instead of *Because she has run out of money...*
- instead of a relative clause, e.g. *set in the present day / opened with his wife's money* instead of *which is set... / which was opened...*

When you use a participle clause, you do not need to link the next clause with *and*, e.g. *It is set in 1903 and it tells the story of a young girl...* → *Set in 1903, it tells the story...*

### d Rewrite the sentences, making the highlighted phrases more concise by using participle clauses.

- 1 As she believes him to be the murderer, Anya is absolutely terrified.  
\_\_\_\_\_
- 2 Armelle, who was forced to marry a man she did not love, decided to throw herself into her work.  
\_\_\_\_\_
- 3 Simon, who realizes that the police are after him, tries to escape.  
\_\_\_\_\_
- 4 It was first published in 1903 and it has been reprinted many times.  
\_\_\_\_\_
- 5 When he hears the shot, Mark rushes into the house.  
\_\_\_\_\_
- 6 It is based on his wartime diaries and it tells the story of a young soldier.  
\_\_\_\_\_

## USEFUL LANGUAGE

### e Look at the highlighted adverbs. What effect do they have on the words that follow?

The two stories are **totally** different...

...and perhaps could have been **slightly** cut down.

### f Cross-out any adverbs that don't fit in these sentences. Tick (✓) if all are possible.

- 1 My only criticism is that the plot is *somewhat / slightly / a little* implausible.
- 2 The last chapter is *really / very / absolutely* fascinating.
- 3 The end of the novel is *rather / pretty / quite* disappointing.
- 4 The denouement is *absolutely / incredibly / extremely* thrilling.

## Planning what to write

- a Think of a book that you have read recently. Make a list of the main points about the characters and plot that you should cover in a review. Don't include a spoiler.
- b Exchange your list with other students to see if they can identify the book.

### TIPS for writing a book review:

- Choose a book that you know well.
- Organize the review into clear paragraphs.
- Use a suitable style, neither very formal nor very informal.
- Give your reader a brief idea of the plot, but do not give away the whole story. This is only part of your review, so choose only the main events and be as concise as possible.
- Use the present tense when you describe the plot. Using participle clauses will help to keep it concise.
- Use a range of adjectives that describe as precisely as possible how the book made you feel, e.g. *gripping, moving*, etc. (see p.39).
- Use adverbs of degree to modify them, e.g. *absolutely gripping*.
- Remember that an effective review will include both praise and criticism.

## Writing

A student magazine has asked for reviews of recent books. Write a review of between 220 and 260 words.

### DRAFT your review.

- Paragraph 1: Include the title of the book, the genre, the author, and where / when it is set.
- Paragraph 2: Describe the plot, including information about the main characters.
- Paragraph 3: Talk about what you liked and any criticisms you may have.
- Paragraph 4: Give a summary of your opinion and a recommendation.

**EDIT** the review, making sure you've covered all the main points, checking paragraphing, cutting any irrelevant information, and making sure it's the right length.

**CHECK** the review for mistakes in grammar, spelling, punctuation, and register.

## adding emphasis (1): inversion

- 1 **Not only is the plot** great, (but) it's also very well written.  
**Not until** you can behave like an adult **will we treat** you like an adult.  
**Never have I heard** such a ridiculous argument.  
**Never again** will I believe a word he says.  
**No sooner had the football match started** than it began to snow heavily.
- 2 **Not only did you forget** to shut the window, (but) you also forgot to lock the door!  
**Not until** you become a parent yourself **do you understand** what it really means.
- 3 The train began to move. **Only then was I able to** relax.  
**Only when** you leave home **do you realize** how expensive everything is.  
**Hardly had I sat down when / before** the meeting began.  
**Rarely have I met** a more irritating person.

• In formal English, especially in writing, we sometimes change the normal word order to make the sentence more emphatic or dramatic.

- 1 This structure is common with negative adverbial expressions such as *Not only...*, *Not until...*, *Never (again)...*, and *No sooner...* (= a formal way of saying *as soon as*).  
• When we use inversion after the above expressions, we change the order of the subject and (auxiliary) verb.  
**NOT** ~~*Not only the plot is great...*~~  
Compare:  
*I have never heard such a ridiculous argument.* (= normal word order)  
*Never have I heard such a ridiculous argument.* (= inversion to make the sentence more emphatic)
- 2 In the present simple and past simple tense, rather than simply inverting the subject and verb, we use *do / does / did + subject + main verb*. **NOT** ~~*Not only forgot you to shut the window...*~~
- 3 Inversion is also used after the expressions *Only then...*, *Only when...*, *Hardly / Scarcely...*, *Rarely...*

**Overuse of inversion**

Inversion should only be used occasionally for dramatic effect. Overusing it will make your English sound unnatural.

## Rewrite the sentences to make them more emphatic.

- I had just started reading when all the lights went out.  
No sooner had I started reading than all the lights went out.
- 1 I didn't realize my mistake until years later.  
Not until \_\_\_\_\_.
  - 2 We had never seen such magnificent scenery.  
Never \_\_\_\_\_.
  - 3 They not only disliked her, but they also hated her family.  
Not only \_\_\_\_\_.
  - 4 We only understood what he had really suffered when we read his autobiography.  
Only when \_\_\_\_\_.
  - 5 We had just started to eat when we heard someone knocking at the door.  
Hardly \_\_\_\_\_.
  - 6 I have rarely read such a badly written novel.  
Rarely \_\_\_\_\_.
  - 7 Until you've tried to write a novel yourself, you don't realize how hard it is.  
Not until \_\_\_\_\_.
  - 8 The hotel room was depressing – it was cold as well.  
Not only \_\_\_\_\_.
  - 9 We only light the fire when it is unusually cold.  
Only when \_\_\_\_\_.
  - 10 Shortly after he had gone to sleep the phone rang.  
No sooner \_\_\_\_\_.
  - 11 I only realized the full scale of the disaster when I watched the six o'clock news.  
I watched the six o'clock news. Only then \_\_\_\_\_.
  - 12 He has never regretted the decision he took on that day.  
Never \_\_\_\_\_.
  - 13 I spoke to the manager and the problem was taken seriously.  
Only when \_\_\_\_\_.
  - 14 He had scarcely had time to destroy the evidence before the police arrived.  
Scarcely \_\_\_\_\_.
  - 15 He would never see his homeland again.  
Never again \_\_\_\_\_.

## speculation and deduction

modal verbs: **must, may, might, can't, could, should, ought**

- 1 That **must be** an electric car – it isn't making any noise at all.  
You **must have seen** him – he was standing right in front of you!
  - 2 They **can't be playing** very well – they're losing 3–0.  
You **can't / couldn't have spent** very long on this essay – you've only written 100 words.
  - 3 I haven't seen the Sales Manager today. He **may / might / could be** off sick.  
The keys of the store cupboard have disappeared. Do you think someone **may / might / could have taken** them?  
He **may / might not have heard** the message I left.
  - 4 If I post the letter today, it **should / ought to arrive** on Friday.  
I posted the letter a week ago, it **should / ought to have arrived** by now.
- 1 As well as using *must* for obligation, we also use *must* + infinitive to say that we are almost sure something is true about the present and *must have* + past participle to say that we are almost sure something was true or happened in the past.
- 2 We use *can't* + infinitive to say that we are almost sure that something isn't true in the present and *can't have / couldn't have* + past participle to say that we are almost sure that something wasn't true / didn't happen in the past.
- We don't use *mustn't / mustn't have* with this meaning.
- 3 We use *may / might / could* + infinitive and *may have / might have / could have* + past participle to say that we think it's possible that something is true in the present, or was true / happened in the past.
- We only use *may not* or *might not* to talk about a negative possibility. **NOT** *couldn't*
- 4 We use *should / ought to* + infinitive to describe a situation we expect to happen. We use *should have / ought to have* + past participle to describe a situation we would expect to have happened in the past.

## Infinitive or continuous infinitive after modals?

He **must work** really hard. He never gets home before 9.00 p.m.  
(= deduction about a habitual action)

There's a light on in his office. He **must still be working**. (= deduction about an action in progress at the moment of speaking)

## adjectives and adverbs for speculation

- 1 He's **bound / sure to** be here in a minute. He left an hour ago.  
She's **bound / sure to** know. She's an expert on the subject.
  - 2 I think she's **likely / unlikely to** agree to our proposal.  
**It is likely / unlikely** that the government will raise interest rates this year.
  - 3 She'll **definitely pass** the exam. She's worked really hard.  
She **definitely won't** pass the exam. She hasn't done any work at all.  
He'll **probably be** here around 8.00. He usually leaves work at 7.30.  
He **probably won't be** here until about 8.15. He's stuck in a traffic jam.
- 1 *bound* and *sure* are adjectives. We use *be bound* or *be sure* + *to* + infinitive to say that we think something is certain to be true or to happen.
- 2 *likely* and *unlikely* are also adjectives (not adverbs). We can use subject + *be likely / unlikely* + *to* + infinitive, or *it is likely / unlikely* + *that* + clause.
- 3 *definitely* and *probably* are adverbs. They go before a main verb and after the auxiliary if there is one in  $\boxed{+}$  sentences and before the auxiliary in  $\boxed{-}$  sentences.
- With *be* they go after the verb in  $\boxed{+}$  sentences and before the verb in  $\boxed{-}$  sentences, e.g. *He's probably British. The painting definitely isn't genuine.*

## a Right (✓) or wrong (X)? Correct the mistakes in the highlighted phrases.

- Jim didn't leave work until 6.00, so he won't likely be here before 7.00. X *he's unlikely to be here*
- 1 My glasses aren't in their usual place. Someone **must move them**.
  - 2 **A** Do you know where Emma is?  
**B** She should be in the library. That's where she said she was going.
  - 3 **A** What's that noise in the garage?  
**B** I think it can be the neighbour's cat.
  - 4 I'm sure Chelsea will win tonight. They're **unlikely to lose** three times in a row.
  - 5 I think you should delete that photo of Tina. **She won't definitely like it**.
  - 6 **Julian is bound be late** – he always is.
  - 7 No one's answering the phone at the shop. **I'd say they've probably gone home**.
  - 8 I don't think Marta has gone to bed yet. **I think she must still study**.
  - 9 **It's quite likely that the boss will retire** in a year.

## b Complete the sentences using the bold word.

- Perhaps Luke has got lost. He has no sense of direction. **might**  
Luke **might have got lost**. He has no sense of direction.
- 1 I don't think he'll have time to call in and see us. He has a very tight schedule. **probably**  
He \_\_\_\_\_.  
He has a very tight schedule.
  - 2 I'm not sure she'll ever get over the break-up. **may**  
She \_\_\_\_\_ the break-up.
  - 3 They will probably have heard the news by now. **ought**  
They \_\_\_\_\_ now.
  - 4 I didn't leave my credit card in the restaurant. I remember putting it in my wallet. **can't**  
I \_\_\_\_\_.  
I remember putting it in my wallet.
  - 5 I'm sure your sister will like the scarf – it's just her style. **bound**  
Your sister \_\_\_\_\_.  
It's just her style.
  - 6 The company director probably won't resign, despite the disastrous sales figures. **unlikely**  
The company director \_\_\_\_\_, despite the disastrous sales figures.
  - 7 I'm sure he was in love with her, otherwise he wouldn't have married her. **must**  
He \_\_\_\_\_, otherwise he wouldn't have married her.
  - 8 Are you sure you locked the back door? **definitely**  
Did \_\_\_\_\_ lock the back door?
  - 9 According to press reports, the couple will probably get divorced soon. **likely**  
According to press reports, it's \_\_\_\_\_ soon.

	usual spelling	! but also
 fish	i kill drip risk <b>idiom</b> stick quit	message <b>rewarding</b> repetitive <b>business</b> building <b>synonym</b>
 tree	ee screech <b>fee</b> ea creak <b>treaty</b> e even <b>tedious</b>	routine <b>suite</b> <b>siege</b> key receipt <b>people</b>
 cat	a <b>bang</b> <b>crash</b> slam <b>tap</b> balance <b>salary</b>	
 car	ar <b>bark</b> <b>smart</b> sarcastic a chance <b>grant</b> staff <b>advantage</b>	calf <b>calm</b> laugh <b>draught</b> heart
 clock	o <b>occupation</b> <b>obviously</b> shock <b>sob</b> contract deposit	squash <b>sausages</b> <b>cough</b> <b>knowledge</b>
 horse	(o)or <b>forces</b> <b>snore</b> out <b>door</b> al (+l, +ll) <b>although</b> instalment <b>call</b> aw <b>paw</b> <b>claws</b> au long-haul <b>cautious</b>	<b>caught</b> <b>fought</b> <b>war</b> <b>roar</b> <b>pour</b>
 bull	u <b>bullet</b> <b>pushed</b> oo <b>cooking</b> <b>goodness</b> <b>stood</b> <b>wood</b>	should <b>would</b> woman
 boot	oo <b>loot</b> <b>troops</b> u* <b>due</b> <b>flu</b> ew <b>view</b> <b>blew</b>	<b>moving</b> <b>coup</b> <b>wounded</b> <b>through</b> <b>brui</b> <b>suit</b> <b>beauty</b> <b>queue</b> <b>shoe</b>
 computer	Many different spellings. /ə/ is always unstressed. computer <b>assertive</b> <b>relative</b> <b>practical</b> <b>challenging</b> <b>member</b> <b>opinion</b> <b>profession</b> <b>stubborn</b> <b>successful</b>	
 bird	er <b>herbs</b> <b>nerves</b> ir <b>circuit</b> <b>birth</b> ur <b>slurp</b> <b>fur</b>	<b>earth</b> <b>learner</b> <b>world</b> <b>worse</b> <b>journey</b>
 egg	e <b>gentle</b> <b>debt</b> <b>neck</b> <b>tense</b> <b>benefit</b> <b>temporary</b> <b>surrender</b>	<b>wealthy</b> <b>breath</b> <b>taking</b> <b>steady</b> <b>friendly</b> <b>many</b> <b>said</b> <b>says</b>

	usual spelling	! but also
 up	u <b>hum</b> <b>hunt</b> <b>gun</b> <b>gut</b> <b>stuck</b> <b>mussels</b> <b>discuss</b> o <b>above</b> <b>oven</b>	<b>blood</b> <b>flood</b> <b>tough</b> <b>enough</b> <b>couple</b> <b>trouble</b>
 train	a* <b>wages</b> <b>hatred</b> ai <b>tail</b> <b>training</b> ay <b>away</b> <b>tray</b>	<b>great</b> <b>steak</b> <b>neighbour</b> <b>weight</b> <b>survey</b> <b>obey</b>
 phone	o* <b>totally</b> <b>joke</b> <b>bonus</b> <b>post</b> oa <b>groan</b> <b>loaded</b> ow <b>arrow</b> <b>below</b>	<b>soulmate</b> <b>doughnut</b> <b>aubergine</b>
 bike	i* <b>sniper</b> <b>wild</b> <b>wi-fi</b> y <b>deny</b> <b>ally</b> igh <b>sigh</b> <b>bright</b>	<b>eye</b> <b>neither</b> <b>aisle</b> <b>guy</b>
 owl	ou <b>around</b> <b>amount</b> prof <b>oundly</b> ow <b>powerful</b> over <b>crow</b> <b>ded</b> me <b>ow</b>	<b>plough</b> <b>drought</b>
 boy	oi <b>point</b> <b>spoilt</b> <b>voice</b> <b>choice</b> oy <b>loyal</b> <b>employer</b>	
 ear	eer <b>career</b> <b>beer</b> ere <b>adhere</b> atmos <b>phere</b> ear <b>fear</b> <b>spear</b>	<b>period</b> <b>idea</b> <b>weird</b>
 chair	air <b>aircraft</b> <b>fair</b> <b>repair</b> are <b>fare</b> <b>spare</b>	<b>scary</b> <b>bear</b> <b>wherever</b> <b>there</b> <b>their</b>
 tourist	ur <b>curious</b> <b>during</b> <b>plural</b> ure <b>mature</b> <b>endure</b> <b>secure</b> eur <b>Euro</b> <b>Europe</b>	
 /i/		A sound between /i/ and /i:/. Consonant + y at the end of words is pronounced /i/. <b>happy</b> <b>angry</b> <b>thirsty</b>
 /u/		An unusual sound between /ʊ/ and /u:/. <b>edu</b> <b>cation</b> <b>usu</b> <b>ally</b> <b>situ</b> <b>ation</b>

\* especially before consonant + e

	usual spelling	! but also
 <b>p</b> parrot	<b>p</b> perks poached recipe deep <b>pp</b> apparently gripping	
 <b>b</b> bag	<b>b</b> breed bite tablet grab <b>bb</b> scribble bubble	
 <b>k</b> key	<b>c</b> screen economic <b>k</b> skill bankrupt <b>ck</b> click tick <b>qu</b> quick picturesque	<b>ch</b> orus <b>ch</b> iropractic technician accurate
 <b>g</b> girl	<b>g</b> grunt guided arguably drug <b>gg</b> giggle aggressive	<b>gh</b> ost colleague
 <b>f</b> flower	<b>f</b> fire refugee <b>ph</b> photography metaphor <b>ff</b> affluent sniff	laugh rough
 <b>v</b> vase	<b>v</b> vast voicemail survive review government hive	of
 <b>t</b> tie	<b>t</b> track touristy strength retreat <b>tt</b> rattle settings	mashed chopped debt doubt receipt
 <b>d</b> dog	<b>d</b> defeat declare update crowd <b>dd</b> add middle	steamed bored
 <b>s</b> snake	<b>s</b> stranger responsible <b>ss</b> hiss across <b>c</b> (+ e, i) ceasefire civilians	scenery psychoanalyst fancy
 <b>z</b> zebra	<b>z</b> zip zone <b>zz</b> buzz dizzy drizzle <b>s</b> misery refuses trousers avoids	dessert
 <b>sh</b> shower	<b>sh</b> shocked sheet shellfish rash <b>ti</b> (+ vowel) addiction operation <b>ci</b> (+ vowel) species crucial	sugar sure chef cliché anxious pressure
 <b>3</b> television	An unusual sound. invasion conclusion pleasure casualties massage	

	usual spelling	! but also
 <b>th</b> thumb	<b>th</b> thorough thriller thick sympathetic breath death	
 <b>th</b> mother	<b>th</b> though therefore either nevertheless smooth	
 <b>ch</b> chess	<b>ch</b> charge crunch <b>tch</b> switched match <b>t</b> (+ ure) capture sculpture	
 <b>j</b> jazz	<b>j</b> juggle enjoyable <b>g</b> cage besiege <b>dge</b> edgy gadget	soldier suggest
 <b>l</b> leg	<b>l</b> legal lively landline deal <b>ll</b> colleague scroll	
 <b>r</b> right	<b>r</b> revolution ribs grand scrambled <b>rr</b> surrender overrated	wrist wrinkled
 <b>w</b> witch	<b>w</b> wings waist willing towards <b>wh</b> whistle whisper	one once
 <b>y</b> yacht	<b>y</b> yell yoga yogurt yourselves before u mule consumer	
 <b>m</b> monkey	<b>m</b> mumble motivated temper consumer <b>mm</b> stammer recommend	limb dumb
 <b>n</b> nose	<b>n</b> nightmare internet monotonous <b>nn</b> penniless cannon	knowledge knight design foreigner
 <b>ng</b> singer	<b>ng</b> length strong wing sting before k ankle blink	
 <b>h</b> house	<b>h</b> heat horns history inherit behave unhelpful	whoever whom whole

## 4 Written mediation

### a Read the strategy.

#### Written mediation strategy

##### Linking ideas to existing knowledge

When you want others to understand new information or ideas, it's useful to connect it to what they already know.

- Consider your audience's knowledge and experiences and link the new information to that.
- Use comparisons, contrasts, and examples to connect new ideas to things that will be familiar to your audience.
- Connect ideas to show how they relate to each other and build meaning.

### b Read the example exam task and blog. Then do the activities.

Your British friend, Amelia, has started studying literature at university in the UK. She has been asked to organize an event on a Spanish-language author to interest students in literature from other cultures and asks you for advice. Write an email to her explaining key details about the authors in the article and recommending one that you think would best suit the audience and the event's goals.

### c Answer the questions.

- 1 What subject is Amelia studying?
- 2 How could you link her knowledge with the information in the article?
- 3 Who is the event for? What is its purpose?

### d Read the blog. Tick (✓) the terms that you think you might need to clarify for Amelia.

- |                              |                          |
|------------------------------|--------------------------|
| A magical realism            | <input type="checkbox"/> |
| B tetralogy                  | <input type="checkbox"/> |
| C Barack Obama               | <input type="checkbox"/> |
| D the Edebé Award            | <input type="checkbox"/> |
| E Agatha Christie            | <input type="checkbox"/> |
| F literary fiction           | <input type="checkbox"/> |
| G Netflix                    | <input type="checkbox"/> |
| H Nobel Prize for Literature | <input type="checkbox"/> |

### e Try to describe the terms you chose in activity d by linking them to Amelia's existing knowledge.

### f Use the words and phrases in the list to connect the ideas from the text.

because but in the same way is similar to  
whereas with

- 1 Magical realism \_\_\_\_\_ fantasy fiction, \_\_\_\_\_ both genres include unreal elements.
- 2 \_\_\_\_\_ that Márquez blends fantasy and reality, Allende combines magical realism \_\_\_\_\_ historical fiction.
- 3 Melchor was nominated twice for the Booker Prize \_\_\_\_\_ did not win, \_\_\_\_\_ Márquez won the award in 1982.

### g Complete the gaps in the text, introducing one of the authors with the words in the list.

both of equally given guessing

In the same way that Allende wrote for adults and children, the Spanish writer Carlos Ruiz Zafón, who wrote *The Shadow of the Wind*, was <sup>1</sup>\_\_\_\_\_ versatile, receiving awards in both categories. He wrote in a gothic style, which I imagine you're familiar with <sup>2</sup>\_\_\_\_\_ your knowledge of literature. I'm also <sup>3</sup>\_\_\_\_\_ you know the works of Charles Dickens and Victor Hugo, <sup>4</sup>\_\_\_\_\_ whom influenced Zafón.

### h In pairs, discuss which author you would recommend to Amelia, giving reasons for your decision.

#### Useful phrases

Acknowledging existing knowledge  
*Considering what you already know about...*  
*I imagine you're familiar with...*  
Making comparisons  
*This is similar to... because...*  
*In the same way as...*  
Signalling contrasts  
*This is different from... in that...*  
*Whereas... focuses on...,*  
Recommending  
*Personally, I think... because*  
*Considering the fact that... I'd recommend...*

### i Write an email to your friend summarizing the authors in the article. Recommend one and explain why they would suit the event. Write 180–200 words.

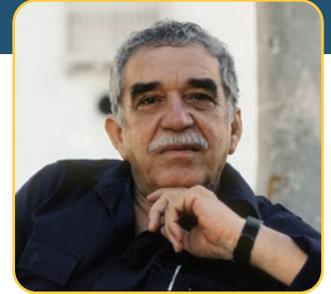
## THE BOOK BLOG:

# Spanish Language Authors

This week is a celebration of Spanish-language authors, including acclaimed, prize-winning literary masters, as well as lesser-known and emerging authors.

### Gabriel García Márquez

Márquez is widely acknowledged as one of the greatest writers of the twentieth century. Born in Colombia in 1927, he was a journalist, a short-story writer, and a novelist. In 1967, his novel *One Hundred Years of Solitude* was published and Márquez was catapulted to international fame. He went on to write such titles as *Love in the Time of Cholera* and *Chronicle of a Death Foretold*. His work epitomizes magical realism, blending real-world settings with supernatural and dreamlike elements. In 1982, Márquez cemented his worldwide success by winning the Nobel Prize for Literature.



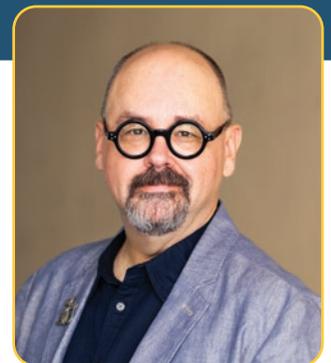
### Isabel Allende

Allende is one of the most widely read authors in the world. She was born in Peru in 1942 to Chilean parents and achieved global acclaim after the publication of her bestselling novel *The House of the Spirits*. Allende went on to write over twenty books, including a trilogy for younger readers and several non-fiction titles. Influenced by Latin American novelists, including Gabriel García Márquez and Mario Vargas Llosa, she has blended magical realism with historical fiction. In 2010, she received Chile's National Literature Prize, and in 2014 she was presented with the Presidential Medal of Freedom by Barack Obama. Allende is also thought to enjoy crime thrillers such as those written by British authors Agatha Christie and Arthur Conan Doyle.



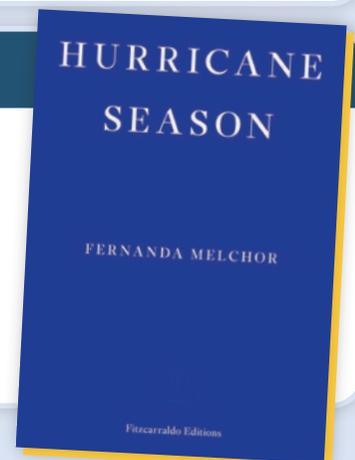
### Carlos Ruiz Zafón

Carlos Ruiz Zafón was born in Barcelona in 1964. He began his career working in screenwriting and writing children's novels. *The Shadow of the Wind* was his first novel for adults and became a bestselling literary thriller. Other notable works include *The Angel's Game*, *The Prisoner of Heaven*, and *The Labyrinth of the Spirits*. Each of these titles is connected in theme, forming a tetralogy, or a four-book series. Carlos Ruiz Zafón had a rich imagination, favouring gothic settings. He was influenced by nineteenth century classic authors such as the British writer Charles Dickens and the French writer Victor Hugo. During his lifetime, he won numerous international awards. They include the Edebé Award, Spain's prestigious prize for young adult fiction, and the Barry Award, an American crime literary award.



### Fernanda Melchor

Fernanda Melchor is a more recent Spanish-language author who writes literary fiction, which is known for its complex characters and exploring their experiences and emotions. Born in Veracruz, Mexico, in 1987, she graduated from the Universidad Veracruzana and went on to write both fiction and non-fiction for many publications. In 2013, she wrote her first novel *Falsa Liebe*. In 2020, her novel *Paradise* was nominated for the International Booker Prize. She was nominated a second time in 2022 for her novel *Hurricane Season*, a complex mystery set in a Mexican village that was later made into a Netflix film. *Hurricane Season* was also the winner of the 2019 Anna Seghers Prize, a prestigious literary award in Germany.



# Exam skills

## Speaking: A summary

### Exam tips: Giving a summary

- Make notes as you listen to the two speakers. The task is not a memory test, and you will need your notes to help you plan your summary.
- Identify the main points made by both speakers and include at least one supporting detail for each of them in your summary. Remember to combine and summarize the information from both speakers.
- Use your own words as much as possible, rather than repeating the speakers' exact words.
- Remember to keep to the time limit if there is one.

- a **4.5** Read Task 1. Then listen to two people talking about reading. What are the two main points that the speakers make? Make notes as you listen.

### Task 1

Listen to two people talking about reading as a hobby. The two people make the same two main points.

You should:

- combine the information from the two people and
- summarize the two main points the people make.

- b **4.6** Listen to a student giving a summary of the two people in Task 1. Answer the questions.

- Does the summary combine the information from both speakers?
- Does it identify the two main points?
- Does it include a supporting detail for each main point?

### Task 2

Listen to two people talking about noise pollution. The two people make the same two main points.

You should:

- combine the information from the two people and
- summarize the two main points the people make.

- c **4.7** Read Task 2 and listen to the two speakers. Make notes as you listen.

- d Plan your summary. Identify the two main points and at least one supporting detail for each. Think about how you can rephrase the language from the recording.

- e Give your summary. Talk for about 50 seconds. Make sure you combine the information and summarize the two main points.

- f How well do you think your summary went? Consider these questions.

- Did you speak for the correct amount of time?
- Did you combine the information?
- Did you summarize the two main points?
- Did you use your own words where possible?



## future perfect and future continuous

future perfect: *will have + past participle*

The rain **will have stopped** by this afternoon.  
Some people think that sea levels **will have risen** by as much as a metre in 50 years' time.  
Laura **won't have arrived** before dinner, so I'll leave some food in the oven for her.  
When **will they have learned** enough English to be able to communicate fluently?

- We use the future perfect (*will have + past participle*) to say something will be finished before a certain time in the future.
- This tense is frequently used with the time expressions *by Saturday / March / 2030, etc.*, or *in two weeks / months, etc.*
- *by + a time expression = at the latest.* With *in*, you can say *in six months* or *in six months' time*.
- We form the negative with *won't have + past participle*, and make questions by inverting the subject and *will / won't*.

future continuous: *will be + verb + -ing*

- 1 Don't phone between 7.00 and 8.30, as we'll **be having** dinner then.  
Good luck with your test tomorrow. I'll **be thinking** of you.  
Will you **be waiting** for me when I get off the train?  
This time tomorrow, I'll **be sitting** at a café, **drinking** a beer.
- 2 You don't need to get up early. **We won't be leaving** until about 9.30.  
I'll **be going** to the supermarket later. Do you want anything?

- 1 We use the future continuous (*will be + verb + -ing*) to say that an action will be in progress at a certain time in the future.  
Compare:  
*Come at around 7.30. **We'll have** dinner at 8.00.* (= we will start dinner at 8.00)  
and  
*Don't phone between 7.00 and 8.30, as **we'll be having** dinner.* (= at 8.00 we will already have started having dinner)
  - We form the negative with *won't be + verb + -ing* and make questions by inverting the subject and *will / won't*.
- 2 We sometimes use the future continuous, like the present continuous, to talk about things which are already planned or decided.

**a Complete the sentences with the verbs in brackets in the future perfect or future continuous.**

Their last exam is on June 26th. By the end of June they'll have finished all their exams. (finish)

- 1 If they win the next match, they \_\_\_\_\_ every match this season. (win)
- 2 Please don't call me between 7.30 and 8.30, because that's when I \_\_\_\_\_ my evening meal. (cook)
- 3 By the time you next see me, I \_\_\_\_\_ Oxford and I \_\_\_\_\_ in Exeter. (leave, live)
- 4 Come to stay next week. I'll have some free time then because I \_\_\_\_\_ my new job. (not start)
- 5 By this time tomorrow, they \_\_\_\_\_ to Greece and they \_\_\_\_\_ on the beach. (fly, lie)
- 6 If I don't practice this, I \_\_\_\_\_ it in a year's time. (forget)
- 7 They are walking 30 km a day. By the end of the trek, they \_\_\_\_\_ 150 km. (walk)
- 8 She \_\_\_\_\_ over a hundred songs by the time she is 20. (write)
- 9 I \_\_\_\_\_ to the supermarket later. Do you want me to get you anything? (go)
- 10 They \_\_\_\_\_ all the cake before you get home: they promised to keep you some. (not / eat)

**b Complete the dialogue with the verbs in brackets in the future perfect or continuous.**

- A** Do you know that people are now being trained as astronauts to go to Mars? By the time they leave, they 'll have trained together for years. Once they get to Mars, that's it. They <sup>1</sup> \_\_\_\_\_ their choice never to return to Earth because there will be no way back! (train)
- B** You mean that they <sup>2</sup> \_\_\_\_\_ their homes and families behind forever? (make)
- A** Yes! They <sup>3</sup> \_\_\_\_\_ thousands of miles to start a human colony on a new planet. But they'll be well prepared. Before they leave, the four astronauts <sup>4</sup> \_\_\_\_\_ all kinds of new skills. (learn)
- At least two of them <sup>5</sup> \_\_\_\_\_ to know what to do in a medical emergency. (train)
- Other members of the crew <sup>6</sup> \_\_\_\_\_ expert engineers so they can repair anything on the spaceship. (become)
- B** And I guess cameras <sup>7</sup> \_\_\_\_\_ every minute of their lives. People <sup>8</sup> \_\_\_\_\_ everything that happens millions of miles from Earth. (film)
- A** Yes! And at the same time, scientists <sup>9</sup> \_\_\_\_\_ everything about them, especially their physical and mental health. (watch)
- B** By the time the mission takes place, I think I <sup>10</sup> \_\_\_\_\_ as a teacher, but perhaps I <sup>11</sup> \_\_\_\_\_ in this country, although still on planet Earth, I hope! (test)
- (work)
- (not live)

## zero and first conditionals, future time clauses

## zero conditional

You **need to** do some exercise every day if you want to be fit.  
 If people **are wearing** headphones in the street, they often **don't notice** other people.  
 If you **haven't been** to New York, you **haven't lived**.

- We use zero conditionals to talk about something which is always true or always happens as a result of something else. We use *if* + present simple, and the present simple in the other clause.
- You can also use the present continuous or present perfect in either clause.

## first conditional

If the photos **are** good, I'll **send** them to you.  
 If you're **not going** to Jason's party, I'm **not going to go** either.  
 If I **haven't come back** by 9.00, **start** dinner without me.  
 I'll **have finished** in an hour if you **don't** disturb me.

- We use first conditionals to talk about something which will probably happen in the future as a result of something else. We use *if* + a present tense, and a future tense in the other clause.
- You can use any present form in the *if*-clause (present simple, continuous, or perfect) and any future form (*will*, *going to*, future perfect, future continuous) or an imperative in the other clause.

## future time clauses

I'll be ready **as soon as** I've had a cup of coffee.  
 Send me a message **when** your train's **coming into** the station.  
 I'm not going to buy the new model **until** the price **has gone down** a bit.  
 I'm not going to work overtime this weekend **unless** I **get** paid for it.  
 Take your umbrella **in case** it's **raining** when you leave work.

- Future time clauses are similar to the *if*-clause in first conditional sentences, but instead of *if*, we use expressions like: *as soon as*, *when*, *until*, *unless*, *before*, *after*, and *in case* followed by a present (not a future) tense. This can be any present form, e.g. present simple, present continuous, present perfect. We can use any future form or imperative in the other clause.
- We use *in case* when we do something in order to be ready for future situations / problems. Compare the use of *if* and *in case*:
  - *I'll take an umbrella if it's raining.* = I'll only take an umbrella if it's raining.
  - *I'll take an umbrella in case it rains.* = I'll take an umbrella anyway because it might rain.

## a Circle the correct form.

If I'm lucky, I (ll have saved) / 've saved enough money by June to buy a car.

- 1 Are you looking for Rob? He *won't be* / *won't have been* here for another hour.
- 2 If you don't help me with this, I *don't* / *'ll never* speak to you again.
- 3 He *won't* / *don't* do any more work if you don't start paying him.
- 4 I'm not going to let you go out if you *don't clean* / *won't be cleaning* your room.
- 5 If you don't take your phone, you *won't* / *don't* be able to check the directions.
- 6 They *'ll have sold* / *'ve sold* their house by the end of the year if they start advertising it now.
- 7 I'll give them a lift in my car if I *have* / *'ll have* enough time.
- 8 I *'ll be walking* / *'m walking* in the mountains if the weather is fine.
- 9 If we don't repair the roof, the rain *will come* / *comes* through in the next storm.

## b Complete the sentences with a time expression from the list. You have to use some words more than once.

after as soon as before (x2) if in case (x2)  
 unless until (x2) when

He'll talk to you before he makes a final decision.

- 1 We're going to the park. We'll be there \_\_\_\_\_ it gets dark, then we'll come home.
- 2 We're late! Finish packing \_\_\_\_\_ you can and let's get the next bus to the station.
- 3 Please take another jumper \_\_\_\_\_ it is really cold.
- 4 Would you like a cup of coffee \_\_\_\_\_ dinner?
- 5 \_\_\_\_\_ they continue playing music all night, I will call the police.
- 6 I'm going to have a shower \_\_\_\_\_ I go to bed.
- 7 Don't call me \_\_\_\_\_ it's a real emergency.
- 8 Please take some water \_\_\_\_\_ it's very hot.
- 9 \_\_\_\_\_ my brother is here, I'll invite you to come and meet him.
- 10 I won't leave my job \_\_\_\_\_ I find a new one.

# Answer Key

## 3A

### 1 LANGUAGE IN CONTEXT

2 breadcrumb, 3 swipe fatigue, 4 ghost, 5 bench

### 2 PRONUNCIATION

a 2 S, 3 S, 4 E, 5 E, 6 S, 7 S, 8 E

### 3 VOCABULARY

a 2 b, 3 e, 4 d, 5 g, 6 f, 7 j, 8 a, 9 c, 10 h

b 2 message, 3 way, 4 anywhere, 5 life, 6 on, 7 house, 8 act, 9 real, 10 move

c 2 around, 3 away, 4 behind, 5 out, 6 down, 7 over, 8 through, 9 by, 10 back, 11 together, 12 into

### 4 LANGUAGE IN CONTEXT

2 (that) I looked for a new flat  
3 buying a travel pass to get around the city  
4 (that) I (should) iron my outfit before my job interview  
5 (that) I should consult a lawyer

### 5 GRAMMAR

a 2 getting our new sofa delivered today  
3 was lucky he didn't get hurt in the crash  
4 going to get my eyes tested later  
5 you get Debbie to call me back  
6 love it when the days start getting longer  
7 need to get someone to look at our heating  
8 car got stolen from outside my house

b 2 get someone else to help  
3 get used to getting up  
4 got better / been getting better  
5 getting new flooring installed  
6 get the children to eat  
7 get sent  
8 get Jack to take  
9 got injured  
10 got worse / getting worse

c 2 got your car  
3 get ready  
4 do, get to fix  
5 Have, got caught  
6 do, get rid of  
7 gets on your nerves  
8 do, get around  
9 get a joke  
10 does, get dark

d Students' own answers.

## 3B

### 1 VOCABULARY

a 2 refugees, 3 civilians, 4 commander, 5 forces, 6 troops, 7 casualties, 8 survivors, 9 snipers, 10 ally

b 2 siege, 3 overthrow, 4 ceasefire, 5 shell, 6 treaty, 7 Civil War, 8 loot, 9 revolution, 10 execute, 11 coup

c 2 defeated, was defeated, a  
3 surrender, surrender, b  
4 has captured, was captured, a  
5 broke out, broke out, a  
6 were released, has, released, b  
7 blow up, blew up / has blown up, b  
8 (has) declared, declared, b

### 2 PRONUNCIATION

b 3 sur|vive, sur|vivor S  
4 ex|e|cute, ex|e|cution D  
5 col|mman|der, col|mman|ding S  
6 his|tory, his|to|ric D  
7 cap|tive, cap|ture S  
8 bel|sieve, bel|sieved S  
9 vic|tor, vic|to|rious D  
10 re|vo|lution, re|vo|lutionary S

### 3 LANGUAGE IN CONTEXT

2 historian, 3 betrayal, 4 warrior, 5 conquest, 6 legendary, 7 mythical, 8 victorious, 9 reality

### 4 GRAMMAR

a 2 I mean, 3 Besides, 4 Obviously, 5 all in all, 6 After all, 7 As I was saying, 8 otherwise  
b 2 words, 3 regards, 4 matter, 5 whole, 6 way, 7 say, 8 case, 9 hand, 10 least  
c Students' own answers.

## Colloquial English 2

### 1 LOOKING AT LANGUAGE

2 awful, 3 deadly, 4 rights, 5 picture, 6 classic, 7 civil, 8 plot, 9 culture

### 2 VOCABULARY FROM THE INTERVIEW

2 gain control  
3 deliberate plan  
4 making me act  
5 makes people dislike  
6 given less than they deserve

### 3 THE CONVERSATION

1 b, 2 c, 3 a

### 4 VOCABULARY FROM THE CONVERSATION

2 running, 3 earth, 4 shaped, 5 back, 6 point, 7 further, 8 hung, 9 going, 10 so

## Can you remember...? 1-3

### GRAMMAR & VOCABULARY

a 1 sympathetic, 2 repetitive, 3 beliefs, 4 curiosity, 5 awareness, 6 ashamed, 7 celebration, 8 loss, 9 rebellion, 10 survivors  
b 1 a, 2 c, 3 b, 4 a, 5 c, 6 a, 7 c, 8 c, 9 a, 10 a

## 4A

### 1 LANGUAGE IN CONTEXT

2 pique the curiosity, 3 protagonist, 4 brevity, 5 bogged down, 6 kick off

### 2 VOCABULARY

a 2 fast-paced, 3 heavy going, 4 creepy, 5 haunting, 6 thought-provoking, 7 heart-warming, 8 gripping, 9 implausible, 10 moving

b 2 thought-provoking, 3 heart-warming, 4 implausible, 5 gripping, 6 intriguing, 7 moving, 8 creepy, 9 fast-paced, 10 heavy going

### 3 GRAMMAR

a 2 Not until / Only when, 3 Never, 4 Hardly / No sooner / Scarcely, 5 Not until / Only when, 6 Hardly / No sooner / Scarcely, 7 Not only, 8 Rarely / Never  
b 2 had we reached, 3 have I read, 4 was our flight, 5 did she realize, 6 does he call, 7 had we set off, 8 do I have to  
c 2 all the papers had been given out did the exam begin  
3 did he betray my trust, (but) he also lied to me  
4 had the sun gone down when the temperature fell dramatically  
5 have I seen such a wonderful sight  
6 had the teacher turned her back than the children started whispering  
7 I opened the book did I realize that I'd already read it / I opened it did I realize that I'd already read the book  
8 do you find two people so alike  
d Students' own answers.

### 4 PRONUNCIATION

b 2 /əʊ/, 3 /ɑː/, 4 /ɔː/, 5 /ɜː/, 6 /ɑː/, 7 /əʊ/, 8 /iː/

c 2 She's an aficionado of fantasy novels.  
3 The tsunami totally destroyed the village.  
4 Everything he says sounds like a cliché.  
5 I felt a bit of schadenfreude when he didn't win the competition.  
6 The coach resigned after the debacle when his team lost 7-1 at home.  
7 He made a faux pas when he criticized his girlfriend's mother's cooking.  
8 I had a strong feeling of déjà vu when I entered the room.

# Answer Key

## 4B

### 1 VOCABULARY

- a 2 roar, 3 sniffing, 4 crunched, 5 buzzing, 6 tapped, 7 hummed, 8 bangs, 9 snoring, 10 slurp, 11 rattling, 12 hissed
- b 2 a, 3 f, 4 d, 5 i, 6 h, 7 b, 8 e, 9 g
- c 2 whispered, 3 groaned, 4 screamed, 5 stammered / stuttered, 6 mumbled, 7 yelled, 8 sobbed, 9 giggled

### 2 PRONUNCIATION

- b 2 crunched, 3 sniffs, 4 mumble, 5 scream, 6 slurp, 7 splash, 8 rattled, 9 stammer, 10 shouts
- c 2 stretch, 3 exclaimed, 4 sixth, 5 shelves, 6 bridegroom, 7 straightforward, 8 spread

### 3 GRAMMAR

- a 2 might / may / could be waiting  
3 should be  
4 might / may not like  
5 can't be studying  
6 might / may / could / must have forgotten  
7 can't have  
8 might / may not want
- b 2 are / 're bound to win the match  
3 definitely won't / will not give us a pay rise  
4 is / 's likely to rain at the weekend  
5 is / 's unlikely to get promoted this year  
6 will probably take early retirement  
7 are sure to complain about it  
8 probably won't / will not pass his accountancy exam
- c Students' own answers.

### 4 VOCABULARY FROM READING

- 2 blaring, 3 abrupt, 4 ambient, 5 chaotic, 6 polluting

## Exam skills 3

- a The general line of argument in the text is: the way that historical events are recorded has changed over time and has been influenced by a number of different factors.
- b Option C is correct. Only C and D are followed by the preposition *to*. If something is *aligned to* something else, it means that the two things are in agreement or share a purpose. If something is *attributed to* someone, it means that it was caused or created by them, which fits the meaning in the sentence.
- c 2 a 3 d 4 a 5 c 6 c 7 b 8 b

## Exam skills 4

- a The two main points are:
- reading as a hobby is good for our mental abilities.
  - print books have not been replaced by digital versions.
- b Yes, for all questions.
- c–f Students' own answers

### 4.5

#### Speaker 1

Although we no longer rely solely on printed books, experts agree about the benefits of reading as a free-time activity. It's been demonstrated that reading has a positive effect on our mental abilities for several reasons. Not only does it stimulate brain activity, it also improves our critical thinking skills and our memory, and can even lead to better sleep. And it seems that, despite the convenience of digital alternatives, the prediction that they would spell the end for books hasn't come true. In fact, sales of print books have increased slightly in recent years. It seems that many people value time away from screens and still enjoy the physical qualities of a good book.

#### Speaker 2

Although the way in which we read has changed in recent years, according to scientific research, there is no doubting the benefits this consistently popular pastime brings. Reading helps to keep the brain active, it improves our memory, and it's also beneficial to our critical thinking skills – all things that contribute to maintaining healthy cognitive capacity. It seems we also sleep better if we read frequently, although reading on screen before bedtime isn't advisable. It's interesting that we've recently seen a rise in the number of print books being sold compared to previous years. This is clear proof that the threat of digital formats to the future of printed books was not as great as many people feared. Perhaps a 'real' book provides a welcome change to the ever-present screen.

### 4.6

These two speakers are talking about reading for pleasure. Both of them talk about the fact that reading for pleasure is a worthwhile activity to have as a hobby. That's because it has a positive impact on our cognitive ability, by keeping our minds alert and benefitting our critical thinking skills, and it's also very good for our memory and sleep. Both speakers say many people were concerned that the introduction of digital books could result in print versions being replaced. However, it seems this has not happened, and in fact, more physical books were sold recently compared to previous years. One explanation for this may be that readers possibly appreciate the alternatives to digital technology and therefore enjoy having a physical book.

### 4.7

#### Speaker 1

Noise pollution has been shown to have a severely damaging effect on wildlife, particularly in towns and cities. All creatures can experience stress and anxiety when noise levels are too high, but birds are among those most at risk. Road traffic noise, for example, can drown out birds' calls and prevent them from communicating effectively. However, the countryside is not necessarily the peaceful escape that people believe it to be. Although there is less human activity, noise from agricultural machinery and farm animals such as cows can travel further in open countryside and disturb the peace and quiet that many of us associate with rural areas.

#### Speaker 2

Anyone who has spent time in a big town or city will know how noisy they can be. That may be irritating for us, but it's particularly bad news for the natural world, and especially for birds. Constant exposure to loud noises can prevent them from hearing warning calls from other birds, as well as interfering with their social interaction in other ways. You'd probably assume that things are better away from the sounds and bright lights of built-up areas, but, when it comes to noise pollution, the countryside has its own challenges. Cows and other animals on farms produce a significant amount of noise, as do farm vehicles, and sound tends to travel further when there are fewer buildings in the area to block it.