

fifth edition

English File



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with Digital Pack

B2.2

Christina Latham-Koenig Clive Oxenden
Kate Chomacki

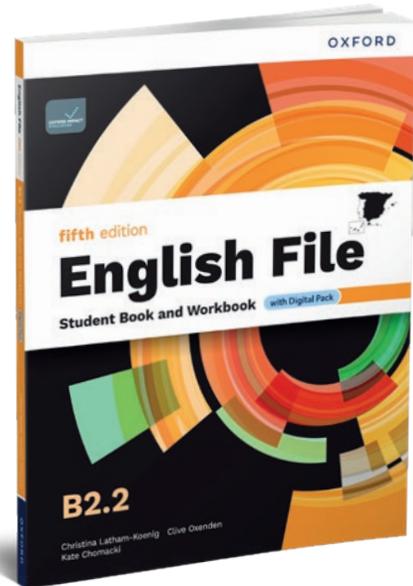
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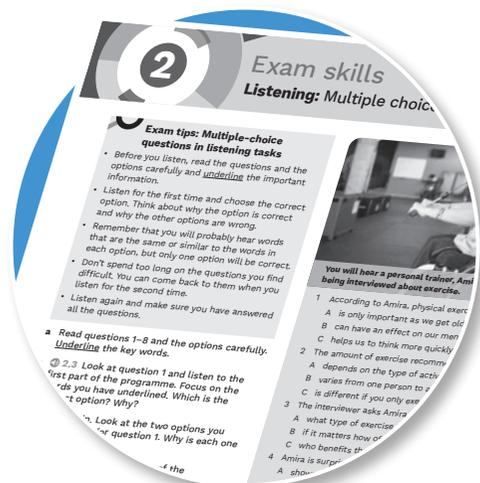
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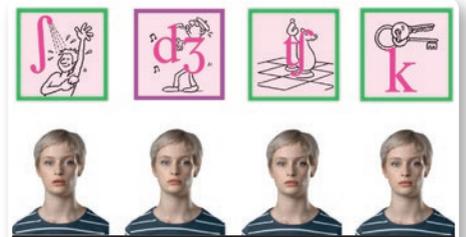
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Aasmah Mir *Journalist*



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1 READING & SPEAKING

- a** Look at the photos of Marie Kondo and Edward Enninful and read their biodata. What kind of people do you think they are?

She must be organized because her book is about tidying...

- b** **Exam** Now read the interviews. Then match the questions to answers A–H. Use the information in their biodata to help you.
- A It's possible to find happiness somewhere in the middle.
 B Impatience. Though sometimes it helps!
 C ~~Welcoming my younger sister into the family, around the age of three.~~
 D 'Kawaii', which means 'cute' in Japanese.
 E Keep only the items that give you joy.
 F Of course. I work in fashion!
 G That I might lose my eyesight.
 H In elementary school, one day I opened my lunchbox and it was empty. I was devastated.
- c** Read the interviews again. Do their answers in any way confirm or contradict what you thought in **a**? In what way?
- d** Which of the questions in the interviews do you think are...?
 • the most interesting
 • the least interesting
 • too personal to ask a person if you don't know them well
- e** Choose six questions from Q&A to ask your partner.

Politely refusing to answer a question

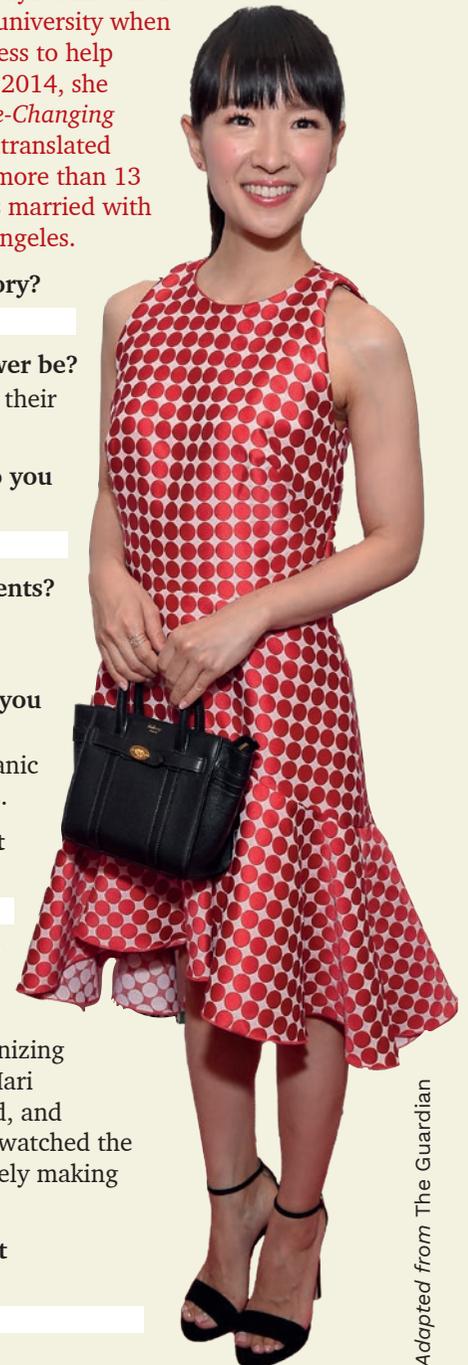
If you are asked a question you think is inappropriate, or simply don't want to answer, you can say, *I'd prefer not to answer that* or *I'd rather not answer that, if you don't mind.*

Q&A

Every week the British newspaper *The Guardian* chooses people who have been in the news and publishes a short interview with them called 'Q&A'.

Marie Kondo was born in Tokyo. She was 19 and studying sociology at university when she launched a consulting business to help people organize their homes. In 2014, she published her first book, *The Life-Changing Magic of Tidying Up*; it has been translated into 44 languages and has sold more than 13 million copies worldwide. She is married with three children and lives in Los Angeles.

- What is your earliest memory?
- What would your superpower be?
Helping people to find joy in their lives.
- Which words or phrases do you most overuse?
- What do you owe your parents?
The many items I threw out without them knowing.
- If not yourself, who would you most like to be?
A farmer. I love growing organic vegetables, especially carrots.
- What is the most important lesson life has taught you?
- What do you consider your greatest achievement?
It's still a work in progress, but I would have to say organizing the world. With all the KonMari consultants around the world, and those that read my books or watched the Netflix shows, we are definitely making a difference.
- What has been your biggest disappointment?



Edward Enninful was born in Ghana, and came to the UK as a refugee. After working as a model, he became fashion director of *i-D* magazine at just 18, and went on to work for *W* magazine and US *Vogue*. In 2016, he was awarded an OBE for services to diversity in the fashion industry, and the following year he became editor-in-chief of British *Vogue*. In 2020, he was also made European editorial director of *Vogue*. He lives in London with his husband.

1 What makes you unhappy?

I'm a positive person, but I get twitchy when the clothes aren't perfect in a shot.

2 What is the quality you most dislike about yourself?

3 What is your guiltiest pleasure?

Reality TV. I adore it. *Love Island*, *Real Housewives*, *Drag Race*...

4 What scares you about getting older?

5 What did you want to be when you were growing up?

In my family, you can be one of three things: a doctor, a lawyer, or a failure. I wanted to be an Egyptologist, but things worked out in the end.

6 Would you choose fame or anonymity?

7 What is your most treasured possession?

Despite what people might imagine, I'm not that big on possessions. My London home is very minimalist.

8 Have you ever said 'I love you' without meaning it?



2 GRAMMAR question formation

a **1.2** Listen to some journalists interviewing a famous actor who has just arrived in London. Write down the four questions they ask.

b Answer the questions below with a partner.

Which of the questions in a is an example of...?

- a question which ends with a preposition
- a subject question, where there is no auxiliary verb
- a question which uses a negative auxiliary verb
- an indirect question

c **Grammar Bank 1A** p.220

d **Communication** Indirect questions **A** p.188
B p.194 Ask and answer indirect questions.

3 PRONUNCIATION

intonation: showing interest



a **Video** Watch Kat asking questions 1–5. How do you know that she's interested in Jon's answers?

- 1 Do you have a big family?
- 2 What don't you like about the place where you live?
- 3 What sports or games are you good at?
- 4 Do you think you have a healthy diet?
- 5 What makes you feel happy?

b Watch again and repeat Kat's questions with interested intonation. Try to copy the body language.

Reacting to what someone says

When you ask someone a question and they answer, it is normal to show interest or sympathy. You can use:

- exclamations such as *Wow! Me too! How interesting!*
- expressions such as *Oh, really? I'm so sorry. What a shame!*
- follow-up questions such as *Why (not)? Why is that? Why do you say that?*

c **Video** Now watch the five conversations. Complete the expressions or questions that Kat uses to react to Jon's answers.

- 1 Wow! That's a huge family.
- 2 _____? What's wrong with them?
- 3 _____! We could have a game one day.
- 4 _____! How long have you been eating like that?
- 5 _____? I can't think of anything worse!

d Watch again and repeat the responses. Copy the intonation.

e Ask and answer the questions in **a** with a partner. Use interested intonation and body language. React to your partner's answers.

4 VOCABULARY understanding idioms and phrasal verbs



'So...where do you see yourself in four million years?'



- Look at the three cartoons. With a partner, explain the jokes. Which one do you like best?
- Read the title of the article and the introductory paragraph. Then look at the four questions. Which one do you think is the least awful?
- Read the article. Although the tone is humorous, do you think any of the advice is also serious? Would you use any of it in an interview?
- Read the information box. Then look at the **highlighted** idioms and phrasal verbs in the article. With a partner, decide what you think they mean.

Understanding idioms and phrasal verbs

Idioms and phrasal verbs in a text can often be the hardest lexis to understand, because even though you understand the individual words, the literal meaning of the phrase doesn't make sense.

First, look at the context (the other words around it) and think about what the meaning could be.

If it's a phrasal verb, the separate parts of the verb can sometimes help you to guess the meaning, e.g. *turn down*.

If it's an idiom, think about whether there is a similar expression in your language. Work out what the key word in the idiom probably is, as this is where you will find it in a dictionary, e.g. the key word in the idiom *play ball* is *ball*.

'What kind of fruit are you?'

How to answer four of the worst job interview questions

'How do you feel your life has worked out for you so far?' Salem Pierce, a 30-year-old graphic designer from Ohio, was actually asked this question in an online job interview. Worse, the question invited her to post a two- to five-minute video response. What other awful questions could you get asked, and how might you answer them?

'If you were a piece of fruit, what would you be?'

There is nothing worse than job interviewers who think that they are funny and creative. These sorts of random questions are of course a challenge, meant to unsettle you, and are designed to entertain the interviewers rather than find out anything useful about the candidate. Take a deep (but silent) breath, smile gently, and say, 'An apple.'

'What is the worst mistake you have ever made at work?'

Again, more entertainment for the interviewer. But you have to **play ball**. It's a good idea to **have something up your sleeve** for moments like this: for example, a couple of anecdotes, true or false. (The same is true for another interview favourite: 'What is the most embarrassing thing that has ever happened to you at work?') So how about, 'We had a big pitch to prepare and, in my hurry, I thought I had to produce 100 copies of it instead of 10, so I decided to stay late and **print off** all 100 of them, bound them and got them ready for the morning. What a waste of paper!' - etc., etc.

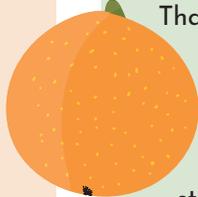
That should **do the trick**.

'You've got a rather varied CV. Why have you never managed to **stick at anything**?'

How to deal with this? Calmly reply, 'I am committed to learning new skills and having new experiences. I have high standards, and when I am no longer learning, I **move on**.'

'What do you see yourself doing in five years' time?'

Are people still asking that one? I don't even know what I'll be having for dinner. Do you watch the news? Where will we all be tomorrow, in a week, next month? And you want to know about five years' time? The best (and only) answer? 'Well, with any luck, I'll still be here doing a good job for you!'



e Now match the **highlighted** phrases in **d** to their meanings 1–6. Which are phrasal verbs and which are idioms?

- 1 _____ produce a physical document from a computer
- 2 _____ start doing sth new
- 3 _____ be prepared to work with someone in a helpful way, or do what someone wants
- 4 _____ keep a plan or an idea secret until you need to use it
- 5 _____ solve the problem
- 6 _____ continue to work hard at sth

f Do you think it's possible to prepare for unusual interview questions? Do you think they really tell the interviewer something about a candidate?

5 LISTENING

a Have you ever had an interview for a job or a place on a course? What kinds of questions did they ask you? Did you get the job or place?

b  **1.5** Listen to four people talking about a strange question they were asked in an interview. Complete questions 1–4.

What strange question were they asked?	How did they answer?	What happened in the end?
1 If you could _____ with _____ from the past, who would you choose and why?		
2 Do you _____ a _____? Are you planning to _____?		
3 Do you still _____?		
4 _____ would you like to be reincarnated as?		

c Listen again. Then complete the information in the chart.

d Which of the questions do you think were acceptable to ask at an interview?

Mediation An English-speaking friend is preparing for a job interview and has asked you for advice. Choose some tricky questions from this lesson and email your friend about them. Suggest how they could be answered. Write about 150 words.

M **Mediation Bank 1 p.256** Written mediation: Summarizing

6 SPEAKING

a Work in pairs, **A** and **B**. You're going to interview each other for a job as a manager in your company. Look at questions 1–14 and think about how you might answer them.

b Now each choose eight that you think would help you to decide whether your partner would be a good fit for the job.

- 1 Which one aspect of your personality would you change if you could, and why?
- 2 If you could have dinner with anyone from the past or present, who would you choose?
- 3 If you were an animal, which animal would you be?
- 4 What kinds of things make you angry?
- 5 If you had to spend the rest of your life on a desert island (with plenty of food and water), what two things would you want to have with you?
- 6 Which TV or film character would you most like to be?
- 7 What's the best (or worst) decision you've ever made?
- 8 If I came to your house for dinner, what would you cook for me?
- 9 Which three adjectives describe you best?
- 10 Who do you admire most, and why?
- 11 If you could be a superhero, what would your superpowers be?
- 12 Tell me about something in your life that you're really proud of.
- 13 If Hollywood made a movie about your life, who would you like to see play the lead role as you?
- 14 If you could have six months with no obligations or financial limitations, what would you do with the time?

c **A** interview **B** with your eight questions. **B** be imaginative and try to give good reasons for your answers.

d Swap roles. Then say if you would give each other the jobs and why (not).

7 WRITING an email job application

W **Writing Bank 1 p.199** Write an email applying for a job in sports retail.

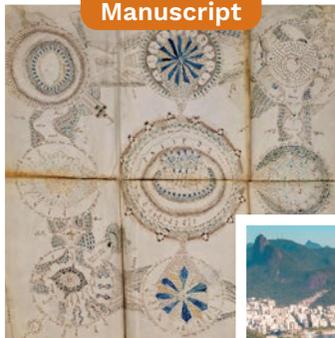
When you have eliminated the impossible, whatever remains, however improbable, must be the truth.

Sherlock Holmes in *The Sign of Four* by Arthur Conan Doyle

1 SPEAKING

- a Look at three photos of unsolved mysteries. What do you think the mysteries might be?

The Voynich Manuscript



The Dyatlov Pass



Guanabara Bay

- b **C** **Communication** Unsolved mysteries **A** p.188 **B** p.194
C p.198 Each read about one of the mysteries. Then tell the others about it.

Mediation You need to choose one of the mysteries to be made into a TV documentary. In groups of three, decide which story is the most a) surprising b) exciting c) educational. Then choose a mystery for the TV documentary.

The mystery of the lighthouse keepers

The mystery of the Flannan Islands lighthouse keepers is one of the greatest puzzles in history – a case that has baffled real and amateur detectives for more than a century.

The Flannan Islands are seven uninhabited rocks that rise out of the sea. They form part of the Outer Hebrides, a chain of remote islands off the west coast of Scotland. For centuries, they were a danger for ships, so in 1899, a 75-foot lighthouse was built on the largest of the islands, and three lighthouse keepers were employed.

2 READING & LISTENING

- a **1.6** Read and listen to *The mystery of the lighthouse keepers*. Then cover the text and answer the questions with a partner.

The facts

- 1 What was the mystery and who discovered it?
- 2 What was strange about...?
 - the lighthouse door
 - a chair
 - the rain jackets
 - the clocks
 - the log book

The theories

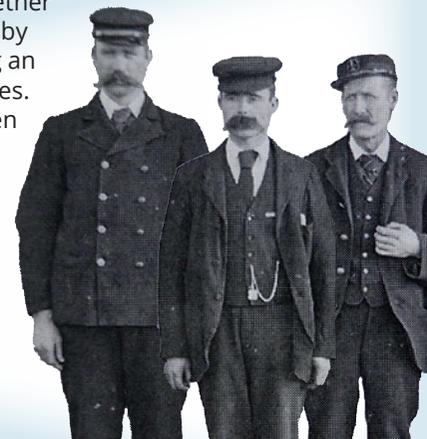
- 3 What theories did people come up with?
- 4 Which of the theories do you think could be true? Why?
- 5 Which do you think are impossible? Why?

- b Find the following words in the article and work out from the context what they mean.

puzzle baffle remote
 extraordinary trace solve

On 26th December 1900, a steamship sailed to the island carrying three new lighthouse keepers, to relieve the men who had spent three months alone in the Atlantic. But when they arrived at the lighthouse, they made an extraordinary discovery – there was nobody there! The lighthouse door was unlocked, and inside, everything was tidy, but one of the chairs was knocked over. One rain jacket was hanging on its hook, but the other two had disappeared. The clocks had stopped. The last entry in the log book was 9 a.m. on 15th December. But of the three keepers, Ducat, Marshall, and MacArthur, there was not a trace.

When the news of the keepers' disappearance reached the mainland, there was a huge amount of media speculation. Some suggested that the men had argued about a woman, and that one had murdered the other two before throwing himself into the sea. Others wondered whether perhaps they had been kidnapped by German agents who were planning an invasion of Britain, using submarines. Some thought they might have been carried away by a sea serpent, or a giant sea bird, or even by a boat full of ghosts. Robert Muirhead, a Northern Lighthouse Board superintendent who had originally employed the three missing men, was sent to the island from Edinburgh to solve the mystery.



c  **Video** Watch *The mystery solved?*. What was Muirhead's theory? Is it accepted today?

d Watch again. Why are the following mentioned?

- 1 a huge rock
- 2 *Queen Elizabeth II*, the White Cliffs of Dover
- 3 'the monster wave'
- 4 *The Vanishing*
- 5 The Isle of Lewis in the Hebrides
- 6 one man's rain jacket and the bodies of the lighthouse keepers

e Do you know of any other unsolved mysteries? Why do you think people find them so fascinating?

3 GRAMMAR auxiliary verbs

a Talk in small groups.

Have you (or has anybody you know)...?

- seen or heard something which can't be explained, e.g. a ghost or a UFO
- had a strange coincidence, e.g. meeting someone in an unexpected place
- visited a fortune-teller, psychic, or faith healer

Reacting to a story about something strange

When somebody talks about something strange or difficult to explain, we often react with these phrases.

How / That's | *strange / bizarre / odd / weird / spooky.*
 What a | *weird story / amazing coincidence.*

b Look at the conversations and try to complete the gaps with an auxiliary verb (*do, did, is, was, etc.*).

1 A I heard a weird noise in the middle of the night.
 B ¹ _____ you? What kind of noise?

2 A You don't believe in ghosts, ² _____ you?
 B No, I don't.

3 A I've never been to a fortune-teller.
 B Neither ³ _____ I.
 C I ⁴ _____. It was really interesting.

4 A I don't believe you really saw a UFO.
 B I ⁵ _____ see one! It couldn't have been anything else.

c  **1.7** Listen and check. Then, in pairs, decide which highlighted phrase (1–5) is used...

- A to add emphasis
 B to say that you are different
 C to check information
 D to show surprise
 E to say that you are the same.

d  **Grammar Bank 1B** p.221

4 PRONUNCIATION intonation and sentence rhythm

a  **1.9** Listen to the conversations. Underline the highlighted auxiliary verbs (*did, don't, do*) that are stressed.

1 A I dreamt that I saw a ghost last night.
 B Did you? So did I. How spooky!

2 A I don't believe in fortune-telling.
 B Don't you? I do.

3 A You don't like horror films, do you?
 B I do like them. It's just that sometimes they're too scary!

b Practise the conversations with a partner. Copy the rhythm and intonation.

c Complete sentences 1–8 so that they are true for you.

1 I'm not very good at _____. (activity)

2 I'm going to _____ tonight. (verb phrase)

3 I love _____. (a kind of music)

4 I don't like _____. (a kind of food)

5 I've never read _____. (a famous book)

6 I'd love to live in _____. (a town or country)

7 I was very _____ as a child. (adj. of personality)

8 I didn't _____ yesterday evening. (verb phrase)

d Work in pairs, A and B. A read your sentences to B. B respond with a reply question and then say whether you are the same or different. Then swap roles.

I'm not very good at cooking.

Aren't you? Neither am I.

I'm going to watch the football tonight.

Are you? I'm not. I'm going to study.

e  **Communication** You're psychic, aren't you? A p.189 B p.194 Make guesses about your partner.

5 LISTENING & SPEAKING



a Look at the photo of a forest. How do you think you would feel if you were walking in it?

b  **1.10** Now look at the photo and listen. Follow the instructions. Write your answers below.

A walk in the forest

- 1  _____

- 2  _____

- 3  _____

- 4  _____

- 5  _____

- 6  _____

c Listen again and check what you have written. Make sure you have answered all parts of the questions.

d  **1.11** Now listen to an explanation of what you have written. Make notes in the chart.

A walk in the forest

- 1 the person = _____
- 2 the animal = _____
how you interact with it = _____
- 3 the house = _____
no fence = _____
a fence = _____
- 4 the table = _____
- 5 the cup = _____
- 6 the water = _____
how wet you get = _____

e Use the notes to interpret what you wrote in **b**. Then compare with a partner and say what you agree with and what you disagree with.

I put that the animal was a..., and it says that means..., but I don't think that's true...

f Do you believe in this kind of personality test? Do you believe that you can learn anything about someone's personality by...?

- analysing their handwriting (graphology)
- looking at their hands (palmistry)
- analysing the position of the sun, moon, and planets at the exact time of their birth (astrology)
- online personality quizzes, e.g. BuzzFeed

Grammar in context *the..., the... + comparatives*

The bigger the animal, the more problems you have.

The harder and more resistant the cup is, the stronger your relationship is.

Use *the + comparative adjective or adverb*, or *the more / less (+ noun)* to show that one thing depends on another, e.g.

- *The earlier we start, the sooner we'll finish.* = If we start early, we'll finish early.
- *The more money you spend now, the less you'll have for your holiday.* = If you spend a lot of money now, you'll have less for your holiday.

g Rewrite the sentences using *the..., the... + comparative*.

- 1 If you study a lot, you learn a lot.
The _____,
the _____.
- 2 If I drink a lot of coffee, I sleep badly.
The _____,
the _____.
- 3 If you have a lot of time, you do things slowly.
The _____,
the _____.
- 4 If you are fit, you feel good.
The _____,
the _____.

h **1.12** Now listen and check. Notice the stress and intonation pattern in the sentences.

i Complete the sentences in your own words. Then read your sentences to a partner. How similar are they?

- 1 The more money I have,...
- 2 The earlier I get up,...
- 3 The faster English people speak,...
- 4 The less I eat,...
- 5 The harder I work,...
- 6 The more exercise I do,...

6 VOCABULARY compound adjectives

a Look at some extracts from the listening in 5. Can you remember what the gapped words are?

- 1 If there was no fence around the house, it means you are very open-_____, and welcome new ideas.
- 2 If you hardly got wet at all, it means that you depend less on your friends and are more self-_____.

b **1.13** Listen and check. Do the compound adjectives in **a** have a positive or negative meaning?

Compound adjectives

Compound adjectives have two parts. The second part often ends in *-ed* or *-ing*, e.g. *good-natured*, *hard-working*. The words are normally linked by hyphens.

c **1.14** Listen to some more compound adjectives. Which word has the main stress?

absent-minded bad-tempered big-headed easy-going
good-tempered laid-back narrow-minded open-minded
self-centred strong-willed tight-fisted two-faced
well-balanced well-behaved

d With a partner, use the two parts of the words to try to work out their meaning. Which do you think are positive and negative characteristics? Are there any which you think can be either?

I think a bad-tempered person is somebody who gets angry easily...



e **Video** Watch the video. Describe one of the people using a compound adjective from **c**.

f Tell your partner about people with the characteristics below. Give examples of their behaviour.

Do you know somebody who is...?

- very open-minded
- a bit two-faced
- extremely absent-minded
- very good-tempered
- a bit tight-fisted
- incredibly strong-willed
- pretty laid-back
- quite self-centred

My cousin is pretty laid-back. She didn't even get angry when her boyfriend crashed her car!

English File talks to...

Aasmah Mir
Journalist



1 THE INTERVIEW

Lead-in

Video Watch the lead-in to *An interview with Aasmah Mir*. What information did you find out about her? Given her job and experience, do you think she will be a good interviewee herself?

Part 1

a **Video** Watch Part 1 of the interview. Then number the topics 1–4 in the order Aasmah Mir talks about them.

- her interview with Scottish TV
- what she thinks about 'unusual' questions in job interviews
- what she did after university
- the kind of child she was

b Watch again. Then, with a partner, try to remember as much as you can about what she said about each topic in **a**.

Part 2



a Look at a list of things that a good interviewer needs to do during an interview. With a partner, choose your top three.

- 1 have done a lot of research in advance
- 2 listen to what an interviewee says
- 3 not interrupt an interviewee too often
- 4 be able to change direction during an interview if necessary
- 5 be aware of how long you have to do the interview
- 6 be nice to your interviewee
- 7 make sure that interviewees use language that the audience can understand
- 8 repeat a question or go back to a subject if the interviewee doesn't want to answer a question

b **Video** Watch Part 2. Tick (✓) the things that Aasmah Mir believes make a good interviewer.

c **Exam** Watch again. Then mark the sentences **T** (true) or **F** (false).

- 1 Aasmah Mir sometimes doesn't follow her interview plan because the interviewee says something interesting she wasn't expecting.
- 2 Some people think that you shouldn't be too nice to an interviewee because then the interview won't be very interesting.
- 3 She sometimes has to ask politicians to use simpler language to make their point.
- 4 If someone doesn't want to answer a question, she either makes a joke and then repeats the question, or she highlights the fact that they don't want to talk about the subject.

Part 3

a **Video** Watch Part 3. Which two types of people does Aasmah Mir find difficult to interview? Who did she really enjoy interviewing?



b Watch again and check. Then complete the sentences.

- 1 In interviews, some politicians only want to talk about...
- 2 Some scientists can be difficult to understand because...
- 3 Aasmah Mir liked her previous job because...
- 4 She loved it when her favourite interviewee said, '...'
- 5 Her advice for helping nervous interviewees is...

Reading on screen

In pairs, look at some words and phrases related to a career in journalism and interviewing that you read in the video. Can you explain what they mean?

graduate trainee talk sb's language (*idiom*)
 give sb an easy ride (*idiom*) jargon
 stay on your brief (*idiom*) delivery be self-deprecating

Looking at language

Phrasal verbs

Aasmah Mir uses a lot of phrasal verbs, some of which are quite unusual.

a  **Video** Look at some extracts from the interview and guess the missing verbs. Then watch and check.

- 1 These are nice people, and they're not trying to **tr** _____ **me up** in any way...
- 2 But if they're talking in jargon, also you have to be able to **c** _____ **through** that...
- 3 I don't quite think our audience are going to understand all those words, so if you could just **b** _____ **it down** a bit?
- 4 You really don't want to talk about this, do you, which is a bit weird because this is the thing you've **c** _____ **on** to talk to me about?
- 5 But sometimes the communication of it, the delivery of it is a bit difficult, and they talk in a lot of jargon terms. And then you have to try to **br** _____ **it down**.

b Read the extracts again and match the phrasal verbs to their meanings.

- A get past sth that's in the way in order to get to the point
- B divide sth into parts to make it easier to understand
- C deliberately make sb make a mistake
- D appear as a guest on a TV or radio programme
- E make sth shorter by leaving out the parts that are less important

Reacting to the interview

Talk to a partner.

- How would you describe Aasmah Mir? Is there any one thing she talked about that you particularly remember?
- Do you think nowadays most people know what they want to do when they finish university? Do they tend to choose a subject to study because it will help them to get a specific job?
- Would you be attracted to a job like Aasmah Mir's?
- If you could interview a famous person, who would you choose and why?

2 THE CONVERSATION



When you're applying for a job, do you think it's OK to slightly exaggerate on your CV?

a  **Video** Watch the conversation. How do they respond to the question? Write **D**, **S**, and **A** on the line in the appropriate place.

Yes, definitely It depends Absolutely not

b Watch again. Match the sentence halves.

- 1 **Alice** Admitting you can't do something is OK if
 - 2 **Alice** If you say you can speak French on your CV and you can't,
 - 3 **Sarah** It's OK to exaggerate a bit about something if
 - 4 **Sarah** If speaking a language was essential for a job,
 - 5 **Debbie** If you lie and say you can do something,
 - 6 **Debbie** If you don't have many hobbies,
- A it's not very important for the job.
- B you will have wasted the interviewer's time and given a bad impression of yourself.
- C it's a good idea to exaggerate a bit.
- D you say you are prepared to learn.
- E it might be expensive for the company when they discover the truth.
- F I wouldn't say I could do it.

c  **Video** Watch four extracts and notice how the speakers emphasize things. Which extract only uses stress to be emphatic?

Adding emphasis

- 1 **Alice** I think it's a **terrible, terrible** idea to even slightly exaggerate...
- 2 **Alice** ...you've just made yourself look **really, really** silly.
- 3 **Sarah** I've **definitely** exaggerated on a CV!
- 4 **Debbie** ...you shouldn't outright lie because you **will** get caught out...

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

1 GRAMMAR question formation

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

- 1 **A** You have ever been to Greece?
~~X~~ *Have you ever been* _____
B Yes, a couple of times.
- 2 **A** Why didn't you tell me the truth?
 ✓ _____
B Because I thought you'd be angry.
- 3 **A** Where you usually go on holiday?

B We usually go to Portugal.
- 4 **A** Haven't you done the homework?

B No, I haven't. I'm sorry.
- 5 **A** What did happen at the meeting yesterday?

B We discussed the sales figures – all very boring, really.
- 6 **A** Who's Yuki going out with?

B She's going out with her best friend's brother.
- 7 **A** Who repaired your car for you?

B My cousin.
- 8 **A** Whose jacket you did borrow for the wedding?

B My dad's. It was a bit big for me.
- 9 **A** It's late. We should go now?

B Yes, we have to get up early tomorrow morning.
- 10 **A** For who are you waiting?

B I'm waiting for my sister.

b Complete the indirect questions and sentences.



- 1 'Would Michael like this wallet?'
 Do you think *Michael would like this wallet* _____?
- 2 'Where is the lift?'
 Could you tell me _____?
- 3 'Where did we park the car?'
 I can't remember _____.
- 4 'Are there any tickets left for the concert tonight?'
 Do you know _____?
- 5 'What time does the match start?'
 Can you tell me _____?
- 6 'When's Fatima's birthday?'
 Do you remember _____?
- 7 'What does Jamie do for a living?'
 Do you have any idea _____?
- 8 'Where does Natalie live?'
 I wonder _____.
- 9 'What's Ava's boyfriend's name?'
 I'm not sure _____.
- 10 'How much did you pay for your new car?'
 Would you mind telling me _____?

c Write the questions.



- 1 how long / you / spend / in Brazil last summer
How long did you spend in Brazil last summer?
- 2 who / cook / in your family

- 3 when / your brother / pass / his driving test

- 4 you know / who / go / to the party tonight

- 5 who / the manager / talk to / now

- 6 who / eat / the chocolates / I / leave / in the cupboard

- 7 why / you / not come / to school yesterday

- 8 you remember / what time / the meeting / be

d Write questions to ask at a job interview. Use a different phrase to begin each question.

- 1 salary

- 2 holidays

- 3 working hours

- 4 overtime

- 5 travel

- 6 uniform

- 7 parking space

- 8 lunch

2 PRONUNCIATION intonation: showing interest

a **1.2** Listen to the questions. Tick (✓) if the speaker sounds interested.

- 1 Which university did you go to?
- 2 What don't you like about your job?
- 3 How's your family?
- 4 Would you like to work abroad?
- 5 How many languages do you speak?
- 6 Why did you leave your last job?

b **1.3** Listen and repeat the questions with interested intonation.

c Complete the table with the expressions and questions in the list.

How interesting! I'm so sorry. Me too! Oh, really?
What a shame! Why? Why do you say that?
Why is that? Wow!

Expressions showing interest
How interesting!
Expressions showing sympathy
Follow-up questions

d **1.4** Listen and check. Then listen again and repeat the expressions.

e **1.5** Now listen to the questions from **a** in conversations. Complete the phrases or questions that people use to react to the answers.

- 1 Me too! When were you there?
- 2 _____ How long have you been there?
- 3 _____ I hope it's nothing serious.
- 4 _____ What's keeping you here?
- 5 _____ That's a lot of languages.
- 6 _____ I'm sorry to hear that.

f **1.6** Listen and repeat the responses. Copy the intonation.

3 VOCABULARY understanding idioms and phrasal verbs

a Complete the sentences with the idioms and phrasal verbs in the list.

~~do the trick~~ have something up your sleeve move on
play ball print off stick at

- 1 If you need something for your papers, a document folder should do the trick.
- 2 In a group interview, it's important to _____ and interact with the other candidates.
- 3 I found it hard to learn a new language, but I managed to _____ it until I achieved my goal.
- 4 It's useful to think about your strengths and weaknesses in order to _____ if you are asked about them.
- 5 After I had done the same job for five years, I felt it was time to _____.
- 6 Make sure you _____ a copy of your CV to take to the interview with you.

b Read the article quickly. Match the **bold** idioms and phrasal verbs to definitions 1–8.

- 1 (*phrasal verb*) choose somebody carefully from a group of people
pick out
- 2 (*idiom*) wear clothes suitable for a particular role

- 3 (*idiom*) be useful

- 4 (*phrasal verb*) be noticeable because of being different

- 5 (*idiom*) find out all you need to know

- 6 (*phrasal verb*) be mentioned or discussed

- 7 (*idiom*) avoid

- 8 (*phrasal verb*) make or prepare something

Important interview tips

Your CV has got you in the door; now it's time to convince the interviewer you're the best person for the job.

Research the company

Do your homework so you don't give the impression you're looking for any old job. Search the internet and read not only the company's website, but also any news stories that **come up**. Make a list of points you could discuss at the interview and questions you could ask. You want your potential future employer to believe that you have a genuine interest in working for the organization.

Dress smartly

The company's dress code should give you an idea of what to wear at the interview, but in most cases, you will be expected to **look the part**. However, it is not only your clothes you must watch. Think about your body language: do you usually slouch or sit up straight in a chair, or do you sometimes fiddle with a pen? Practise before the day so that you have time to replace any bad habits with positive body language.

Mind your manners

When you get to the interview venue, make sure you greet everyone you meet, including the people in the lift. Offer the interviewer a warm greeting and say 'please' and 'thank you' when appropriate. Not only do you want to show that you would be an invaluable team member, but you also want the interviewer to **pick you out** when there may be other candidates who are equally qualified for the job.

Give real examples

You won't be the first candidate the interviewer has met, so you need to **stand out** from the competition. When you are asked about your abilities and experience, **steer clear** of typical answers such as 'I have great communication skills' or 'I'm a people person'. Instead, give real examples of situations where you have demonstrated these qualities and brought about a positive result.

Ask the right questions

Towards the end of the interview, you will be invited to ask your own questions about the job. You'll have that list you **put together** beforehand, but the points on it may already have been covered. Even if the interviewer has been very thorough, you must ask a few questions. This is where your initial research about the company will **come in handy**.



1 GRAMMAR auxiliary verbs

a Cross-out the unnecessary words.



- 1 My mum can drive, but my dad can't drive.
- 2 I loved that book, but my wife didn't love that book.
- 3 You weren't listening to the instructions, but I was listening to the instructions.
- 4 Some people believe in ghosts, but others don't believe in ghosts.
- 5 Gina's going to the party, but Jared isn't going to the party.
- 6 I always lock the front door, but my partner doesn't always lock the front door.
- 7 I've never been to a nutritionist, but my sister has visited a nutritionist.
- 8 My friends had already heard the story, but I hadn't already heard the story.

b Complete the conversations with a question tag or an auxiliary.

- 1 **A** I sent you a message last night, but you didn't reply.
B I did _____ reply. I texted you straight away.
- 2 **A** I don't feel like cooking tonight.
B Neither _____ I. Shall we go out for dinner? I'd love a curry.
A So _____ I. Come on. Let's go.
- 3 **A** I've seen this film before.
B Well, I _____.
A Do you mind if I change channels?
B Yes, I _____ mind! I want to see the end.

- 4 **A** You're going to Sam's party, _____ you?
B No, I'm not.
A Why not? You haven't had another argument with him, _____ you?
B Yes. We aren't going out together any more.
- 5 **A** I'll be back a bit late tonight.
B _____ you? Where are you going?
A To a concert with some friends.
B You'll be back before 12.00, _____ you?
A Of course.
- 6 **A** You couldn't lend me some money, _____ you?
B No, sorry. Why?
A I've spent all my money this month.
B So _____ !!
- 7 **A** I didn't go out last night.
B Neither _____ I. I was too tired.
A So _____ !!
- 8 **A** You aren't from round here, _____ you?
B No, I'm from Australia.
A I don't suppose you like the British weather.
B Actually, I _____ like it. I prefer cool weather to hot weather.

c Respond to the statements with *So do I*, *Neither do I*, *I do*, *I don't*, etc., and say why.

- 1 I didn't go out yesterday.

- 2 I love the sea.

- 3 I've never been to India.

- 4 I'd like to go on a safari.

- 5 I wasn't interested in history at school.

- 6 I'm good at languages.

- 7 I can swim quite well.

- 8 I don't do any exercise.

2 PRONUNCIATION intonation and sentence rhythm

a  1.7 Listen and complete the conversations.

- 1 **A** You don't like the soup, do you?
B I do like it. It's just that it's very hot.
- 2 **A** We _____ invited to their wedding.
B _____ you? Neither _____ we.
- 3 **A** I _____ enjoy that film.
B _____ you? I _____.
- 4 **A** I _____ always very well behaved as a child.
B _____ you? I _____.
- 5 **A** You _____ forget to call me, _____ you?
B Of course I _____.
- 6 **A** I _____ play tennis quite well.
B _____ you? I _____.

b Listen again and repeat the conversations. Copy the rhythm and intonation.

3 GRAMMAR IN CONTEXT

the..., the... + comparatives

Complete the sentences with the comparative form of the adjectives in the list.

big cold difficult early far good high interesting late likely long qualified

- 1 The earlier we set off, the better chance we'll have of avoiding the rush-hour traffic.
- 2 The _____ the class, the _____ the students are to learn something.
- 3 The _____ you go to bed, the _____ it is to get up in the morning.
- 4 The _____ north you travel in Canada, the _____ it gets.
- 5 The _____ the person is for the job, the _____ the salary.
- 6 The _____ your house, the _____ it takes you to clean it.

4 VOCABULARY compound adjectives

a Match the definitions to the compound adjectives in the list.

absent-minded ~~bad-tempered~~ big-headed
easy-going good-tempered laid-back narrow-minded
open-minded self-centred strong-willed tight-fisted
two-faced well-balanced well-behaved



- 1 easily made angry or annoyed
bad-tempered
- 2 ready to consider new ideas and opinions

- 3 not willing to spend money

- 4 often forgetting or not noticing things

- 5 determined to do what you want to do, even if other people advise you not to

- 6 relaxed; not easily worried by things

- 7 sensible and emotionally in control

- 8 having a very high opinion of how important and clever you are

- 9 not willing to listen to ideas different from your own

- 10 dishonest about your feelings; telling people what you think will please them

- 11 cheerful and not easily made angry

- 12 thinking only about yourself and not about other people

- 13 calm; not easily upset by what other people do

- 14 behaving in a way that people think is polite and correct

b Complete the sentences with the compound adjectives in a.

- 1 My parents are quite easy-going.
They accept most things I do, without getting upset.
- 2 Yusuf's wife is very _____.
She doesn't seem to let anything worry her.
- 3 Oliver's new girlfriend isn't as dramatic as he is.
She seems quite _____.
- 4 My partner is quite _____.
He won't listen to other people's ideas.
- 5 Irina never thinks of anyone else because she's
so _____.
- 6 My brother-in-law is very _____.
He's nice to me, and then speaks badly of me to
other people.
- 7 Since he went to work abroad for a while, Leo has
become more _____ about
other cultures.
- 8 She's very _____, and if she's
decided to become a vegetarian, nothing will
stop her.
- 9 When we go out, my friend Jack never
offers to buy the drinks. I wish he wasn't
so _____.
- 10 The new manager seems very
_____. He spent most of the
meeting telling us how successful he was.
- 11 My sister never remembers where she's put her
keys. She's very _____.
- 12 I've never seen your children being naughty.
They're really _____.
- 13 Our English teacher never seems to get angry.
She's extremely _____.
- 14 It's best not to talk to my brother when he first
gets up. He's usually very _____.

c Choose eight of the compound adjectives in a and write sentences about yourself. Explain your answers.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

5 VOCABULARY FROM READING

Complete the missing letters in the words.

- 1 Detectives are searching for clues to help them
s o l v e last night's murder.
- 2 She told reporters the ex_____r_____n_____
story of how she survived the plane crash.
- 3 It takes six days to reach the r___m_____ island of
Tristan da Cunha by boat.
- 4 The search party found no tr_____ of the missing
climbers.
- 5 Nobody knows what happened to the ship, and its fate
remains a p_____l_____.
- 6 The strange geology of the planet Mars continues to
b___f_____ scientists.





1 LOOKING AT LANGUAGE

Match 1–5 to a–e.

- 1 They said my talk was too long and I should **boil it** e
 - 2 I sometimes feel like the examiner is trying to **trip me** _____
 - 3 The news programme had invited an expert to **come** _____
 - 4 You'll find the project more manageable if you **break it** _____
 - 5 With statistics, you have to **cut** _____
- a **on** and explain the situation in more detail.
 b **down** into separate parts.
 c **up** when I'm doing an exam.
 d **through** the numbers to learn the important facts.
 e **down** to about half an hour.

2 VOCABULARY FROM THE INTERVIEW

Match definitions 1–7 to a word or phrase from the list.

delivery give sb an easy ride graduate trainee
 jargon ~~be self-deprecating~~ stay on your brief
 talk sb's language

- 1 done in a way that makes your own achievements or abilities seem unimportant be self-deprecating
- 2 make a connection with sb _____
- 3 words or expressions used by a particular profession or group _____
- 4 make things uncomplicated for sb (*idiom*) _____
- 5 sb who has a degree and is being taught how to do a particular job _____
- 6 the way sb speaks in public _____
- 7 follow your original plans or instructions (*idiom*) _____

3 THE CONVERSATION

Complete the words to add emphasis in the sentences.

- 1 It's a terrible, terrible idea to go to an interview when you're feeling hungry.
- 2 I've d_____ told you this before – in fact I remember mentioning it the last time I saw you.
- 3 I felt really, r_____ silly when I realized I'd locked my keys in the house.
- 4 You w_____ make a mistake if you don't practise your speech beforehand.

4 VOCABULARY FROM THE CONVERSATION

Complete the sentences with a word from the list.

caught potentially slightly white willing

- 1 I sometimes slightly exaggerate when I talk about my experience.
- 2 You might find yourself in a _____ difficult situation.
- 3 Nobody will worry if you tell a couple of _____ lies.
- 4 You could get _____ out if they ask you questions about something on your CV.
- 5 You need to show that you are _____ to learn.



GRAMMAR & VOCABULARY

- a Complete the second sentence so that it means the same as the first sentence. Use the word in brackets. Contractions are one word.



- 1 My husband and I both love animals. (so)
I love animals and so does
my husband.
- 2 I'm sure I sent you a message last night. (did)
I did send you
a message last night.
- 3 Whose is this phone? (belong)
Who _____
_____ to?
- 4 What was wrong with the hotel you stayed in? (like)
Why _____ the
hotel you stayed in?
- 5 Where did you get that book from? (gave)
_____ that book?
- 6 How much is petrol in your country? (costs)
Do you know _____
_____ in your country?
- 7 Do you have any vacancies at the moment? (whether)
Can you _____
_____ any vacancies at the
moment?
- 8 I'm just checking you'll pick me up from work tonight.
(you)
You will pick me up from work tonight, _____
_____?
- 9 My friends and I can't afford to go on holiday this
year. (neither)
I can't afford to go on holiday this year and

_____.
- 10 I'm sure Tom knows about the meeting – he
mentioned it yesterday. (does)
Tom _____
_____ – he mentioned it
yesterday.

- b Read the text. Circle a, b, or c.



During the 1960s and 70s, many stories were told of ships and aircraft disappearing mysteriously in a region of the Atlantic Ocean known as the Bermuda Triangle. People asked, '1 _____ is causing these boats and planes to disappear?', and several 2 _____ reasons were given to explain the mystery. Some writers wondered 3 _____ aliens had established an underwater base and were hijacking aircraft to study their crew. Others said that enormous waves might be hitting vessels, causing them to sink without a 4 _____. However, nobody asked the question of whether there really 5 _____ any mystery to explain. Journalist Larry Kusche was the first person to do this. He asked questions about the mysterious disappearances which previous writers 6 _____. These writers had simply collected stories that had already been written and repeated them in their own way. Kusche found many mistakes in their stories: in some cases, there was no record of the ships and planes that were said to have been lost, and in others, they had disappeared during 7 _____ bad storms. Kusche pointed out that it was logical that more accidents would occur in the busy Bermuda Triangle than in more 8 _____ areas such as the South Pacific because the more ships there are in an area, the 9 _____ it is for one of them to sink. In the end, Kusche concluded that the explanation for the Bermuda Triangle 10 _____ was neither aliens nor massive waves, but the lack of research done by writers in search of a sensational story.

- | | | |
|---------------|-----------------|-----------------|
| 1 a How | b What | c Which |
| 2 a foreign | b extraordinary | c absent-minded |
| 3 a how | b whether | c where |
| 4 a mark | b sign | c trace |
| 5 a is | b has | c was |
| 6 a didn't | b hadn't | c weren't |
| 7 a rather | b quite | c extremely |
| 8 a congested | b far | c remote |
| 9 a likely | b more likely | c most likely |
| 10 a puzzle | b quiz | c story |

GRAMMAR

a Complete the sentences with one word.

- 1 What were you and Sarah talking _____?
- 2 You didn't like her latest novel, _____ you?
- 3 My father loves opera and so _____ my mother.
- 4 **A** I've been to India twice.
B _____ you? I'd love to go.
- 5 What have you _____ doing since last week?

b Circle a, b, or c.

- 1 Could you tell me what time ___?
a the bus leaves b leaves the bus
c does the bus leave
- 2 How many people ___ this computer?
a do use b use c does use
- 3 You're not eating much. ___ like the food?
a You don't b Don't you c Aren't you
- 4 **A** Why didn't you call me?
B I ___, but your phone was switched off.
a do call b did called c did call
- 5 My parents are both blonde but my sisters ____.
a don't b aren't c are
- 6 ___ three cups of coffee already this morning.
a I've been having b I've had c I have
- 7 That was probably the worst film ____!
a I've ever seen b I've never seen
c I've ever been seeing
- 8 There's a ___ documentary on Netflix at the moment.
a new fascinating nature b fascinating new nature
c new nature fascinating
- 9 My mum brought me back a ___ plate from Valencia.
a large fabulous flowery b fabulous flowery large
c fabulous large flowery
- 10 I got a ___ bag for my birthday.
a beautiful leather Italian b Italian leather beautiful
c beautiful Italian leather

VOCABULARY

a Complete the compound adjectives.

- 1 My boss is very bad-_____. When things go wrong, he starts shouting at everyone.
- 2 I'm very _____-minded. I tend to forget things.
- 3 I think Paul is a bit tight-_____. He never pays.
- 4 Sylvia isn't shy – she's very self-_____.
- 5 That dress is very old-_____ – is it your mother's?

b Write words for the definitions.

- 1 bl_____ (verb) to lose blood from an injury
- 2 sw_____ (adj.) bigger than normal, especially because of an injury or infection
- 3 b_____ (noun) a piece of cloth used to tie round a part of the body that has been hurt
- 4 t_____ (noun) a pain in one of your teeth
- 5 r_____ (noun) an area of red spots caused by an illness or allergy

c Circle the correct verb or verb phrase.

- 1 I *have / feel* a bit dizzy. I need to sit down.
- 2 She *burnt / sprained* her ankle when she was jogging.
- 3 It was so hot in the room that I nearly *fainted / choked*.
- 4 This cardigan doesn't *fit / suit me*. It's a bit too big.
- 5 Can I go in jeans? I don't feel like getting *dressed / changed*.

d Circle the word that is different.

- 1 striped spotted loose patterned
- 2 silk cotton fur smart
- 3 collar sleeveless hooded long-sleeved
- 4 Lycra scarf vest cardigan
- 5 fashionable scruffy stylish trendy

e Complete the sentences with one word.

- 1 My mother had very bad flu last week, but she's beginning to get _____ it now.
- 2 Please lie _____ on the couch over there.
- 3 I'm feeling sick. I think I'm going to _____ up.
- 4 Do we really need to dress _____ for the party tonight?
- 5 Please _____ up your clothes in the wardrobe.

PRONUNCIATION

a Circle the word with a different sound.

- 1  ache choke checked matches
- 2  unconscious rash fashion suede
- 3  injury striped silk blister
- 4  allergic burnt wear fur
- 5  cough flu suit loose

b Underline the main stressed syllable.

- | | |
|-------------------|------------------|
| 1 in cre di bly | 4 swim suit |
| 2 big- hea ded | 5 fa shio na ble |
| 3 an ti bi o tics | |

Can you understand this text?

a Read the article once. Do the scientists who have studied Scott Kelly agree about the effect of space travel on the human body?

b Exam Read the article again and choose a, b, or c.

- 1 Scientists expected that, after spending a year in space, Scott Kelly would be...
 - a more intelligent.
 - b taller and lighter.
 - c younger.
- 2 Telomeres prevent...
 - a ageing.
 - b radiation.
 - c damage to our chromosomes.
- 3 Scientists are afraid that astronauts...
 - a will not want to do long space flights.
 - b will have a lot of long-term health problems.
 - c won't be able to travel further than Mars.
- 4 In space, astronauts...
 - a are made to use the gym twice a week.
 - b exercise more than when they are in training.
 - c are not allowed to eat whatever they like.

Can you understand these people?



Sean Harry Maria Tom

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

- 1 One of the questions Sean was asked at a job interview was ____.
 - a whether he liked working in restaurants
 - b which his favourite team was
 - c who his favourite superhero was
- 2 In the house where Harry grew up, there is a ghost which ____.
 - a all of her family have seen
 - b all of her family have heard
 - c all of her family are afraid of
- 3 Maria gave her little brother first aid when ____.
 - a her mother was not at home
 - b his older brother had hit him on the head
 - c he fell off the sofa and cut himself
- 4 Tom's friend ____.
 - a is 16 years older than him
 - b works as an actor
 - c makes him laugh a lot



Astronaut returns from space younger than his twin

American astronaut Scott Kelly, and his identical twin Mark, also a retired astronaut, may be the most studied siblings in the history of science. Each time one of them went into space while the other remained on Earth, both men would carry out dozens of experiments, including cognitive exercises, genetic sequencing, and testing for bacteria on their bodies. When Scott landed in Kazakhstan, after 340 days in space, he came back two inches taller, fifteen pounds lighter, and with a strong desire to jump into a swimming pool. Changes like these were predictable and temporary. Now, however, scientists have found the first signs of a change that no one expected – during his year on board the International Space Station, Scott's body had become younger.

One of the genetic indicators of human ageing is the length of our telomeres. Telomeres are the caps at the end of each strand of DNA that protect our chromosomes, like the plastic tips at the end of shoelaces. Normally, telomeres get shorter as we age; they are about 11,000 molecules long when we are born and only about 4,000 long in old age, and this means that our DNA is increasingly vulnerable to damage as we get older. However, an analysis of Scott Kelly's cells, led by Susan Bailey, professor of radiation cancer biology at Colorado State University, showed that the 52-year-old astronaut's telomeres got longer while he was in space, before shrinking back again after returning to Earth.

In theory, expanding telomeres indicate the reversal of part of the ageing process. However, they are also strongly linked to cancer. NASA is aiming to send humans to Mars and beyond, but many scientists worry that long-haul trips into space could cause astronauts to suffer from chronic and severe health problems. So this is definitely not good news, and it could have serious implications for the future of space travel.

Christopher Mason, assistant professor of physiology and biophysics at Cornell Weill Medicine in New York, takes a different view. Professor Mason's team also found changes in Scott Kelly's genes while he was in space. But he thinks this may be less a result of simply being in space, and more due to the intense NASA fitness regime. 'On Earth, you might go to the gym on Tuesday and then decide you can't be bothered on Thursday and go to the pub, but on the space station, the astronauts exercise extremely regularly, and all food and exercise are very controlled.'

Glossary
15 pounds almost 7 kilos

Exam tips: Matching headings in reading tasks

- Read all the texts first to understand the general meaning of each one.
- Read all the headings before you match them to the texts. Remember, there is only one heading for each text.
- If any of the headings are easier to match than others, match those first. Then look at the remaining headings.
- When you check your answers, make sure that each text matches only one heading. Check that any extra headings definitely don't fit the texts.

- a** Read texts 1–8 and try to understand the general meaning of each one. Then read headings A–J.
- b** Identify the key words in heading A. Quickly read through the texts again. Which text refers to similar ideas in heading A?
- A There's no need to be limited by location
 B The importance of final preparations
 C Unpaid work may eventually lead to a job
 D Not all challenges are worth sticking at
 E Take control and make the first contact with an employer
 F Do your research for the big day
 G Make businesses aware of your availability
 H How to move on from disappointment
 I Find ways to deal with tricky questions
 J Other people's contacts and experience can help
- c** Look at headings B–J and identify the key words in each one.
- d** Read the remaining texts carefully and match each text to a heading. Identify the two headings that don't match any texts.
- e** Read the texts with the headings and check your answers.

How to get a job

Some helpful advice when you are looking for a job

Text 1 _____

There are alternatives to looking at adverts for jobs. If there's a company that you're particularly interested in, consider getting in touch. See if you can find the name of the appropriate person to approach and send them an email expressing your interest. You could even visit in person and ask if you can speak to the manager.

Text 2 _____

Advertising isn't only for employers. You can advertise yourself by using job boards. These are online platforms where you share your CV and highlight your skills and experience. You can also work with professional recruitment companies – this typically involves an initial meeting, after which they connect you to relevant job opportunities.

Text 3 _____

Word of mouth can also be a great way to find a job. Why not talk to your friends or family? It's possible they are aware of a job vacancy, or know a recruiter that you could contact. In addition, someone with recent experience of job hunting might be able to give advice that you hadn't previously considered.

Text 4 _____

In the past, jobseekers tended to restrict their search to within a certain distance from their home. For some professions, the cost and inconvenience of travelling to work may still be something you need to bear in mind. However, nowadays, many employers allow their staff to work from home at least some of the time. It's possible that looking for jobs outside your local area could open up new opportunities.

Text 5 _____

Remember there are alternatives to full-time paid work that might be worth pursuing. For example, many non-profit organizations may not be able to hire you immediately, but doing voluntary work can be an excellent way to get started. If you show you are an enthusiastic worker who makes an important contribution, that will put you in an excellent position if a job becomes available.

Text 6 _____

When you get invited for an interview, make sure you know exactly what to expect. Will it be in person, by phone, or on a video call? Who is going to interview you? Research the company so that you are familiar with what it does, and check you understand what skills and experience the recruiters are looking for. This will help you think of some examples to show how you are suitable for the position.

Text 7 _____

It may sound obvious but, on the day of the interview, allow plenty of time to get ready, and to arrive at your destination if you are travelling. If you have an online interview, don't forget to check that your computer and internet work properly – you don't want to be let down by technology at the last minute! It's also a good idea to turn off your phone to ensure there are no distractions.

Text 8 _____

You might have to go through several interviews before you get a job. Try not to be too upset, no matter how many times you are unsuccessful. Instead, see each interview as a useful and constructive experience that can help you to improve on future occasions. Take some time to think about what happened and what you could have done differently. It's also worth asking the interviewer for some feedback.

1A Indirect questions Student A

a Make indirect questions starting with the phrase in brackets and ask them to **B**.

- 1 What's the time? (Could you tell me...)
- 2 Where were the last Olympics held? (Can you remember...)
- 3 Is there a good pizza restaurant near here? (Do you know...)
- 4 How many players are there in a baseball team? (Do you have any idea...)
- 5 How old are you? (Would you mind telling me...)

b Answer **B**'s questions.

1B Unsolved mysteries Student A

a Read the article and makes notes to answer the questions.

- 1 When did the incident happen and where?
- 2 Why is it mysterious?
- 3 What explanations have been given about what happened?
- 4 Is there a current explanation that has been accepted?

b Use your notes to tell **B** and **C** about the mystery.

c Now listen to **B** and **C** tell you about two more unsolved mysteries: the *Guanabara Bay* mystery and *The Voynich Manuscript* mystery. Between the three of you, decide what you think the most likely explanation might be for each one.

The Dyatlov Pass

The Dyatlov Pass is a mountainous area in the Urals, in what used to be the Soviet Union. On the night of 1 February 1959, nine experienced ski-hikers set up camp, cooked dinner, and prepared for sleep. But something must have gone catastrophically wrong, because the group never returned home.

On 26th February, searchers found the hikers' abandoned tent. It had been opened from the inside and soon the searchers found footprints left by the group. They continued to the edge of a nearby wood. That's where the first two bodies were found, without shoes and wearing only underwear. The other seven were found soon afterwards. At first, it appeared that the skiers had died of hypothermia, but when medical examiners later examined the bodies, they decided that hypothermia didn't make sense. Not only were some of the bodies badly injured, but some of their clothing was found to be radioactive.

There were many theories at the time as to what happened to them, including KGB-interference, a drug overdose, a UFO, gravity anomalies, and the Russian version of the Yeti. Recent studies have concluded that the only possible explanation is an avalanche, but it has never been conclusively proved.



Glossary

hypothermia (*noun*) a medical condition in which the body temperature is much lower than normal

the KGB the main internal security agency for the Soviet Union from 1954 to 1991

yeti (*noun*) a large creature like a bear or a man covered with hair that some people believe lives in the Himalayan mountains

1B You're psychic, aren't you? Student A

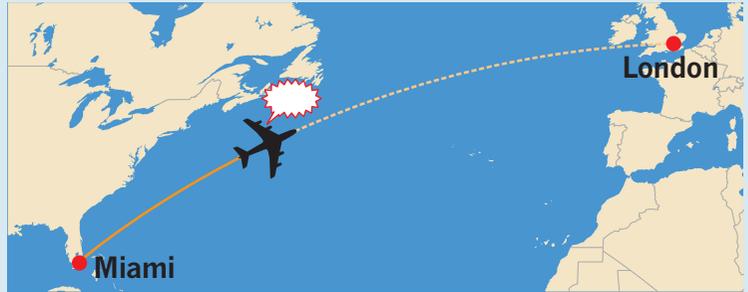


- a** Imagine you're a psychic. Use your psychic powers to complete the sentences below about **B**.
- Your favourite colour is _____.
 - You were born in _____ (a place).
 - You really like _____ (a sport or hobby).
 - You _____ (an activity) last weekend.
 - You haven't been to _____ (a city or country).
 - You would like to be able to _____.
 - You can't _____ very well.
 - You're very good at _____.
- b** Now check if your guesses are true. Say the sentences to **B** and check with a question tag. Try to use falling intonation.
- Your favourite colour is pink, isn't it?*
- c** Now **B** will check their guesses about you. Respond with a short answer. If the guess is wrong, tell **B** the real answer.
- d** Count your correct guesses. Who was the better psychic?

3A Flight stories Student A

- a** Read a news article about a flight. What would you have done if you had heard the announcement? How would you have felt?

NIGHTMARE OVER THE ATLANTIC



At 11.35 a.m. on 13th January, British Airways flight BA0206 took off from Miami to London. It had been flying for about three hours, and was over the Atlantic, when suddenly a voice came out of the loudspeakers: 'This is a passenger announcement. We may shortly have to make an emergency landing on water.'

Immediately, panic broke out and passengers were screaming and shouting. Most people thought that the plane was about to crash into the Atlantic. But about 30 seconds later, the cabin crew started to run up and down the aisle saying that the message had been played by accident, and that everything was OK. By this time, a lot of the passengers were crying and trying to get their life jackets out from under their seats.

Afterwards, many passengers said that they had been traumatized, and that it had been the worst experience of their lives. They complained that the captain hadn't given them any explanation until just before landing, and even then, hadn't told them what had really happened. Later, a British Airways spokesman apologized to passengers on the flight, and said that a pre-recorded emergency announcement had been activated in error.

- b** Imagine that you were one of the passengers on the plane. You are going to tell **B** what happened. Look at the words and phrases in the list and plan what you are going to say.

Setting the scene

Jan 13 Miami London three hours
passenger announcement emergency landing water

The main events

panic scream shout crash into the Atlantic
30 seconds later crew aisle by accident cry life jackets

What happened in the end

passengers traumatized complain captain
just before landing BA apologized error

- c** Now tell **B** your story.

*This happened to me a few years ago,
when I was flying from Miami to London...*

- d** Listen to **B**'s story. Which situation do you think was more scary?

1A Indirect questions Student B

a Make indirect questions starting with the phrase in brackets and ask them to A.

- 1 Where did you buy your bag? (Could you tell me...)
- 2 What year were the London Olympics? (Can you remember...)
- 3 How long does this class last? (Do you know...)
- 4 When did Shakespeare die? (Do you have any idea...)
- 5 Do you have any children? (Would you mind telling me...)

b Answer A's questions.

1B Unsolved mysteries Student B

a Read the article and makes notes to answer the questions.

- 1 When did the incident happen and where?
- 2 Why is it mysterious?
- 3 What explanations have been given about what happened?
- 4 Is there a current explanation that has been accepted?



Guanabara Bay

In 1982, Robert Marx, a professional treasure hunter, was diving in **Guanabara Bay** in Brazil when he found the remains of about 200 Roman ceramic jars, a few completely intact. The jars appeared to be ones that were used to transport goods such as grains and wine in the third century. But how did they get there? The first Europeans didn't reach Brazil until 1500.

The Romans, who traded primarily in Mediterranean port cities and the Middle East, did sail as far as India. Perhaps some untrained navigator lost his way in a storm. Or maybe there was a mutiny on a ship, and the mutineers steered the ship westward?

We may never know, and we are unlikely to uncover more evidence. Brazil closed Guanabara Bay to further research in 1983, because they wanted to stop members of the public from diving in the area to look for precious objects. However, Marx believes the government didn't want the area explored because finding Roman-era artifacts there would mean that, contrary to Brazil's official history, the Portuguese were not the first Europeans to reach the country.

Glossary

grains (*noun*) the small hard seeds of food plants such as wheat, rice, etc.

mutiny (*noun*) the act of refusing to obey the orders of somebody in authority, especially by soldiers or sailors

b Listen to A tell you about *The Dyatlov Pass*, another unsolved mystery. Then use your notes to tell A and C about the *Guanabara Bay* mystery.

c Finally, listen to C tell you about *The Voynich Manuscript* mystery. Between the three of you, decide what you think the most likely explanation might be for each one.

1B You're psychic, aren't you?

Student B



a Imagine you're a psychic. Use your psychic powers to complete the sentences below about A.

- 1 You were born in _____ (a month).
- 2 You don't like _____ (a kind of music).
- 3 You're going to _____ (an activity) tonight.
- 4 You've seen _____ (a film).
- 5 Your favourite season is _____.
- 6 You didn't like _____ (a kind of food) when you were a child.
- 7 You can play _____ (a musical instrument).
- 8 You wouldn't like to live in _____ (a place).

b A is going to make some guesses about you. Respond with a short answer. If the guess is wrong, tell A the real answer.

c Now check if your guesses are true. Say the sentences to A and check with a question tag. Try to use falling intonation.

You were born in July, weren't you?

d Count your guesses. Who was the better psychic?

1B Unsolved mysteries Student C

a Read the article and makes notes to answer the questions.

- 1 When did the incident happen and where?
- 2 Why is it mysterious?
- 3 What explanations have been given about what happened?
- 4 Is there a current explanation that has been accepted?



The Voynich Manuscript

In 1912, a Polish book dealer called **Wilfrid Voynich** bought an old book which was believed to be a medical text. But he could not be sure, because the book, which was approximately 250 pages long, was written in an unknown language and writing system, and contained illustrations of plants that don't resemble any known species.

The first confirmed owner of what is now known as 'the Voynich manuscript' was a man named Georg Baresch, an alchemist from Prague, who discovered it in his library in the late 16th century. Baresch tried to investigate the manuscript's origins, but was unsuccessful.

The manuscript changed hands for centuries until it was purchased by Voynich. The book was examined by scientists, who dated the paper and ink to the 1400s. Voynich suggested that the author was either an alchemist called Albertus Magnus, or Roger Bacon, an early scientist. Some people believe that Voynich fabricated the manuscript and its history all by himself; however, this would not explain the scientific analysis. In 2020, Yale University published the complete manuscript in their digital library, but the mystery of its meaning and origin has never been solved.

Glossary

alchemist (*noun*) a person who studied alchemy, a form of chemistry studied in the Middle Ages that involved trying to discover how to change ordinary metals into gold
ink (*noun*) coloured liquid for writing, drawing, and printing
fabricate (*verb*) to invent false information in order to trick people

- b Now listen to **A** and **B** tell you about two more unsolved mysteries: *The Dyatlov Pass* mystery and the *Guanabara Bay* mystery.
- c Use your notes to tell **A** and **B** about *The Voynich Manuscript* mystery. Between the three of you, decide what you think the most likely explanation might be for each one.

5A It's an emergency!

Student C

a Read the answers to survival questions 5 and 6. Make notes under these headings:

You should...

You shouldn't...

5 The number one tip is to stay where you are, or find a sheltered space nearby if it's night time, and wait to be rescued (especially if you have told someone where you were going to walk). But make sure you stay in the open during the day, so that you can be seen by a helicopter. Make a fire, or tie a piece of bright clothing to a stick, to attract attention. Never keep walking, as you will only get more lost and make it more difficult for searchers to find you.

6 Abandon any equipment, as it could pull you further down, and use swimming movements to try to get to the surface. Don't try to dig yourself out, as this is almost impossible. If you're covered and can't get to the surface, try to thrust part of your body through the snow, so rescuers can see you. But the best thing to do if you are skiing off-piste is to always carry avalanche safety equipment with you, including a two-way radio.

b Now use your notes and tell **A** and **B** what you should and shouldn't do.

1 An email job application

COME AND JOIN US

High street sports retailer with over 100 stores worldwide is recruiting for the following positions in your area:

- Store managers
- Sales assistants
- Social media assistants

Excellent communication skills are essential. All applicants must have appropriate training and experience.

Applications should be sent to Emma Tan at recruitment@newopenings.com

Subject: Application for Store Manager position x Inbox

EL From: Eric Lim
To: recruitment@newopenings.com

Dear Ms Tan

- 1 I am writing in response to your recent advertisement on The Local website. I would like to apply for the position of Store Manager.
 - 2 My qualifications include a Diploma in Fashion Retail Management from Raffles College of Higher Education in Singapore. During the course, I learned the fundamental aspects of retail management and developed the professional skills necessary to run a retail business and make a profit.
 - 3 I believe I am suitable for the role because I have considerable experience of the retail industry. During my studies, I worked part-time in my parent's clothes boutique. After graduating, I worked in a large store in the centre of Singapore. My duties involved ordering stock and managing deliveries, as well as dealing with customers face to face.
 - 4 I also have a personal interest in sport. In my free time, I play basketball for my local club and I am currently the captain of my team. In this role, I have to use my communication skills to encourage each of the players to do their best. I also coach a junior team, who finished last season at the top of their league.
 - 5 I am confident that I would be a great asset to your company and I very much hope that you will consider my application.
- Thank you for your time.
Kind regards
Eric Lim

a Read the job advertisement and Eric's email. Answer the questions.

- 1 What three job requirements are mentioned in the advertisement?
- 2 Where in the email does Eric mention each job requirement?

b Match five formal words in the email to the words and phrases below.

- | | |
|---|---|
| 1 job (<i>paragraph 1</i>) | 3 a great amount, a lot of (<i>paragraph 3</i>) |
| 2 most important and serious (<i>paragraph 2</i>) | 4 at the present time (<i>paragraph 4</i>) |
| | 5 valuable person or thing (<i>paragraph 5</i>) |

c Look at the **Useful language** expressions and complete them with a word from the list.

apply experience consider currently duties
forward grateful qualifications response suitable

d You are going to write an email to apply for one of the jobs in the advertisement. With a partner, choose which position to apply for, and discuss how you might be suitable for the job.

e Plan the content of your email.

- 1 Think about how to show that you fulfil each of the three job requirements.
- 2 Think about how to organize the information into paragraphs.
- 3 Think about how to open and close your email.

f Write 140–190 words, organized in five paragraphs. Use formal language (no contractions, etc.), and expressions from **Useful language**.

g Check your email for mistakes (grammar, vocabulary, punctuation, and spelling).

p.11

Useful language: formal emails

- | | |
|-----------|--|
| opening | 1 I am writing to _____ for the position of... |
| paragraph | 2 I am writing in _____ to your recent advertisement in... |
| main | 3 My _____ include a degree in... from... |
| body | 4 I believe I am _____ for the role because... |
| | 5 I have (five) years' _____ working as... |
| | 6 I am _____ working as a... |
| | 7 My _____ involve... |
| final | 8 I very much hope that you will _____ my application. |
| paragraph | 9 I would be _____ if... |
| | 10 I look _____ to hearing from you (soon). |

question formation

- How long **have you** been waiting?
How many children **does your sister** have?
Should we buy her a present?
- Why **didn't you** like the film?
Isn't this a beautiful place?
Don't you have to be at school today?
- What** are they talking **about**?
Who does this bag belong **to**?
- Who lives** in that house?
How many people follow you on social media?

1.3

- We make questions with tenses where there is an auxiliary verb (*be, have, etc.*) and with modal verbs (*should, must, etc.*) by inverting the subject and the auxiliary / modal verb. With the present and past simple, we add the auxiliary verb *do / does* or *did* before the subject.
- We often use negative questions to show surprise when we expect somebody to agree with us, or to check whether something is true.
- If a verb is normally followed by a preposition, e.g. *talk about sth*, the preposition comes at the end of the question, not at the beginning. **NOT** *About what are you talking?*
We often just use the question word and the preposition, e.g. **A** *I'm thinking.* **B** *What about?*
- When *who / what / which, etc.*, is the subject of questions in the present or past simple, we don't use *do / did*, e.g. *Who wrote this?* **NOT** *Who did write this?*

indirect questions

Could you tell me **what time the shop next door opens**? 1.4
Do you know **if (whether) Mark's coming to the meeting**?

- We use indirect questions when we want to ask a question in a more polite way. We begin with a phrase such as *Can / Could you tell me...? Do you know...? Do you think...? Do you remember...? Would you mind telling me...? Do you have any idea...?*
- Compare:
What time does the post office open? (direct question) and *Could you tell me what time the post office opens?* (indirect question)
- In indirect questions, the order is subject + verb. *Can you tell me where it is?* **NOT** *Can you tell me where is it?*
- We don't use *do / did* in the second part of the question.
Do you know where he lives? **NOT** *...where does he live?*
- You can use *if* or *whether* in questions without a question word and after: *Can you tell me, Do you know, etc.*

Other expressions followed by the word order of indirect questions

The word order of indirect questions is used after:

I wonder..., e.g. **I wonder** why they didn't come.

I'm not sure..., e.g. **I'm not** sure what time it starts.

I can't remember..., e.g. **I can't remember** where I left my phone.

I'd like to know..., e.g. **I'd like to know** what time you're coming home.

a Order the words to make questions.

tomorrow can't Why come you ?

Why can't you come tomorrow?

- I Should her tell I feel how ?
- friend known long best have How you your ?
- tell when you train next leaves the Could me ?
- are What about you thinking ?
- at do weekend you What doing the like ?
- music to does What Jane kind like listening of ?
- you time film know finishes Do what the ?
- class students yesterday to many came How ?
- you remember is where Do the restaurant ?
- housework family in Who your the does ?

b Complete the questions with the words in brackets.

Where **did you go** on holiday last year? (you / go)

- How often _____ exercise? (you / usually do)
- Who _____ *Oliver Twist*? (write)
- Could you tell me how much _____? (this book / cost)
- I can't remember where _____ my car this morning. (I / park)
- _____ your trip to Paris last weekend? (you / enjoy)
- What kind of work _____? (your sister / do)
- Who _____ the last biscuit? (eat)
- Do you know what time _____ on Saturdays? (the swimming pool / open)
- Why _____ the present you gave her? (your sister / not like)
- _____ play your music so loud? I can't concentrate. (you / have to)

auxiliary verbs

- 1 I like cats, but my husband **doesn't**. Sally's coming tonight, but Angela **isn't**.
 2 **A** I loved his latest film.
B So did I.
A I haven't finished the book yet.
B Neither (Nor) have I.
 Andrew's a doctor and **so is his wife**.
 3 **A** I don't like shopping online.
B I do. I buy a lot of my clothes online.
 4 **A** I went to a psychic yesterday.
B Did you?
A I'll make dinner tonight.
B Will you? That's great!
 5 **A** You didn't lock the door!
B I did lock it; I know I **did**.
A Silvia isn't coming.
B She **is** coming. I've just spoken to her.
 6 You won't forget, **will** you?
 She can speak Italian, **can't** she?

1.8

- We use auxiliary verbs (*do, have, etc.*) or modal verbs (*can, must, etc.*):
 - to avoid repeating the main verb / verb phrase, e.g.
NOT *I like cats, but my husband doesn't like cats.*
 - with *so* and *neither* to say that someone or something is the same.
 Use *so* + auxiliary + subject to respond to a statement with a positive verb, and *neither* (or *nor*) + auxiliary + subject to respond to a statement with a negative verb.
- We use a positive auxiliary verb after *neither* (or *nor*), e.g. *Neither did I.*
NOT *Neither didn't I.*
- to respond to a statement and say that you (or someone or something) are different.
- to make 'reply questions'. These often show interest or surprise.
- to show emphasis in a positive sentence, often when you want to contradict what somebody says. With the present / past simple, we add *do / does / did* before the main verb. With other auxiliaries, e.g. *be, have, will*, the auxiliary verb is stressed and not contracted.
- to make question tags, we use a positive auxiliary with a negative verb, and a negative auxiliary with a positive verb.
 - Question tags are often used simply to ask another person to agree with you, e.g. *It's a nice day, isn't it?* In this case, the question tag is said with falling intonation, i.e. the voice goes down.
 - Question tags can also be used to check something you think is true, e.g. *She's a painter, isn't she?* In this case, the question tag is said with rising intonation, as in a normal *yes / no* question.

a Complete the mini-conversations with an auxiliary or modal verb.

- A** You didn't remember to buy coffee.
B I did remember. It's in the cupboard.
- 1 **A** He's booked the flights, _____ he?
B Yes, I think so.
- 2 **A** It's hot today, _____ it?
B Yes, it's boiling.
- 3 **A** Why don't you like classical music?
B I _____ like it, but it isn't my favourite.
- 4 **A** I wouldn't like to be a celebrity.
B Neither _____ I.
- 5 **A** Enzo is arriving tomorrow!
B _____ he? I thought he was arriving today.
- 6 **A** What did you think of the film?
B Tom liked it, but I _____. I thought it was awful.
- 7 **A** Priya doesn't like me.
B She _____ like you. She just doesn't want to go out with you.
- 8 **A** Are you a vegetarian?
B Yes, I am, and so _____ my boyfriend.
- 9 **A** You'll remember to call me, _____ you?
B Yes, of course!
- 10 I really want to go to Egypt, but my partner _____. He hates the heat.

b Complete the conversation with a suitable auxiliary verb.

- A** You're Tom's sister, aren't you?
B Yes, I'm Carla.
- A** It's a great club, ¹ _____ it?
B Well, it's OK. But I don't like the music much.
- A** ² _____ you? I love it! I've never been here before.
B Neither ³ _____ I. I don't go clubbing very often.
- A** Oh, ⁴ _____ you? I ⁵ _____. In fact, I usually go most weekends.
B ⁶ _____ you? I can't afford to go out every weekend.
- A** I didn't see you at Tom's birthday party last Saturday. Why ⁷ _____ you go?
B I ⁸ _____ go, but I arrived really late because my car broke down.
- A** Oh, that's why I didn't see you. I left early.
B I fancy a drink. I'm really thirsty after all that dancing.
- A** So ⁹ _____ I. Let's go to the bar.

← p.13

	usual spelling	! but also
 fish	i linen silk trip fit fill pick	pretty women guilty decided village physics
 tree	ee bleed sneeze ea beat steal e even medium	people thief key relieved receipt
 cat	a pack campus active cash packet stand	
 car	ar scarf smart sharp hardly a calf branch	aunt laugh heart
 clock	o cotton top drop cost off on	watch want sausage because
 horse	(o)or sore floor al stalker wall aw yawn draw	warm warn pouring thought caught exhausted launch
 bull	u full put oo hooded woollen stood good	could should would woman
 boot	oo loose cool u* argue refuse ew chew news	suit recruit shoe prove through queue
 computer	Many different spellings. /ə/ is always unstressed. collar patterned advise complain information sandals	
 bird	er verdict prefer ir dirty skirt ur hurt burn	research worker worth worse journey
 egg	e denim dress trendy belt ever yet	friendly leather deaf threaten anybody said

	usual spelling	! but also
 up	u cut scruffy lungs stunned upset discuss	money someone enough touch flood blood
 train	a* ache lace ai faint plain ay may lay	break steak great weight suede obey grey
 phone	o* choke chose froze fold oa toast approach	throw elbow below although shoulders
 bike	i* striped ice y Lycra stylish igh tight flight	buy eyes height aisle
 owl	ou hour mouth proud around ow showers frown	drought
 boy	oi boiling avoid point noise oy enjoy employer	
 ear	eer career volunteer ere here we're ear nearly clear	realize ideally seriously zero
 chair	air airport stairs fair hair are scared stare	their there wear area
 tourist	A very unusual sound. euro jury sure plural	
 /i/	A sound between /ɪ/ and /i:/. Consonant + y at the end of words is pronounced /i/. windy sunny foggy	
 /u/	An unusual sound between /ʊ/ and /u:/. education usually situation	

* especially before consonant + e

	usual spelling	! but also
 p parrot	p postpone polluted hope damp pp disappointed kidnapping	
 b bag	b brain bribe objective biased bb robbery hobby	
 k key	c court critic k kidneys shake ck shocked homesick	ch choir orchestra stomach-ache qu question expect acc use
 g girl	g regret grateful colleague forget gg hugged mugging	
 f flower	f fist theft ph physicist symphony tough ff offended staff	enough laugh
 v vase	v velvet vandalism nervous prevent evidence review	of
 t tie	t taste tend stand chest tt matter bottom	produced passed
 d dog	d deny murder editor redundant dd addictive suddenly	failed bored
 s snake	s stops suck ss witness loss ce/ci notice censored	science scenery fancy
 z zebra	z breeze freezing zz dizzy blizzard s nose raise spends agrees	
 sh shower	sh shrug brush wish clash ti (+ vowel) ambitious sensational ci (+ vowel) special sociable	sugar sure chic
 t television	Not a very common sound. confusion decision revision usually courgette	

	usual spelling	! but also
 th thumb	th thunder thick healthy thigh death teeth	
 th mother	th the that with further rather	
 ch chess	ch checked chilly tch scratch stretch t (+ure) departure temperature	
 j jazz	j jet-lag hijack g suggest manager dge knowledge judge	
 l leg	l lie liver heel lonely ll colleague pillow	
 r right	r rise ride risky pretend rr terrorism arrested	written wrong
 w witch	w win waste waist wave wh while wherever	one once
 y yacht	y yet year youth yourself before u university argue	
 m monkey	m mild remind seem remember mm commit commentator	comb
 n nose	n nails honest nn announce beginning	kneel knew
 ng singer	ng length belongings hang bring before g / k wink sink	
 h house	h humid hail behaviour inhabit inherit perhaps	who whose whole

 voiced  unvoiced

1 Written mediation

a Read the strategy.

Written mediation strategy

Summarizing

A good summary helps someone understand the key points of a text without having to read the whole thing. To summarize a text:

- Read the text quickly to get the general idea.
- Read it again, more carefully. Underline the key points in each paragraph.
- Think about the reader. What information is most important for their situation? What style of text should you write – formal or informal?
- Write one or two sentences for each part of the text using your own words.
- Use words and phrases to connect ideas, e.g. *firstly, also, however, in conclusion*, etc.
- Do not include your opinion, examples, or unnecessary information.

b Read the example exam task and do the activities.

Your English-speaking friend is applying for a job and is worried because the interview is going to be online. They have asked you for suggestions about how to prepare for it. You recently read an article about carrying out an online interview successfully. Write an email to your friend, summarizing the key points from the article.

c Read the article quickly. Then match headings 1–6 to paragraphs A–F.

- 1 Follow up with a polite message ___
- 2 Be prepared and stay calm ___
- 3 Check your tech set-up ___
- 4 Use body language to show engagement ___
- 5 Appearances are important ___
- 6 Practise common interview questions ___

d Read the article again and underline the key points in each paragraph.

e What style of text is most appropriate for this task?

f Read four summaries of one of the paragraphs from the article. Which do you think is best?

a It's a good idea to wear clothing that reflects the job you're applying for. You should also keep your background simple – a plain wall, bookshelf, or a virtual background can work well. What matters most is feeling comfortable.

b Although it's an online interview, you need to think about what clothes you're going to wear. For example, if it's for a law firm, you'll need to wear a smart suit, but if it's a more creative company, you can probably just wear jeans and a T-shirt. Personally, I think it's best not to use a virtual background – they just annoy me.

c Clothing should be appropriate for the position in question, as this suggests alignment with the company's working culture. The choice of background is of similar importance.

d You should choose clothes that are suitable for the role but are also comfortable to wear. That way you'll feel relaxed and create a good first impression. Think about your background, too – a simple one is usually best.

g Match the summaries to the questions.

Which summary...

- 1 includes examples and opinions? ___
- 2 copies exact words from the article? ___
- 3 is in an inappropriate style? ___

Useful phrases

Starting

Hi / Hey / Dear (name),

How are things?

Reacting to a situation

It was great to hear (the news about your interview).

I get why you're nervous, but...

Referring to an article

According to the article...

One of the key (things / points) is...

Finishing

I hope this is useful for you.

Let me know if you fancy a chat before the interview.

h Write an email to your friend, summarizing the key points in the article about how to prepare for an online interview. Write 150–180 words.





How to ace an online job interview



As technology and the internet continue to influence our everyday lives, online job interviews are becoming increasingly common.

Many employers now use video calls instead of face-to-face interviews as they save time, reduce travel costs, and help connect with candidates from a wider range of locations and backgrounds.

A few months ago, my friend Adam had his first online interview. He expected it to go smoothly – after all, he was doing it from home. But things didn't go as planned. His internet connection was unstable, his microphone wasn't working properly, and he couldn't hear the interviewer's questions clearly. He suddenly felt stressed and unprepared and, unfortunately for Adam, the interview didn't go well.

Situations like this are actually quite common. Online interviews might seem more relaxed, but they still require good preparation. They can also be difficult for people who don't have reliable internet, a quiet space to work, or the equipment they need.

- A** Before the interview, test your computer, internet, microphone, and camera. Choose a quiet, well-lit space if possible. Test the set-up the day before and again an hour before the interview. If your internet is slow, try sitting near your router or using a wired connection. Make sure your device is charged or plugged in. If you use assistive technology, check compatibility with the interview platform in advance. Practise using the platform with a friend to feel more confident.
- B** Questions like: 'Can you tell me something about yourself?', 'Why do you want this job?', or 'What are your strengths and weaknesses?' often come up. Practising with someone else or recording yourself can help you reflect on your communication style. Speak clearly and avoid rushing. Try to give full answers and include real-life examples that demonstrate you have the skills and experience for the role you're applying for. You could also prepare a few thoughtful questions for the interviewer – this shows you're engaged and interested in the role.
- C** Even at home, it's a good idea to wear clothing that reflects the job you're applying for. This can help you feel more confident and make a positive impression. Keep your background simple – a plain wall, bookshelf, or a virtual background can work well. Wear colours that show up clearly on screen. What matters the most is feeling comfortable and presentable, rather than following a strict dress code.
- D** Remember to warn your flatmates or family members in advance that you can't be interrupted, and make sure any pets are occupied and won't make an unwelcome appearance during the interview. Log in ten minutes early to avoid stress. Silence your phone and close unnecessary programs so you can focus. Having a copy of your CV and the job description on screen can help you answer questions more easily. But if something does go wrong, the important thing is not to panic. Acknowledge the problem and then get back on track as quickly as possible. Most interviewers will understand.
- E** Try to face the camera when speaking so the interviewer can see you clearly. Sit comfortably, listen actively, and respond with interest. Small actions like smiling or nodding can help show you're engaged, if that feels natural for you. If you need to take notes, use screen readers, or other tools during the interview, it's a good idea to let the interviewer know at the start of the interview.
- F** After the interview, consider sending a short thank-you message or email. This is a professional way to show appreciation for their time and the opportunity to speak with them. You can also briefly mention something you found interesting during the interview or confirm your continued interest in the role.

With thoughtful planning and a focus on being genuine and prepared, you can approach online interviews with more confidence – whatever your background or circumstances.

pronouns

direct / indirect object pronouns and word order

- 1 He bought **me** a rose.
I'm going to lend **her** my camera.
They showed **us** their new flat.
I'll send **you** the document.
We brought **him** some books.
- 2 He bought **it** for me.
I'm going to lend **it** to her.
They showed **it** to us.
I'll send **it** to you.
We brought **them** for him.

- 1 Some verbs can have two objects, usually a thing (the **direct object**) and a person (the **indirect object**). If the direct object is a noun (*a rose, my camera, etc.*), we usually use verb + **indirect object** + **direct object**.
- The order can also be verb + **direct object** + *for* or *to* + **indirect object**, e.g. *He bought a rose for me, I'm going to lend my camera to her.* See list of verbs in 2.

- 2 If the direct object is a pronoun (*it, them*), we usually use verb + **direct object** + **indirect object**, with either *for* or *to* before the indirect object. Some common verbs which can have two objects are:

- With *for*
bring sth for / to sb, buy sth for sb, cook sth for sb, find sth for sb, get sth for sb, make sth for sb
- With *to*
give sth to sb, lend sth to sb, offer sth to sb, read sth to sb, sell sth to sb, send sth to sb, show sth to sb, take sth to sb, write sth to sb
- If the indirect object is a pronoun, we use the object pronoun, not the subject pronoun:
*I'm going to lend it to her. NOT *I'm going to lend it to she.*

Gender-neutral pronouns

Ask your partner what they think is going to happen.
Kai lives with their partner in a flat in Manchester.

- They, them,* and *their* are sometimes used either to replace *he / she* when the gender is unknown, or by people who don't use gender-specific pronouns. The verb form is still plural, even when the meaning is singular.

a Circle the correct form.

Me / **(My)** first name's Annabelle, but **(I)** / *me* get called Annie for short.

- 1 My brother has a laptop, but *he / she* prefers using *his / her* tablet.
- 2 **A** Are these *your / yours* books?
B No, they're not *my / mine*.
- 3 My friends are mostly happy with *theirs / their* jobs, except Laura who doesn't like *her / hers*.
- 4 **A** What's *his / her* new house like?
B I don't know. He's never invited *me / my* round to see it.
- 5 I don't like *them / their* new car. *Ours / Our* is much nicer.
- 6 **A** Is this *yours / your* phone?
B No, *my / mine* is in my bag.
- 7 I'm going to give *mine / my* ticket to *her / she*.
- 8 He'll tell *us / we* when *his / him* flights are booked.
- 9 If I give you *their / theirs* address, will you send *them / they* a thank you card?
- 10 *It's / Its* a beautiful hotel, but *its / it's* rooms are a bit small.

b Rewrite the highlighted phrases. Replace the bold words with a pronoun and use *to / for*.

I gave you **the book**. I gave it to you.

- 1 I took **my children** to the park last weekend.
- 2 She showed me **her new phone**.
- 3 He found me **some apartments** online.
- 4 My boyfriend sent me **photos** while he was away.
- 5 I won't lend him **my car**.
- 6 My daughter made me **a present** today.
- 7 I bought my mother **some flowers** for her birthday.
- 8 My parents are getting me **a new laptop** in Hong Kong.
- 9 Will you read the children **a story** before they go to bed?
- 10 A colleague gave me **these tickets** yesterday.

adjectives

adjective + one / ones

- 1 I've lost my suitcase. It's a **big blue one**.
Expensive laptops are usually more reliable than **cheap ones**.
- 2 I'm looking for white bread, but I can only find **brown**.
We don't have any skimmed milk, only **semi-skimmed**.

- 1 We use *one / ones* after an adjective instead of repeating a singular or plural noun.
- 2 We don't use *one* with uncountable nouns.

a bit and much + comparative adjective

- 1 It's a **bit cloudier** today than yesterday.
This phone's a **bit more expensive** than that one.
- 2 Your job is **much more stressful** than mine.
The airport is **much busier** than it was a few years ago.

- 1 We use *a bit* + comparative adjective to say that a difference is small.
- 2 We use *much* + comparative adjective to say that a difference is large.

more rules for comparatives and superlatives

- 1 I'm **less busy** this week than I was last week.
Alan is **the least interesting** person in the office.
- 2 She's **the cleverest** girl in the class.
The old road was much **narrower** than the new one.
It would be **simpler** to go back to the beginning.

- 1 We can use *less* and *the least* with adjectives of any number of syllables.
- 2 Some two-syllable adjectives can make comparatives and superlatives with *-er* and *-est*. Common examples are *clever, narrow, polite, quiet, simple, stupid*. A good dictionary will tell you the usual comparative and superlative form for a two-syllable adjective.

a Are the highlighted forms right ✓ or wrong X? Correct the wrong ones.

I'm younger than my sister. ✓

He's a person very hard-working. X
He's a very hard-working person.

- 1 The beach is the furthest from home than the park.
- 2 She's much friendly than her sister.
- 3 London is much busyer than Oxford.
- 4 Our new house is more modern than our old one, but it was also more expensive.
- 5 Expensive phones are not more reliable than cheap one.
- 6 The roads here are more dangerous than the roads near my house.
- 7 Today is the hottest day of the year so far.
- 8 My friends are all more excited about our holiday.
- 9 He's the tallest student in the class.
- 10 This is the colder summer I've ever known.

b Complete the sentences to mean the same thing.

Sophie is happier than Emma.

Emma isn't as happy as Sophie.

- 1 Robert's father isn't as friendly as Robert.
Robert is _____ than his father.
- 2 It's a bit sunnier today than yesterday.
Yesterday wasn't _____ as today.
- 3 I think maths is easier to learn than science.
Science is _____ to learn than maths.
- 4 This hotel is bigger than the other hotels we've looked at.
This hotel is _____ of the hotels we've looked at.
- 5 My new job is much more stressful than my old one.
My old job wasn't _____ as my new one.
- 6 The film wasn't as bad as I'd expected.
The film was _____ than I'd expected.
- 7 King Street isn't as busy as Queen Street.
Queen Street is _____ than King Street.
- 8 The book was more interesting than the film.
The film wasn't _____ as the book.

Answer Key and Exam Listening

1A

1 GRAMMAR

- a 3 X Where do you usually go
4 ✓
5 X What happened
6 ✓
7 ✓
8 X Whose jacket did you borrow
9 X Should we go now
10 X Who are you waiting for?
- b 2 where the lift is
3 where we parked the car
4 if there are any tickets left for the concert tonight
5 what time the match starts
6 when Fatima's birthday is
7 what Jamie does for a living
8 where Natalie lives
9 what Ava's boyfriend's name is
10 how much you paid for your new car
- c 2 Who cooks in your family?
3 When did your brother pass his driving test?
4 Do you know who's going to the party tonight?
5 Who's the manager talking to now?
6 Who ate the chocolates I left in the cupboard?
7 Why didn't you come to school yesterday?
8 Do you remember what time the meeting is?

d Students' own answers

2 PRONUNCIATION

- a 2 ✓, 4 ✓, 6 ✓

c Expressions showing interest:

How interesting! Me too! Wow!

Expressions showing sympathy:

I'm so sorry. Oh, really? What a shame!

Follow-up questions: Why?

Why do you say that? Why is that?

- e 2 Why do you say that?
3 I'm so sorry.
4 Why is that?
5 Wow!
6 What a shame!

3 VOCABULARY

- a 2 play ball
3 stick at
4 have something up your sleeve
5 move on
6 print off
- b 2 look the part, 3 come in handy,
4 stand out, 5 do your homework,
6 come up, 7 steer clear,
8 put together

1B

1 GRAMMAR

- a (unnecessary words at the end of the sentences)
2 love that book
3 listening to the instructions
4 believe in ghosts
5 going to the party
6 always lock the front door
7 visited a nutritionist
8 already heard the story
- b 2 do, would
3 haven't, do
4 aren't, have
5 Will, won't
6 could, have
7 did, was
8 are, do
- c Students' own answers

2 PRONUNCIATION

- a 2 weren't, Weren't, were
3 didn't, Didn't, did
4 was, Were, wasn't
5 won't, will, won't
6 can, Can, can't

3 GRAMMAR IN CONTEXT

- 2 more interesting, more likely
3 later, more difficult
4 further, colder
5 more qualified, higher
6 bigger, longer

4 VOCABULARY

- a 2 open-minded, 3 tight-fisted,
4 absent-minded, 5 strong-willed,
6 laid-back, 7 well-balanced,
8 big-headed, 9 narrow-minded,
10 two-faced, 11 good-tempered,
12 self-centred, 13 easy-going,
14 well-behaved
- b 2 laid-back, 3 well-balanced,
4 narrow-minded, 5 self-centred,
6 two-faced, 7 open-minded,
8 strong-willed, 9 tight-fisted,
10 big-headed, 11 absent-minded,
12 well-behaved, 13 good-tempered,
14 bad-tempered
- c Students' own answers

5 VOCABULARY FROM READING

- 2 extraordinary, 3 remote, 4 trace,
5 puzzle, 6 baffle

Colloquial English 1

1 LOOKING AT LANGUAGE

- 2 c, 3 a, 4 b, 5 d

2 VOCABULARY FROM THE INTERVIEW

- 2 talk sb's language, 3 jargon,
4 give sb an easy ride, 5 graduate trainee, 6 delivery, 7 stay on your brief

3 THE CONVERSATION

- 2 definitely, 3 really, 4 will

4 VOCABULARY FROM THE CONVERSATION

- 2 potentially, 3 white, 4 caught, 5 willing

Can you remember...? 1

GRAMMAR & VOCABULARY

- a 3 does this phone belong
4 didn't you like
5 Who gave you
6 how much petrol costs
7 tell me whether you have
8 won't you
9 neither can my friends
10 does know about the meeting
- b 1 b, 2 b, 3 b, 4 c, 5 c, 6 b, 7 c, 8 c,
9 b, 10 a

Exam skills 1

a Students' own answers

b Text 4

c Students' own answers

d and e 1 E, 2 G, 3 J, 4 A, 5 C, 6 F, 7 B, 8 H