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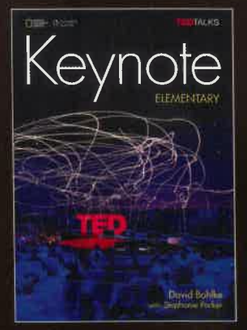
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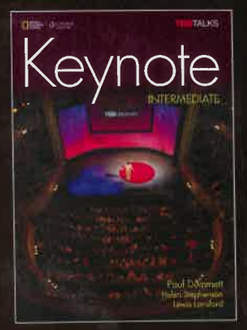
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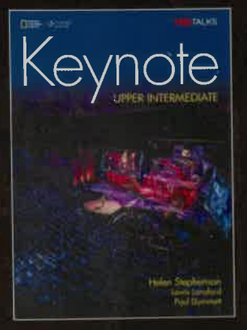
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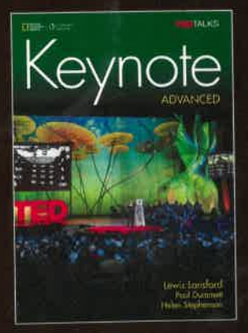
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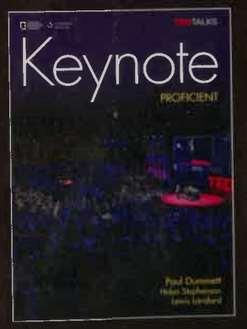












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1 Conservation

1.1 Animals in danger

VOCABULARY Types of animals

1 Match the words (a–f) with their definitions (1–6).

a amphibian
b bird
c fish
d insect
e mammal
f reptile

1 A warm-blooded animal that feeds its babies with milk from its body. _____
2 An animal that has feathers and can fly. _____
3 A cold-blooded animal (for example, a lizard) that lays eggs on land. _____
4 A very small animal (for example, an ant) that has six legs. _____
5 A cold-blooded animal (for example, a toad) that first lives in water and can later breathe on land. _____
6 An animal that cannot live outside water and has gills for breathing and fins for swimming. _____

2 Complete the sentences with these words.

bee frog penguin snake

1 I'm a bird, but I can't fly. I'm a great swimmer, though! I'm black and white.
I'm a _____.
2 I'm an amphibian. I have short front legs and long back legs. I usually live near water.
I can jump and swim. I'm a _____.
3 I'm a reptile. I have a long body, but I have no arms or legs.
I'm a _____.
4 I'm an insect. I get my food from flowers, and I use it to make honey.
I'm a _____.

LISTENING Monarch butterflies

3 1 Listen. Tick (✓) the points that the speaker mentions.

a what monarch butterflies look like ☐
b the life cycle of the monarch butterfly ☐
c where monarch butterflies live ☐
d how their population is changing ☐

4 1 Listen again. Circle the correct answers.

1 Where do most monarch butterflies go in the winter?
a Canada **b** California **c** Mexico
2 The monarch butterfly population began to decline ____.
a by twenty per cent
b more than twenty years ago
c less than twenty years ago
3 What is the monarch butterfly's conservation status now?
a near-threatened
b threatened
c endangered
4 When did a survey show an increase in their population?
a the 1980s **b** the 1990s **c** 2016

COMMUNICATION Talking about endangered animals

5 Put the sentences in the correct order (1–7) to complete the conversation.

a Well, I guess my first question is, are giant tortoises an endangered species? _____
b That's not very many. I hope we can find a way to protect them soon. _____
c Hey, I'm doing some research about giant tortoises. Do you think you could help me? 1
d Sure, how can I help? _____
e Not many, I think there's only about two thousand of them left. _____
f Hmm ... No, they aren't. But they're listed as vulnerable. _____
g Oh, how sad. So, how many giant tortoises still live in the wild? _____

6 Complete the conversation using the information below.

Many chimpanzees have died of disease, but the biggest threats to their survival are hunting and poaching. Their population has declined to around 170,000–300,000 chimpanzees in the wild.

Status:
ENDANGERED

A: What are you reading about?
B: I'm reading about [1]_____. It says they're [2]_____.
A: That's terrible! Why?
B: Well, it's mainly because of [3]_____.
A: How many are there left in the wild?
B: Let's see ... [4]_____.
A: They're amazing animals. I really hope we find a way to save them soon.

1.2 How we're helping

GRAMMAR Present simple and present continuous

1 Complete the sentences with the correct form of the verbs in brackets.

1 Lately, we _____ (see) more serious problems for the rhino population.
2 Today we _____ (have) new laws against poaching.
3 Some species _____ (die) when their environment changes.
4 At the moment, experts _____ (study) the effects of climate change on this species.
5 Listen. He _____ (explain) what we can do to help this endangered species.
6 Pandas eat bamboo, a plant that _____ (grow) in the mountains of southern China.

2 Read the answers. Write questions beginning with *Is, Does* or *Why*.

1 _____?
Yes, she knows what to feed the elephants.
2 _____?
No, the situation isn't improving.
3 _____?
Yes, the government has a plan.
4 _____?
They're arguing because they don't agree.
5 _____?
No, he doesn't understand the problem.
6 _____?
The tigers are dying because they're losing their habitat.

LANGUAGE FOCUS Describing events in the present

3 Correct the mistakes in the sentences.

1 These days, awareness of endangered species ~~improves~~ *is improving*.
2 Many of the world's wildlife populations decreases.
3 Giant panda numbers are increase.
4 People helping in conservation efforts.
5 Does the conservation status of an animal making a difference to those fighting to protect it?
6 Is your government do anything to change the situation?

4 2 Circle the correct words to complete the interview. Then listen and check your answers.

A: What is the World Wildlife Fund?
B: The World Wildlife Fund, or WWF, is an international organization. It [1]*is protecting / protects* wildlife and the environment.
A: Is the World Wildlife Fund [2]*works / working* on projects in many countries?
B: Yes, [3]*it is / it isn't*. There are WWF projects in more than one hundred countries.
A: Does the WWF [4]*get / getting* all its money from the government?
B: No, it doesn't. It [5]*is getting / gets* some money from governments, some from large companies and most from public donations.

PRONUNCIATION /s/ and /z/

5 3 Most plural words in English end with *s*. The letter *s* can be pronounced in different ways. Listen and repeat what you hear.

/s/	sleeps	weeks	books
/z/	dogs	days	needs

6 4 Listen. Circle the sounds that you hear.

1 ants **a** /s/ **b** /z/
2 butterflies **a** /s/ **b** /z/
3 cats **a** /s/ **b** /z/
4 bees **a** /s/ **b** /z/
5 pandas **a** /s/ **b** /z/
6 tigers **a** /s/ **b** /z/

7 5 Complete the table with these words. Then listen and check your answers.

elephants eyes hops monkeys penguins zebras

/s/	/z/

1.3 Stop before it's too late

READING

The amazing pig-nosed turtle

1 The turtle family is over 200 million years old. Turtles are among the oldest creatures in the world. But many turtle species are already extinct, while others are endangered, critically endangered or vulnerable. One vulnerable species is the pig-nosed turtle.

2 Pig-nosed turtles live in rivers in northern Australia and southern Papua New Guinea. Some people say they are ugly creatures because their noses look like a pig's snout, or nose. But these strange noses are actually very useful. Their design makes it easier for the turtle to swim and to find food. Unlike all other freshwater turtles, pig-nosed turtles have flippers instead of feet, which mean they can swim like sea turtles.

3 In 2011, the pig-nosed turtle was facing extinction. Between 1981 and 2011, its population dropped by over fifty per cent. In Australia, the cause was loss of habitat due to farming, mining and fishing. Unluckily for the pig-nosed turtle, their eggs and meat were a common source of food for communities in Papua New Guinea and Indonesia. Another major problem was the illegal trading of these animals.



The turtle's pig-like snout is used to breathe underwater and find prey

4 But there is good news. Farming methods are changing in Australia. The Indonesian government and the Convention on International Trade in Endangered Species (CITES) now protect the species. In recent years, thousands of pig-nosed turtles have been rescued from poachers. They may not be beautiful, but pig-nosed turtles are important animals and we must continue to stop their decline.

1 Read the article. What is it mainly about?

a how pig-nosed turtles have been rescued from poachers
b why people think pig-nosed turtles are ugly
c why pig-nosed turtles need protecting

2 Circle the correct options to complete the sentences.

1 The conservation status of the pig-nosed turtle is *endangered / vulnerable*.
2 The pig-nosed turtles' *feet / flippers* help them swim like sea turtles.
3 By 2011, the number of pig-nosed turtles had *increased / declined* by more than half.
4 Its problems were loss of habitat and *hunting / poisoning*.
5 We can guess from the last paragraph that conservation efforts *are / are not* working.

LISTENING

3 6 Listen. What kind of recording is this?

a a news article
b a personal opinion
c a lecture

4 6 Listen again. Tick (✓) the statements you think the speaker would be most likely to agree with.

1 People cause the extinction of animals. ☐
2 Pig-nosed turtles are special because there are no other turtles like them. ☐
3 We hear about pig-nosed turtles in the news all the time. ☐
4 Pig-nosed turtles are extremely ugly. ☐
5 Animals that are cuter than pig-nosed turtles get more attention. ☐

5 Which statement do you most agree with? Why?

a Pig-nosed turtles are vulnerable, not endangered, so protecting them isn't that important.
b More people should be told about the pig-nosed turtle and its problems.
c Local communities should be allowed to have pig-nosed turtles as their source of food.

WORD FOCUS *lose*

6 Read the sentences (1–5). Then match them with the correct definition of *lose* (a–e).

1 If these animals **lose** their habitat, they won't survive.
2 When they can't hunt seals, the polar bears **lose** weight.
3 You'll **lose** the chance to go to university if you don't work hard.
4 I often **lose** my phone, but I always find it again.
5 Everyone hates to **lose** an argument.

a to not win something
b to stop having something because it's been taken from you
c to have less of something than you had before
d to no longer have something because you don't know where it is
e to waste something such as time or an opportunity

7 Match the two parts of the sentences.

1 This government might lose	**a** but we still lost the match.
2 Your passport is very important	**b** the next election.
3 We played really well,	**c** because we were stuck in traffic.
4 I can't leave because I don't want to lose	**d** my place in the queue.
5 We lost valuable time	**e** and you mustn't lose it!

1.4 Why I love vultures



Animals in Etosha National Park, Namibia

John Kasaona: How poachers became caretakers

John Kasaona talks about several difficult issues that both humans and animals have faced in his home country of Namibia. He describes some unusual conservation projects in which local communities, and even former poachers, are helping to protect wildlife in their area.

Simon Berrow: How do you save a shark you know nothing about?

They're the second largest fish in the world, they're almost extinct and we know almost nothing about them. In this talk, marine biologist Simon Berrow describes Ireland's incredible basking shark and the wonderfully low-tech methods he uses to study them.

Stewart Brand: The dawn of de-extinction. Are you ready?

Stewart Brand believes we should protect endangered animals because we are responsible for making many species disappear forever. But is it really 'forever'? He suggests an exciting new method that may help us bring extinct species back to life.

TEDTALKS

1 Read the descriptions of three TED Talks above. In your opinion, what is the best title for this playlist, a, b or c?

a Filming endangered species **b** Unusual ways of saving animals **c** The dangers of poaching

2 Read the TED playlist again and answer the questions.

1 Which speaker is trying to study an animal that scientists know very little about?

_____

2 Who works on the conservation projects described by John Kasaona?

_____

3 According to Stewart Brand, why should human beings protect endangered species?

_____

3 Circle the correct options to complete the sentences.

1 A former president is someone who ____.
a is president now **b** was president in the past

2 A poacher is someone who ____.
a looks after animals **b** illegally catches or kills animals

3 Something that is low-tech is ____.
a simple and cheap **b** complicated and expensive

4 Which talk would you most like to see? Why? Watch the talk at TED.com.

1.5 Which to save?

WRITING An endangered species

1 Read about an animal that needs protection. How many reasons are given to explain why tigers are facing extinction?

In the first paragraph, say which animal you think needs protection and what its conservation status is.

An animal that needs our protection is the tiger. The main reason is that tigers are an endangered species, and some species are already extinct.

Another important thing to consider is that tigers are facing extinction because of us. For example, we are destroying their habitat. Poaching is another big problem.

Tigers are an important part of our wildlife. We are losing too many of these wonderful creatures, and we have to save them before it's too late.

Try to use the present simple and present continuous tenses, as well as some new words from this unit.

Begin the second paragraph by introducing a new point (or points).

Give reasons or examples for why the animal needs protection.

2 Write about another animal that you think needs protection. Answer the questions to plan your paragraphs.

1 Which animal do you think needs protection?

2 What is the animal's conservation status?

3 Why does the animal need protection?

3 Write your paragraphs. Then complete the checklist.

Did you use correct spelling and punctuation? ☐
Did you use the present simple and the present continuous tenses? ☐
Did you use some new words from this unit? ☐
Did you give reasons or examples for your points? ☐

2 Family connections

2.1 Family ties

VOCABULARY Extended family

1 Write the opposite male or female form for each family member. Use these words. Three are extra.

brother-in-law	cousin	grandchild	grandfather
mother-in-law	nephew	niece	son-in-law

1 daughter-in-law _____
2 niece _____
3 grandmother _____
4 sister-in-law _____
5 father-in-law _____

2 Complete the sentences with the words in the box in Exercise 1.

1 I'm married to Kate. Kate's mother is Ellen. Ellen is my _____.
2 My father is Ken. His father is Hank. Hank is my _____.
3 My daughter is Emiko. Her husband is Jun. Jun is my _____.
4 My brother has a daughter named Ashley. Ashley is my _____.
5 Pablo is my sister's husband. Pablo is my _____.
6 My aunt and uncle have a daughter named Olivia. Olivia is my _____.
7 My sister and her husband have a son named Matt. Matt is my _____.
8 My daughter is going to have a baby. The baby will be my first _____.

LISTENING A member of the family

3 7 Listen. Put the family members (a–d) in the order that they are mentioned (1–4).

a his daughter _____
b his wife _____
c his brother-in-law _____
d his wife's parents _____

4 7 Listen again. Complete the sentences.

1 The house belongs to Rebecca's _____.
2 Casey is the man's _____.
3 Caitlin is Casey's _____.

COMMUNICATION Talking about family

5 Put the sentences in the correct order (1–6) to complete the conversation.

a Wow, you must miss them a lot. Are they going to stay at your place? _____
b Let's see ... On Saturday night I'm taking them out for dinner, then we're going to go to the cinema. _____
c So, do you have any plans for their visit? _____
d Well, my parents are coming for a visit on Saturday. I haven't seen them for three months! _____
e What are you doing this weekend? 1
f No, they're going to get a hotel. My apartment is far too small. _____

6 Answer the questions in your own words.

1 Do you have a big extended family?

_____

2 When are you going to see your family next?

_____

3 When is your next family holiday?

_____



2.2 Generations

GRAMMAR Future plans

1 Read the sentences about future plans. Write **I** for intention or **D** for definite plan.

1 I'm meeting my cousin in London tomorrow. _____
2 We're going to take some family photos. _____
3 He's going to phone his grandfather soon. _____
4 She's not going out for dinner tonight. _____
5 They're planning a surprise party for their aunt. _____
6 She's going to send cards to everyone in the family. _____

2 Complete the conversation using these phrases.

going to book	going to study	going to test	I'm helping
I'm starting	I'm working	you doing	you're taking

A: So, are [1]_____ anything later?
B: Yes, I am. [2]_____ my sister paint her house. What about you?
A: Oh, [3]_____ a new evening class.
B: Really? What are you [4]_____?
A: Well, [5]_____ on my Spanish …
B: Wow, [6]_____ a Spanish class!
A: Yeah, I'm [7]_____ a holiday to Spain soon.
B: That's great. I'm [8]_____ you next time we meet!

LANGUAGE FOCUS Talking about future plans and arrangements

3 Match the questions (1–6) with the responses (a–f).

1 Are you doing anything special this weekend?
2 When are you going to call your parents?
3 What are you doing on Friday night?
4 Is your flatmate going to be around tonight?
5 Is your family coming this weekend?
6 How long is your cousin staying for?

a I'm going to study for my test.
b A couple of days.
c No, he's not. He's going back home.
d Yes, I am. I'm going to a concert on Sunday.
e Yes, they are.
f Later tonight.

4 Find and correct the mistakes in the paragraph.

When I finish work today, I'm gone to the library to borrow a book. My book club going to discuss *Wuthering Heights*, a novel by Emily Brontë. We decided to read a classic this month. Next month we think of reading *The Da Vinci Code*. We try to cover different genres each month. The following month is Susie's turn to choose a genre. I bet she's go choose science fiction, like she always does. I don't mind, but I prefer reading the classics!

5 8 Listen to the conversation. Complete Maggie's weekend planner.

Friday	7 p.m.: meet Beth at [1]_____
Saturday	12 p.m.: meet [2]_____ at train station 1 p.m.: have lunch and go shopping [3]_____: go to dance club
Sunday	2 p.m.: [4]_____ leaving 3 p.m.: meet Todd at [5]_____

PRONUNCIATION *going to* and *want to*

6 9 Listen and repeat. Notice how *going to* is reduced to 'gonna' and *want to* to 'wanna'.

A: Are you going to go out?
B: No, I'm going to stay in.
A: Do you want to order a pizza?
B: No, I don't want to eat a big meal.

7 10 Listen. Complete the conversation.

A: What are you [1]_____ do tonight?
B: Um ... I'm not sure.
A: Well, I think I'm [2]_____ to the cinema. Do you [3]_____ come?
B: Sure! What do you [4]_____?

8 11 Listen. Circle the correct response.

1 **a** I'm going to study.
b I'm going to go to the cinema.
2 **a** Yes, he does.
b Yes, he is.
3 **a** No, I'm not.
b I want to go travelling.
4 **a** Yes, I am.
b No, I don't.

2.3 One big happy family

READING

The worldwide family tree

1 National Geographic's Genographic Project wants to tell the greatest story ever told: how humans spread out from Africa across the planet tens of thousands of years ago. The team behind the project aims to show a complete map of early human history. To do this, scientists in eleven centres around the world collected the DNA from local communities. Then they used computers to look at the DNA to better understand our shared genetic roots.

2 Ten years after the project started, scientists have a much better idea of when people started to live in different parts of the world. But they still have many questions. How many migrations out of Africa were there? How did the great empires of history, such as the Persians or the Mongols, leave their genetic marks on our DNA? What can our genes tell us about the beginnings of different languages? And if we all originally came from the same place, why do we all look so different? These are just some of the important questions the Genographic Project wants answers to.

3 Ordinary people are very important to the project. They can easily take part by providing DNA for testing. The results are going to allow people to find out about the paths their early ancestors followed and help them find their own place on the human family tree. So far, around 800,000 people from 140 countries have taken part in the project. But it's far from over, as scientists hope to learn the answers to their unanswered questions.



The Genographic Project has made discoveries about how humans spread out across the Earth

1 Read the article. Match the paragraphs (1–3) with their main topics (a–c).

1 Paragraph 1	**a** questions the project wants answers to
2 Paragraph 2	**b** the role of ordinary people
3 Paragraph 3	**c** the aims of the project

2 Circle the correct answers.

1 What is the main aim of the Genographic Project?
- **a** to use people's DNA to find the one ancestor we all share
- **b** to use people's DNA to better understand how and when people spread across the Earth
- **c** to use the data from the DNA tests for research in fighting diseases

2 Which of these is **not** a question scientists still want answers to?
- **a** Which continent did our early ancestors first spread out from?
- **b** What can our DNA tell us about how language first developed?
- **c** If we came from the same place, why don't we look more similar?

LISTENING

3 12 Listen. Choose the best title for the talk.

- **a** How to participate in the Genographic Project
- **b** What I learned from the Genographic Project
- **c** Recent discoveries from the Genographic Project

4 12 Listen again. Circle the correct options to complete the sentences.

1 To take part in the Genographic Project, you should first *visit a lab / buy a kit*.
2 You provide DNA by giving a *saliva / blood* sample.
3 The speaker describes Neanderthals as our *ancestors / cousins*.
4 Neanderthals split from humans *500,000 / 60,000* years ago.
5 The last Neanderthals lived in *Africa / Europe and Asia*.

5 Look back at the four questions in Paragraph 2 of the article on page 16. Which question would you most like to learn the answer to? Why?

_____

_____

WORD FOCUS *interest*

6 Read the text. Then match the words and phrases in **bold** (1–5) with their correct definitions (a–e).

Emma's [1]**interests** include history and travel. She also [2]**developed an interest in** genealogy a few years ago, and she tried to [3]**interest** her family members in it too. She interviewed them and recorded their stories. Then Emma spent even more time studying sites and documents [4]**of interest** online. After a while, though, it became difficult for her to find new information, and she [5]**lost interest in** the project.

- **a** interesting and relevant _____
- **b** things a person enjoys doing; hobbies _____
- **c** stopped being interested in something _____
- **d** wanted to know or learn more about something _____
- **e** make someone curious or excited about something _____

7 Complete the sentences with the words and phrases in **bold** in Exercise 6.

1 My uncle collects old things, like stamps, coins and other items _____.
2 He _____ going on family holidays and preferred to travel with his friends.
3 Everyone in my family has different _____, but we all get along well.
4 When my sister lived in Japan, she _____ Japanese history.
5 Our dad always tries to _____ us in classical music, but we think it's boring.

2.4 The world's largest family reunion



Louise Leakey's grandparents, Louis and Mary Leakey, digging for bones in Kenya

Spencer Wells: A family tree for humanity

Geneticist Spencer Wells studies how humans have become so different from one another. He knows that all humans share some common bits of DNA, passed down to us from our African ancestors. In this talk, he talks about how the Genographic Project will use this shared DNA to find out how we are all connected.

Zeresenay Alemseged: The search for humanity's roots

Zeresenay Alemseged digs in Africa's Ethiopian desert, looking for early signs of human life. The most exciting thing he has found is the 3.3-million-year-old bones of Selam, a young girl. This is the oldest skeleton of a child ever found. He talks about finding Selam and how Africa holds the answers about our human history.

Louise Leakey: A dig for humanity's origins

Louise Leakey grew up in Africa and is a third generation archaeologist in her family. Her grandparents were famous archaeologists, Louis and Mary Leakey. In this talk, she asks, 'Who are we?'. The question takes her back to East Africa's Rift Valley, where she digs for the origins of humanity.

TEDTALKS

1 Read the descriptions of three TED Talks above. What is the best theme for this playlist, a, b or c?

a new things found by archaeologists **b** digging through the generations **c** our shared African past

2 Read the quotes from the TED Talks. Who do you think said each one? Put **SW** (Spencer Wells), **ZA** (Zeresenay Alemseged) or **LL** (Louise Leakey).

1 'She belongs to the species known as *Australopithecus afarensis*.' _____

2 'I was very lucky to have been brought up in Kenya, essentially accompanying my parents to Lake Turkana in search of human remains.' _____

3 'We were able to tell that she belonged to the human family tree because the legs, the foot and some features clearly showed that she walked upright ...' _____

4 '... You can actually submit those results to the database, and tell us a little about your genealogical background ...' _____

3 Match the words (1–3) with their meanings (a–c).

1 humanity **a** where something begins or comes from

2 origin **b** the set of bones in a body

3 skeleton **c** all people

4 Which talk would you most like to see? Why? Watch the talk at TED.com.

2.5 Who's that?

WRITING Inviting people to a family event

1 Read the email inviting family members to a holiday event. For how long does George want Maria and Jason to stay?

Start by naming the family member(s) you want to invite to your home.

Hi Maria and Jason!

I hope you're both well. I am writing because I want to invite you to my place for New Year's this year. I hope you don't already have plans because I'm planning something very special. I'm going to cook a large traditional meal to welcome the New Year, and I really want some of my family to be there too.

Say what holiday you are inviting your family to.

It's a really great time to be here because the weather is nice, and there is a lot happening in the city. There's going to be a parade on New Year's Day which is a lot of fun. The holiday is on a Wednesday, so you why don't you stay for the whole week? I have plenty of room. Please let me know soon if you can make it.

Remember to use correct language to describe future plans and new words from this unit.

Say how long you would like your family to stay.

Best wishes,
George

2 Write an email inviting some family members to a holiday event. Answer the questions to plan your email.

1 Which family member(s) do you want to invite to your home?

2 What holiday are you inviting them to?

3 What events or activities do you have planned?

4 How long would you like them to stay with you?

3 Write your email. Then complete the checklist.

Did you use correct spelling and punctuation? ☐

Did you use some new words from this unit? ☐

Did you talk about future plans correctly? ☐

Did you say what events or activities you have planned? ☐

3 Global stories

3.1 It's a great story

VOCABULARY Describing stories

1 Circle the correct options to complete the sentences.

1 If you like stories that are really exciting and full of action, then we can recommend this novel. It's very *dramatic* / *charming*.

2 Sophie loved the main character because he was full of secrets, and she always wondered what he might do next. She said he was *mysterious* / *moving*.

3 Even though it was very, very scary, I read this novel right to the end. Then I had nightmares about it because the story was *moving* / *terrifying*!

4 Lee's favourite thing about the novel was the setting because it was so enjoyable to imagine. It was really *charming* / *dramatic*.

5 Everyone in our book club enjoyed the novel because it made us feel really sad when we read it. The story was so *terrifying* / *moving*.

2 Complete the text with these adjectives.

complicated powerful realistic surprising

I prefer to read books that are [1]_____ and show how things are in real life. Often, it's these stories, which are true, that have the strongest effect on my feelings and are more [2]_____ than fiction. Most of all, I like novels that are kind of difficult to read, for example, when the story has a lot of different parts and is quite [3]_____. I love the challenge of following these stories! My favourite thing is when unusual and unexpected things happen in the novel. You know, when they have a [4]_____ ending, like something you never thought would happen.

LISTENING My favourite book

3 13 Listen. Then complete the table using the information in the box.

England Haruki Murakami Hilary Mantel Japan
powerful realistic *The Wind-Up Bird Chronicle* *Wolf Hall*

	Speaker A	Speaker B
novel		
author		
setting		
style		

4 13 Listen again. According to the speakers, are the statements true or false?

1 Hilary Mantel's novel is based on a true story.
a true **b** false

2 *Wolf Hall* takes place hundreds of years ago.
a true **b** false

3 Neither novel has been made into a TV series.
a true **b** false

4 *The Wind-Up Bird Chronicle* is not very complicated.
a true **b** false

5 Haruki Murakami writes very powerful stories.
a true **b** false

6 Speaker B recommends a different novel by Murakami.
a true **b** false

COMMUNICATION Talking about books

5 Read the conversation. Replace the items in **bold** with these phrases.

it's a story about It's really dramatic worth reading

A: What are you reading at the moment?
B: I'm reading *The Time Traveler's Wife* by Audrey Niffenegger. Do you know it?
A: No, I don't think so. Is it **any good**? 1_____
B: Yeah, it's excellent.
A: What's it about?
B: Well, **it tells the story of** this woman whose husband can travel into the future and back into the past. 2_____
A: Wow! Would you recommend it?
B: Absolutely. **I can't put it down**. I'll lend it to you when I've finished it. 3_____

6 Answer the questions in your own words.

1 What's your favourite book?
_____.

2 What is it about?
_____.

3 Would you recommend it?
_____.

3.2 What's it about?

GRAMMAR Defining relative clauses

1 Circle the correct options to complete the text.

Andrés Neuman grew up in Buenos Aires, Argentina, [1]*that / where / who* he was born in 1977. He has written novels, poetry and short stories, including several [2]*that / where / who* have won international awards. His award-winning novel, *Traveller of the Century*, was the first to be published in English. Experts [3]*where / which / who* have recommended his work include John Williams, of *The New York Times*, and the Chilean novelist, Roberto Bolaño.

2 Put the words in the correct order to make sentences. There is one extra word in each group.

1 a hero / ~~Batman~~ / who / the public / where / protects / is /

Batman _____.

2 novel / who / a bus / ~~This~~ / is about / crashes / that /

This _____.

3 who / the school / is / Harry Potter / a student / ~~Hogwarts~~ / is / where

Hogwarts _____.

4 novel / Greece / in / that / a / ~~*Captain Corelli's Mandolin*~~ / is / who / takes place

Captain Corelli's Mandolin _____.

3 Complete the text with *that, where* or *who*. Sometimes more than one option is possible.

In novels, the *theme* is what the novel is mainly about. Themes [1]_____ are common include love, ambition and war. The *setting* is the place [2]_____ the events in the novel happen. Then, the *characters* are the people [3]_____ are in the story. They're the people [4]_____ experience all the events and actions [5]_____ take place throughout the novel. Finally, the *plot* is the story [6]_____ the novel tells. The most successful authors are the ones [7]_____ write very good plots.

4 Join the two sentences with the correct relative pronoun.

1 The main character is a young girl. The young girl tells a terrible lie.

The main character is a young girl ***who*** *tells a terrible lie.*

2 *Wuthering Heights* is a romance. *Wuthering Heights* tells the story of Cathy and Heathcliff.

_____

3 Terry Pratchett was an author. Terry Pratchett wrote fantasy novels.

_____

4 It's an interesting novel. The novel describes three generations of the same family.

_____

5 *To Kill a Mockingbird* takes place in Alabama. Atticus Finch lives in Alabama.

_____

6 *War and Peace* is a famous novel. *War and Peace* is set in Russia.

_____

7 This book is based on a mystery. No one can solve the mystery.

_____

8 Written during the 1930s and 40s, *The Lord of the Rings* is a novel. *The Lord of the Rings* is still popular today.

_____

5 14 Listen to two friends discussing a novel. Match the two parts of the sentences.

1 Aravind Adiga is a novelist	**a** that they are talking about.
2 India is the country	**b** who was born in 1974.
3 *The White Tiger* is the novel	**c** where Adiga's novels are set.
4 It's about a character called Balram	**d** who dreams of a better life.

PRONUNCIATION Dropped /v/ sound in *of*

6 15 In spoken English, the word *of* is usually unstressed, and it is common for the *f* (pronounced /v/) to be dropped. In which sentences can you hear the /v/ sound? Listen and repeat what you hear.

1 A lot **of** people I know like historical novels.
2 Most **of** the time they read mystery novels.
3 None **of** Amy's friends like science fiction.
4 A lot **of** authors work long hours.

7 16 Circle the correct words to complete the information. Then listen and check your answers.

Native speakers often drop the /v/ sound in *of*. However, if the word that comes [1]*before / after* *of* begins with a vowel sound, then the /v/ sound is usually [2]*pronounced / not pronounced*.

8 17 In which of the sentences below do you think you will hear the /v/ sound in *of*? Listen and check your answers.

1 Lots of people like *The Da Vinci Code*.
2 I enjoy mystery novels, but I like science fiction best of all.
3 Some of my friends joined a book group.
4 None of our children like to read.
5 There's a box of books on the table.
6 If you hear of any events, let me know.
7 I spend most of my money on books.
8 Most of the time, I read historical novels.

3.3 A world in books

READING

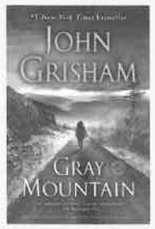
Three novels . . . Three reviews

1 *We challenged Tony Miller, a local blogger, to read three types of book that he doesn't normally like. These are his reviews.*

★★★☆ *Anya's Ghost* by Vera Brosgol (2011)



2 My work colleague, Sang, recommended her favourite graphic novel, *Anya's Ghost*. The main character, Anya, is a Russian teenager who goes to live in America. Life at school is difficult because she doesn't have many friends. One day Anya meets Emily, a ninety-year-old ghost, and everything changes. I was surprised that I liked this novel. It explores identity and friendship, two themes that are important to everyone.



★★☆☆ *Gray Mountain* by John Grisham (2014)

3 A friend, Miguel, recommended *Gray Mountain*, which describes problems in the legal profession and the damage that coal mining does to the environment. It's a revealing story of the challenges poor people face in small mining communities. It's an entertaining book with lots of excitement. Although the plot is good, I'm not sure I'd read any of Grisham's other novels. I'm still not a fan of thrillers.

★★★★ *Fahrenheit 451* by Ray Bradbury (1953)



4 My neighbour, Katie, knows I'm not interested in science fiction stories, but she persuaded me to try *Fahrenheit 451*. It's set in an imagined future where books are illegal. Guy Montag is a government worker responsible for burning all books, but he begins to question the idea that they are dangerous. I loved this novel! It gives us a fascinating look into a strange world where reading is against the law. I thought it was marvellous!

1 Read the article. Circle the correct options to complete the summary.

There are three book reviews. [1]*An author / A blogger* wrote the reviews, and each book was recommended to him by [2]*someone he knows / someone who reads his blog*. In each review, Miller begins by telling us the [3]*theme / title*. Then he describes the novel's [4]*plot / style* and characters. He ends by telling us whether or not he enjoyed the book.

2 Circle the correct answers.

1 The reviewer ...
a didn't like these novels **b** wouldn't normally read these books **c** had read these books before

2 Which novel did the reviewer like the most?
a *Anya's Ghost* **b** *Gray Mountain* **c** *Fahrenheit 451*

3 'I'm still not a fan of thrillers' means 'I still _____ this kind of book.'
a don't like **b** don't mind **c** love

4 Which novel is the newest?
a *Anya's Ghost* **b** *Gray Mountain* **c** *Fahrenheit 451*

LISTENING

3 18 Listen. What did the speaker think of the reviews? Circle the correct answer.

a She thought they were boring.
b She thought they were interesting.
c She thought they were fascinating.

4 18 Listen again. Circle **T** for true, **F** for false or **NG** for not given.

1	The speaker doesn't read a lot.	**T**	**F**	**NG**
2	Her favourite type of novel is historical fiction.	**T**	**F**	**NG**
3	She felt there wasn't enough detail about the novels in each review.	**T**	**F**	**NG**
4	She has recommended *Anya's Ghost* to others.	**T**	**F**	**NG**
5	She probably won't read *Gray Mountain*.	**T**	**F**	**NG**
6	She wants to read *Fahrenheit 451*.	**T**	**F**	**NG**

5 Based on the reviews, which book would you most like to read? Why?

_____

_____

WORD FOCUS *about*

6 Read the sentences, paying attention to the phrases in **bold**. Then complete the table.

1 I can lend you the book tomorrow. I'm **just about** finished reading it.
2 Yes, the main character is angry, but **what about** her husband's feelings?
3 I'm really **worried about** my English exam. I haven't started the novel.
4 By the end of the book, the main character is **about to** admit what he's done.
5 Whenever they **speak about** James Joyce's novels, they always start arguing!

phrase	definition
	discuss
	nearly
	be going to do something very soon
	feel nervous or upset because of a problem that you have
	asking for information or an opinion on something

7 Complete the sentences with the phrases in **bold** in Exercise 6.

1 His parents are _____ him because he reads books all the time. I think it's a good thing!
2 I really didn't think the story was realistic. _____ you?
3 We're _____ start tonight's author reading, so please switch off your mobile phones.
4 The problem with these characters is that they're not able to _____ their emotions.
5 The author is amazing. She can make you believe _____ anything!

3.4 My year reading a book from every country



Reading opens up a whole new world for children

Tracy Chevalier: Finding the story inside the painting

When Tracy Chevalier looks at paintings, she imagines the stories behind them: How did the painter meet his model? What would explain that look in her eye? Why is that man blushing? She shares three stories inspired by portraits, including the one that led to her best-selling novel, *Girl With a Pearl Earring*.

Lisa Bu: How books can open your mind

No one took Lisa Bu's childhood dreams seriously, so she found happiness in books instead. When she moved from China to the United States to go to graduate school, she invented new ways of reading. She discovered that books give us power and confidence, even when our dreams don't come true.

Chimamanda Adichie: The danger of a single story

We learn about other countries and people through the stories we hear or read about them. When our opinions are based on a single story, we don't get a true sense of things. Chimamanda Adichie describes how she learned to appreciate and write different stories that give a true picture of a person or culture.

TEDTALKS

1 Read the descriptions of three TED Talks above. In your opinion, what is the best title for this playlist, a, b or c?

a Inspiring stories **b** Popular children's books **c** Overcoming the fear of reading

2 Read the quotes from the TED Talks. Which speaker do you think said each one? Match the speakers (1–3) with their quotes (a–c).

1 Tracy Chevalier

a 'I've always felt that it is impossible to engage properly with a place or a person without engaging with all of the stories of that place and that person.'

2 Lisa Bu

b 'What made me stop in my tracks about her to begin with was just the gorgeous colours he uses and the light falling on her face.'

3 Chimamanda Adichie

c 'Books have given me a magic portal (or *gate*) to connect with people of the past and the present. I know I'll never feel lonely or powerless again.'

3 Circle the correct options to complete the sentences.

1 A portrait is a painting of *a person / scenery*.

2 If you blush, your face goes *white / red* because you feel embarrassed.

3 If you take something seriously, you *think / don't think* it's important.

4 Which talk would you most like to see? Why? Watch the talk at TED.com.

3.5 A good read

WRITING Writing a book review

1 Read the book review. In *Longbourn*, who do the main characters, Sarah and James, work for?

Begin by saying what the title is and who the author is.

I recently read *Longbourn* by the British author, Jo Baker. It's based on the famous 19th-century novel, *Pride and Prejudice*, by Jane Austen. But, in *Longbourn*, Jo Baker invents the story of the servants who work for the Bennet family in *Pride and Prejudice*.

Provide some general information about the novel.

Mention something you liked or didn't like about the book.

It's set in England, and the main characters are two servants, Sarah and James, who fall in love. War and other problems keep them apart, but a change in situation brings them together.

Describe the setting, characters and plot.

Finish by saying whether you recommend the book.

I really enjoyed the ending, which is very moving. I would recommend this marvellous book to anyone who likes historical novels.

2 Write a review of a book you have read. It can be a book you liked or didn't like. Answer the questions to plan your review.

1 What is the title? Who is the author?

2 Can you briefly describe the setting, characters and plot?

3 Can you say something that you liked or didn't like about the book?

4 Would you recommend the book to others?

3 Write your review. Then complete the checklist.

Did you use correct spelling and punctuation? ☐

Did you describe something you liked or didn't like about the book? ☐

Did you describe the setting, characters and plot? ☐

Did you say whether or not you would recommend it? ☐

4 Music

4.1 Feel the music

VOCABULARY Music

1 Use the clues (1–9) to complete the puzzle. Use these words.

cheerful	country	electronic	gentle
lively	relaxed	rhythmic	romantic

Across

3 a type of music originally from the southern and western USA

5 feeling calm because nothing is worrying you

7 full of energy

8 music made using special equipment and computers

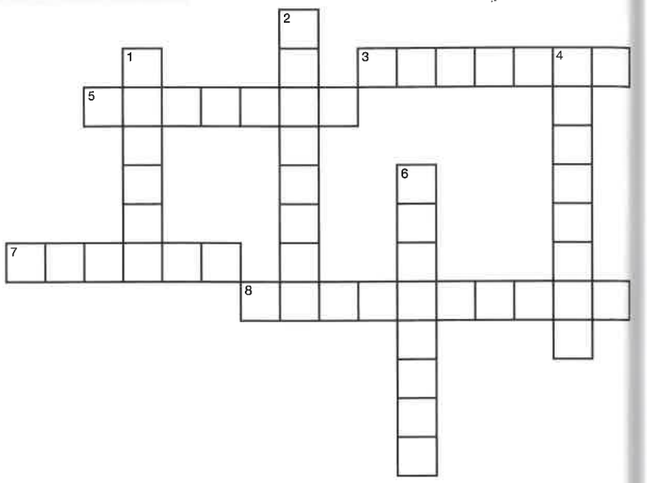
Down

1 not strong

2 happy and positive

4 music that makes you think of love

6 having a regular repeated sound



2 Answer the questions in your own words.

1 Which do you prefer – hip-hop or classical music? How does it make you feel?

2 Do you listen to easy listening or heavy metal more? Why?

3 What kind of music makes you feel cheerful? What kind makes you feel relaxed?

LISTENING Thoughts on music

3 19 Listen. What topic is each person discussing? Put the topics (a–d) in the order you hear them (1–3). One topic is extra.

a music lessons ____

b a new instrument ____

c a song ____

d a recent concert ____

4 19 Listen again. Answer the questions.

1 Why does Linda like the song?

2 How does Mark feel about his neighbour's taste in music?

3 How did Susan feel at the concert?

COMMUNICATION Talking about music

5 Circle the correct options to complete the sentences.

1 A: Do you have a lot of their stuff?
B: No, I don't know *many* / *much* of their songs.

2 A: What are you listening to?
B: Oh, it's a *song* / *music* by Beyoncé.

3 A: I've never heard of this band before.
B: That's impossible! They're really *famous* / *upbeat*!

4 A: What are you doing on Saturday?
B: I'm going to a *concert* / *album*.

6 Answer the questions in your own words.

1 What kind of music do you like?

2 Do you have many pop songs on your phone?

3 What is your favourite song? Why?



4.2 Getting into a good rhythm

GRAMMAR Countable and uncountable nouns

1 Look at the underlined nouns in the sentences. Write **C** for countable or **U** for uncountable.

1 We need to do some more work on this song. ____
2 Then we met the musicians after the concert! ____
3 Unfortunately, they didn't sell many tickets. ____
4 He's done a lot of research on this type of music. ____
5 I think they use too many guitars in this song. ____
6 Do you have any information about the new album? ____

2 Circle the correct options to complete the sentences.

1 Sorry I couldn't hear you. There was _____ noise in the stadium.
a many
b a lot of
c much

2 They had too _____ problems with the last album.
a some
b much
c many

3 She can't go to the music festival. She doesn't have _____ money.
a much
b many
c a few

4 I'm not an expert, but I do have _____ knowledge about this.
a many
b a few
c a little

5 I like _____ of his songs, but not all of them.
a some
b a little
c much

6 Maybe I can help you. I have _____ ideas to suggest.
a a few
b much
c a little

LANGUAGE FOCUS Talking about quantity

3 Circle the correct options to complete the information.

Composers of electronic music usually use just a [1]*few* / *little* instruments to make their music, such as drum machines, keyboards and synthesizers. [2]*Little* / *Lots of* pre-recorded sounds are used in [3]*many* / *much* performances.

4 Rewrite each sentence so that it has the same meaning. Change the words in **bold**.

1 I have **some** easy listening songs on my phone, but not many.
_____.

2 **A lot of** new hip-hop songs are by women.
_____.

3 This song doesn't have **much** rhythm.
_____.

5 20 Listen to two people talking about a music playlist. Complete the sentences.

1 The man thinks there's _____ hip-hop music.
2 The woman doesn't have _____ heavy metal songs.
3 The man asks how _____ electronic music is on the playlist.
4 The woman says there is _____ electronic music.

PRONUNCIATION Word stress

6 21 Listen. Notice the different stress patterns in these two- and three syllable words.

O o — mu / sic
o O — re / laxed
O o o — au / di / ence
o O o — ro / man / tic

7 22 Listen. Underline the stressed syllables in the words.

1 attitude
2 important
3 passion
4 rhythmic
5 reduce
6 classical
7 heavy
8 performer

8 23 Complete the table with these words. Then listen and check your answers.

~~composer~~ country effect gentle
instrument listen musical musician

O o	o O	O o o	o O o
			composer

4.3 It's our song

READING

Move to the **music!**

1 People have known for a long time that music affects our motivation to exercise. But only in the past ten years have researchers understood why exercise and music go so well together.

2 Music helps our brain think of other things during exercise. When you begin to feel tired or sore, your brain tells you to stop or slow down. Music competes with this information and can help you carry on without stopping for a break. Listening to music has other effects too. It improves your mood. It may even make your body more efficient. Music can help you swim faster, run further and cycle longer without even realizing it. It is so powerful that some organizations ban music during marathons so that no runner gets an unfair advantage.

3 Different types of music have different tempos – or the speed at which music is played. For example, jazz is played at about 110 beats per minute (bpm), hip-hop and pop at 110–140 bpm and techno at 120–160 bpm. To get the maximum benefit of music, match the music to the type of exercise you are doing. When walking at a normal speed, most people prefer music around 125 bpm. When running, they prefer music at 160 bpm.

4 But choosing the most effective music is not as simple as filling up your phone with fast songs. Many people feel more motivated to keep moving if a song matches their mood. So, if you find a song gets you moving, play it!



Studies have shown that music eases the pain of working out

1 Read the article. What is it mainly about?

a the effect of music on exercise
b types of music and their tempos
c the best music to play at the gym

2 Circle the correct answers.

1 What is **not** given as a reason why music helps with exercise?
a It relaxes your muscles.
b It improves your mood.
c It helps stop the brain from feeling tired.

2 What would be the best music choice if you wanted to go for a run?
a hip-hop **b** techno **c** pop

3 Which of these does the author suggest you think about when choosing a song to exercise to?
a how long it is
b how loud you play it
c how it makes you feel

LISTENING

3 24 Listen. What type of talk is it?

a an advert **b** a review **c** a lecture

4 24 Listen again. Circle the correct answers.

1 The product has GPS and the ability to check your _____.
a heart rate **b** fat burn

2 Which of these will cause the 'coach' to tell a person to slow down?
a playing a fast song **b** increased heart rate

3 Which feature did the speaker **not** like?
a the coach's voice is too loud **b** it only chooses music from the speaker's collection

5 Which feature do you think would most improve the smart trainer? Why?

a count calories burned **b** choose music from other sources **c** play songs faster or slower

WORD FOCUS *hear*

6 Read the sentences (1–5), paying attention to the words and phrases in **bold**. Then choose the correct meaning from the box.

to be contacted by someone	to be told information	~~to listen to something~~
to know about something or someone	to receive sound	

1 I'd really like to **hear** them playing that song live. *to listen to something*

2 So, when did you **hear** the news about the band breaking up? _____

3 The problem with the drummer is that he can't **hear** very well. _____

4 I'll let you know as soon as I **hear from** the manager. _____

5 Have you ever **heard of** Neo-Soul music? _____

7 Match the two parts of the sentences.

1 I heard about his plans to start a new band,
2 I'm not sure whether he's coming to the concert with us;
3 I heard a really interesting podcast last night;
4 She's a really popular singer; I can't believe
5 I thought I could hear my phone ringing,

a but he hasn't asked anyone to join yet.
b I haven't heard from him yet.
c you've never heard of her.
d but it was somebody else's.
e it was about the history of reggae music.

4.4 Why I take the piano on the road ... and in the air



Ji-Hae Park playing her violin at the Chabacano Station, Mexico

For guitarist Teitur, singing is about giving away a piece of yourself to others. 'If your intentions are to impress people or to get the big applause at the end,' he says, 'then you are taking, not giving.' Listen as he performs on stage, offering two songs about love, distance and home.

While trying to become a world-famous violinist, Ji-Hae Park began to suffer from severe depression. Only music was able to lift her out the darkness – showing her that her goal didn't need to be to play famous halls, but instead to bring the beauty of the instrument to as many people as possible.

Are you ready to dance in your seat? Drummer Clayton Cameron breaks down different genres of music – from R&B to Latin to pop – by their beats. This is a talk that proves hip-hop and jazz aren't cooler than maths – they actually rely on it.

TEDTALKS

1 Read the descriptions of three TED Talks above. Match the talk titles (1–3) with the speakers (a–c).

1 A-rhythm-etic. The math behind the beats	**a** Teitur
2 Home is a song I've always remembered	**b** Ji-Hae Park
3 The violin, and my dark night of the soul	**c** Clayton Cameron

2 Read the TED playlist again. Circle the correct answers.

1 Which speaker is also a singer?

a Teitur **b** Ji-Hae Park **c** Clayton Cameron

2 What is true about Ji-Hae Park?

a She likes to play in the dark.

b Music got her out of her depression.

c Her main goal is to play world-famous music halls.

3 What does Clayton Cameron want to achieve in his talk?

a He wants to show the connection between maths and music.

b He wants to show how much fun it is to dance in your seat.

c He wants to explain how all music has the same beat.

3 Complete the sentences with the correct form of the highlighted words from the TED playlist.

1 If something is _____, it's extremely bad.

2 If you _____ someone, the person admires and respects you.

3 When you _____ something, you separate it into its different parts.

4 Which talk would you most like to see? Why? Watch the talk at TED.com.

4.5 Musical choices

WRITING Describing a favourite song

1 Read about a favourite song from someone's childhood. How did this song make him or her feel?

Start by naming the song and artist, and saying where or when you first heard it.

When I was fifteen or sixteen years old, I remember hearing the song *Stronger* by Kanye West for the first time. I remember I was shopping with my friend and he played it for me. I didn't really know who Kanye West was at the time. I mostly listened to pop music, but then I started to listen to hip-hop more and more.

Describe your musical tastes at that time and other details you remember.

I thought it was a really cool song. I downloaded it and later saw the video online. I even learned the lyrics. I was going through a difficult time at school then, and this song made me feel strong and confident. I sometimes hear the song, and it still gives me the same feelings. But I don't really listen to that type of music now. I'm more into electronic these days.

Describe how the song made you feel and why you liked it.

Say what you think of the song now and describe the type of music you like today. Remember to use new words from this unit.

2 Write a description of one of your favourite songs from your childhood. Answer the questions to plan your description.

1 What is the name of the song? Who is it by?

2 How old were you when you first heard the song?

3 How did the song make you feel?

4 What do you think of the song now? Do you like a different type of music now?

3 Write your description. Then complete the checklist.

Did you use correct spelling and punctuation? ☐

Did you use some new words from this unit? ☐

Did you describe how the song made you feel? ☐

Did you say what you think of the song now? ☐

5 Good design

5.1 Does it go?

VOCABULARY Design elements

1 Match these words with their definitions (1–6).

colours contrast lines shape size texture

1 the differences in light or colour that you can see, for example, in a painting or photo _____
2 the form of something (for example, square or triangular) _____
3 the way something feels when you touch it _____
4 long thin marks _____
5 how big or small things are _____
6 red, blue, yellow, etc. _____

2 Circle the correct options to complete the text.

Everyone expected Rosie to wear bright colours, but instead she chose a [1]*vibrant / pale* blue dress with a very big orange belt – the belt was [2]*huge / tiny*! The contrast between these two colours was sharp and very [3]*subtle / dramatic*. The texture of the fabric was really soft and [4]*smooth / rough*. Across the shoulders at the top of the dress there were small, silver circles. Their [5]*round / square* shape matched her necklace, and their [6]*square / curved* lines were the same blue as her eyes. Beautiful!

LISTENING A good design

3 25 Listen. Circle the correct answers.

1 How does the woman feel about buying the car?
a She's not sure. **b** She's not interested.
2 What is her friend's attitude about the car?
a He's bored. **b** He's excited.
3 Is she going to buy the car?
a yes **b** maybe

4 25 Listen again. Complete the notes using information from the conversation.

1 wants to buy: *a new car*
2 colour she wants: _____
3 she likes: the _____ between the colours
4 also likes: the _____ of the seats
5 doesn't like: the _____ lines at the front

COMMUNICATION Talking about design

5 Circle the correct responses.

1 Do you think these shoes will go with my new dress?
a The price is reasonable.
b Hmm, I'm not sure the colours match.
2 I don't like the colour at all.
a Me neither. It's too pale.
b The lines are unusual.
3 What do you think of this one?
a It's perfect!
b You're welcome.
4 I love the red one.
a She doesn't like it.
b Yeah, it's very vibrant.

6 Look at the photo. Answer the questions in your own words.

1 What do you like about the chair in the photo?
_____
2 What don't you like about it?
_____



5.2 Signs of the times

GRAMMAR Prepositions and adverbs of place

1 Circle the correct options to complete the sentences.

1 The logo is _____ the right of the poster.
a in **b** on **c** of

2 The icon is above everything else on the document. It's _____ the page.
a at the bottom of **b** below **c** at the top of

3 The pattern is in the centre of the album cover. It's _____ .
a on the middle **b** in the middle **c** at the middle

4 That's a photo of me _____ the Eiffel Tower.
a in front of **b** front of **c** at front of

5 The price is written under the book title. It's _____ the book title.
a below **b** above **c** behind

6 There's a fruit tree _____ the garden.
a in **b** on **c** at

2 Complete the text with these words.

Above	around	bottom	middle	left	On

I got this amazing ring in China last year. It's in the shape of a rose with lots of silver circles in the [1]_____. [2]_____ the rose, there's a small crown. [3]_____ the right, there are two gold hearts. On the [4]_____ there is a silver heart. 'Love' is written [5]_____ the main part of the ring. At the [6]_____ of the ring, there's a tiny star. I love it!

3 Look at the signs. Complete the descriptions.

1 There is a bicycle _____ the circle.



2 There are arrows _____ the left and the right.



3 There is a border _____ the sign.



4 The dot is _____ the bottom of the sign.



4 26 Look at the coat of arms. Circle the correct options to complete the description. Then listen and check your answers.

A shield is [1]*in the middle / on the right* of the coat of arms. There is a black border [2]*above / around* the shield. A large key and an arrow are crossed in the middle of the shield. The bottom of the arrow is [3]*on the left / on the right*, and the bottom of the key is [4]*on the left / on the right*. [5]*Around / Above* the shield, there is a crown. There is a lion on the left of the shield, and another one on the right. There is a banner [6]*above / below* the shield.



PRONUNCIATION Elided /d/ and /t/

5 27 Read the sentences, and pay attention to the letters in red. The /d/ and /t/ sounds are often not pronounced when they are followed by another consonant sound. They are usually pronounced, however, when they are followed by a vowel sound. Listen and repeat what you hear.

1 The contrast **an~~d~~ colours** make it an exciting design.
2 It **mus~~t~~ be** difficult to work with him.
3 It **raine~~d~~ all** afternoon.
4 The **patien~~t~~ asked** for another pillow.

6 28 Listen to the conversation. Circle the /d/ or /t/ sounds in red that are **not** pronounced.

A: Kim, sorry, I can't [1]fin**d** the latest design plans.
B: I think Bob [2]migh**t** be using them.
A: Right. Can you ask him to [3]sen**d** them to me, please?
B: Oh, wait a second … I've [4]jus**t** found them!
A: Great! Can you send them to me [5]righ**t** away, Kim?
B: Sorry, I'm [6]jus**t** about to go into a meeting.
A: That's OK. It can [7]wai**t** until the afternoon.
B: Sure, that [8]shoul**d** be no problem.

7 29 Listen. Complete the sentences with the words you hear.

1 The _____ of my country's flag is blue.
2 I really like the _____ stripes on this flag.
3 This is the _____ flag I've ever seen.
4 It's only the _____ I've been to this restaurant.

5.3 Symbol of a city

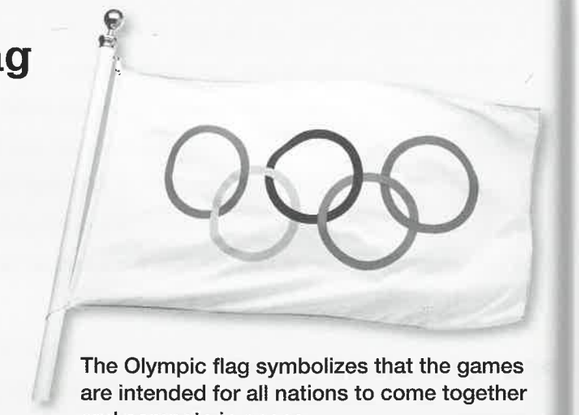
READING

Designing the Olympic flag

1 The Olympic Games were first held in Greece nearly three thousand years ago. They were very popular for over a thousand years before stopping in 393 AD. Then they started again in 1896 in Athens, thanks to an idea from a Frenchman named Pierre de Coubertin.

2 In 1913, de Coubertin designed the Olympic flag. He showed it for the first time in 1914 at a meeting of the International Olympic Committee (IOC) in Paris. However, the flag was not used at the games until the 1920 Olympics in Antwerp.

3 Its design is simple. The flag is white with five connecting circles in the middle, representing the five continents that take part in the Olympics. The international symbolism of these linked circles is a powerful one. Each circle is a different colour – blue, yellow, black, green, red. These colours represent those found in the national flag of every country that takes part. The white background symbolizes peace.



The Olympic flag symbolizes that the games are intended for all nations to come together and compete in peace

4 At every opening ceremony, athletes from the host country carry in the Olympic flag and take an oath, or promise, to honour the games and play by the rules. The flag and its five-ring logo are protected in most countries and may only be used for official Olympic purposes. The Olympic flag is one of the world's most well-known flags, because it is something that represents so many of us.

1 Read the article. What is the most important point about the Olympic flag?

a The designer of the flag, Pierre de Coubertin, also organized the 1896 games.

b No one has permission to use the flag unless it's for official Olympic business.

c Its design manages to represent all the countries that take part in the games.

2 Match the paragraphs (1–4) with the headings (a–e). One heading is extra.

1 Paragraph 1	**a** What does the flag symbolize?
2 Paragraph 2	**b** How is the flag used today?
3 Paragraph 3	**c** What is the history of the Olympics?
4 Paragraph 4	**d** How often are the games held?
	e When was the flag first used?

LISTENING

3 30 Listen. What are the speakers talking about?

a what the Olympic flag represents

b the history of the Olympic games

c who designed the Olympic flag

4 30 Listen again. Circle the correct answers.

1 How does the man feel about the Olympic flag?

a He really likes it. **b** He hasn't thought about it very much.

2 What is the woman's attitude to the Olympic Games?

a She thinks they're interesting. **b** She doesn't like sports.

3 The man's favourite thing about the flag is that it represents _____.

a the world's oldest sporting event **b** the people of the world

4 Does the woman change her opinion in the end?

a Yes, she does. **b** No, she doesn't.

5 Is your own opinion of the Olympic flag more like the man's or the woman's? Why?

_____

_____

WORD FOCUS *design* and *designer*

6 Read the sentences. Notice the different uses of *design* and *designer*. Circle the correct words to complete the explanations.

1 'I drink my tea from a special teacup that has a bright, colourful **design** around the centre.'
In this context, *design* is a noun. It means a pattern, or the way something is *decorated / used*.

2 'I don't like this kitchen. Its **design** is a bit too old-fashioned for me.'
In this context, *design* means the way that something is *used / made* for a certain purpose.

3 'I went back to university to become a graphic **designer** because I've always enjoyed being creative.'
In this context, a *designer* is someone who puts text and pictures together to make magazines, web pages, *clothes / adverts*, etc.

4 'I love my job. I **design** garden furniture that is sold in some famous department stores.'
In this context, *design* is a *noun / verb*. It means drawing or planning something *before / after* it is made.

5 'I took a course in web **design** because I wanted to build my own websites.'
In this context, *design* means the process of making *magazines / drawings* or plans to show how something will be created or made.

6 'She must have a lot of money because she always buys **designer** clothes.'
In this context, *designer* is a(n) *adjective / noun* that describes something very *cheap / expensive* made by a person or company that is famous and fashionable, for example, Chanel.

7 Read the sentences (a–f). Match them with the correct explanation (1–6) in Exercise 6.

a I used to **design** original posters to advertise my friend's band. _____

b She never studied fashion **design**, but her range of shirts sold really well last year. _____

c He wears **designer** sunglasses because he thinks they make him look like a rock star. _____

d The **design** of this car helps it to go faster, and actually saves energy too. _____

e I love this T-shirt. I like the **design** on the back, which has a pattern of lines and circles. _____

f We hired an excellent **designer** to create a new marketing brochure for us. _____

5.4 The worst-designed thing you've never noticed

Tony Fadell: The first secret of design is … noticing

Product designer Tony Fadell discusses original ways of creating a good design. He shares his own experiences and offers some useful tips. He encourages designers to pay careful attention to details, the way children do. He believes that when we really notice things, we find ways to make them better by asking the right questions.

Paula Scher: Great design is serious, not solemn

Designer Paula Scher shares some interesting experiences from over thirty years working in the profession. She uses the terms *serious* and *solemn*, suggesting that *solemn* work is boring. But her best designs are created when she does *serious* work, which she often calls *serious play*.

Jacek Utko: Can design save newspapers?

Jacek Utko was an architect who started designing newspapers in Eastern Europe at a time when most people had already stopped buying them. He got rid of the old design and improved the product to give the reader a better experience. His designs hugely increased newspaper sales.

TEDTALKS

1 Read the descriptions of three TED Talks above. In your opinion, what is the best title for this playlist, a, b or c?

a How to create designs that win big awards

b Designers and the common mistakes they make

c What we can learn from successful designers

2 Read the TED playlist again. Circle the correct answers.

1 Why does Tony Fadell encourage designers to think like children?

a Children have a lot of fun and don't take anything seriously.

b Children notice details and can see things in a new, different way.

2 What can we guess about Paula Scher's view of *solemn* designs?

a They're too formal and often not very creative.

b She doesn't have much experience with them.

3 What can we guess about Jacek Utko's attitude?

a He's only interested in making money.

b He really thinks about the customers and wants them to enjoy reading the paper.

3 Complete the sentences with the highlighted words from the TED playlist.

1 If someone _____ you advice, you can choose whether or not to follow it.

2 Jacek Utko had a different _____ before he became a designer.

3 We kept the best ideas and _____ the ones that weren't working.

4 Which talk would you most like to see? Why? Watch the talk at TED.com.

5.5 Keeping it simple

WRITING Describing your country's flag

1 Read about the flag of Jamaica. What does the yellow on the flag represent?

In the first sentence, say what flag you are describing.

I come from Jamaica, and my country's flag has a very nice design. It uses three colours: yellow, green and black. Two thick yellow lines meet in the middle of the flag, like an X. At the top and bottom of the yellow, there are green triangles. On the left and right of the yellow, there are black triangles.

Next, say what colours are used in the flag.

Then, describe the design of the flag.

Try to use prepositions of place and some new words from this unit.

Finish by explaining what the colours of the flag represent

Each colour on the flag symbolizes something special about my country. Black represents the strength and creativity of the people. The yellow represents the beauty of the sun and green symbolizes hope and farming resources.

2 Describe your country's flag, or another flag you know. Answer the questions to plan your description.

1 What flag are you describing?

2 What colours does it use?

3 Can you describe the design of the flag? Can you use prepositions of place to explain where each element is?

4 Can you explain what the colours represent?

3 Write your description. Then complete the checklist.

Did you use correct spelling and punctuation? ☐

Did you use some new words from this unit? ☐

Did you describe the colours and design of the flag? ☐

Did you explain what the colours represent? ☐

6 Inspiring people

6.1 They changed my life

VOCABULARY Sources of inspiration

1 Complete the sentences with these words.

changed gave inspired showed supported was

1 My grandparents were the ones who _____ my decision to become a diving instructor.

2 Her father's discovery completely _____ their lives. They are now famous!

3 He _____ a great role model for his younger brothers.

4 My music teacher _____ me to audition for the orchestra.

5 Our parents always _____ us good advice.

6 She _____ them that with hard work, nothing was impossible.

2 Answer the questions in your own words.

1 Has someone or something ever changed your life? How?

_____

2 Did you have a role model when you were younger? Who was it?

_____

LISTENING My inspiration

3 31 Listen to someone talking about people who inspire her. Put the people (a–d) in the order that they're mentioned (1–3). One is extra.

a a teacher _____

b a work colleague _____

c a friend _____

d a neighbour _____

4 31 Listen again. How did each person inspire the speaker? Complete the sentences.

1 Kevin said to do _____ work even though the speaker doesn't think she has _____.

2 Katie asked the speaker to join her in starting a side _____ selling _____ cakes.

3 George told her to keep _____ because he thought she had a lot of _____.

COMMUNICATION Talking about an inspirational person

5 Circle the correct options to complete the conversations.

1 A: I had a great teacher at school. She really inspired me.
B: Did she *give* / *ask* you any good advice?
A: Yeah, she did. She *said* / *told* me to study hard and never give up.

2 A: My grandfather *give* / *gave* me some great advice a few months ago.
B: Oh yeah? What was it?
A: Well, I really like fashion. He *said* / *asked* that I should start a blog. So I did!

3 A: I think Kate Middleton is an *inspired* / *inspiration* to a lot of people.
B: Why is that?
A: She once *said* / *told* that she wanted to be a good mother. And I think she is.

6 Answer the questions in your own words.

1 Which of your teachers did you find inspiring? Why?

_____

_____

2 Did this teacher give you any advice? If so, what did he or she say?

_____

_____



6.2 Inspiring words

GRAMMAR Reported speech

1 Circle the correct options to complete the reported sentences.

1 'You're very brave.'

He said _____ very brave.

a I was **b** I had **c** I will

2 'Do something you enjoy.'

She told me _____ something I enjoy.

a do **b** to do **c** I do

3 'Don't worry about money.'

They told me _____ about money.

a don't worry **b** not to worry **c** not worried

4 'Great leaders inspire me.'

He _____ great leaders inspired him.

a told **b** told that **c** said that

5 'I enjoy challenges.'

He said he _____ challenges.

a enjoyed **b** enjoy **c** to enjoy

6 'I don't agree with you.'

She told me she _____ with me.

a don't agree **b** didn't agree **c** doesn't agree

2 Complete the text with the correct form of the verbs in brackets.

I just had a huge argument with my father. I told him I [1]_____ (want) to change my course at university. I said I [2]_____ (not be) happy, but he told me [3]_____ (wait) until the end of the year. He said it [4]_____ (be) too soon to make such a big decision. I got upset and told him he [5]_____ (not do) understand. I said I [6]_____ (hate) science, and I told him I [7]_____ (plan) to study art instead. He told me I needed [8]_____ (think) carefully about everything, but I've already made up my mind.

LANGUAGE FOCUS Reporting what people say

3 Circle the correct options to complete the sentences.

1 My music teacher *said* / *told* me to practise more.

2 My mother *said* / *told* that I should take a year off before I started university.

3 Alice's friends *said* / *told* that they liked her drawings.

4 My parents *said* / *told* me to always look adults in the eye.

5 My father *said* / *told* that he really admired Bill Gates.

6 Our teacher *said* / *told* us not to be late any more.

4 Read the conversation. Then complete the sentences below.

Michele: Look at that painting.
Brad: Ugh, I don't like it at all.
Michele: Me neither!
Brad: I prefer the first one we looked at.
Michele: Yeah, I do too.

1 Michele told *Brad to look at the painting*.

2 Brad said _____.

3 Michele said _____.

4 Brad told _____.

5 Michele said _____.

5 32 Listen to a man talking about his grandmother. Circle the correct options to complete the sentences.

1 His grandmother told him *to quit* / *not to quit* his job.

2 She said that he should find something he *loved* / *was good at*.

3 When he missed a goal, she *said* / *didn't say* that it was OK.

4 She told him to *study* / *practise* more.

5 She told him and his brother to *walk* / *drive* to the cinema.

PRONUNCIATION Pausing after commas

6 33 Listen and repeat what you hear. Notice how there is often a slight pause after a comma.

1 In 1995, J. K. Rowling wrote the first Harry Potter book.

2 After a lot of hard work, he passed all of his exams.

3 They had a long marriage, but it was not an easy one.

7 34 Add a comma to each sentence. Then listen for the pause to check your answers.

1 After she climbed Mount Kilimanjaro she decided to run the London Marathon.

2 As a child his older brother was a great role model.

3 My Aunt Janet led a very traditional life but I found her very inspiring.

4 In 2016 athletes from all over the world competed at the Rio Olympic Games.

5 I worked hard on my project and I got a really good mark for it.

8 35 Listen. Write the number of pauses you hear in the sentences.

1 _____

2 _____

3 _____

4 _____

6.3 Inspiring lives

READING

Making a difference

1 Here are two examples of ordinary people doing extraordinary things and helping those around them.

Improving young refugees' lives

2 The life of a refugee – someone who has to leave their own country because it's not safe there – is never easy. They often struggle socially and have trouble making friends. It's especially difficult for children.

3 Luma Mufleh is the coach of a football programme for young refugees near Atlanta, in the United States. 'You see kids that don't speak a word of English,' says Mufleh, 'and when they come here, their faces light up when they're on the pitch.'

4 She began her programme in 2004 but soon realized that the children had many needs beyond the football pitch. Her nonprofit Fugees Family now has its own school, with programmes designed to meet the refugees' needs. 'This is one place they get to be kids again', says Mufleh. 'They feel confident and happy.' Mufleh and her organization have already helped more than eight hundred refugees from 28 countries.

Cycling towards a better future

5 In the US state of Virginia, cyclist Craig Dodson is doing something to change the lives of children born into the projects, a type of government-supported housing. Since he started the nonprofit Richmond Cycling Corps in 2010, he has worked to create and coach cycling teams for children living in the projects.



Fugees Family youth football team from the US refugee programme

6 He works with children who do bicycle training several times a week. However, the main goal is about more than cycling. According to Dodson, it's 'not about giving kids positive life experiences through bikes. Our job is to get them out of public housing'.

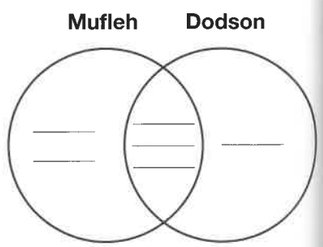
7 Dodson does whatever he can because he knows how difficult it can be to get out of the projects. He takes the children to doctor's appointments, gets involved with school issues and even deals with family problems. 'We do whatever it takes', says Dodson.

1 Read the article. What is it mainly about?

a helping refugees in the United States **b** popular sports for young people **c** organizations that help people

2 Complete the Venn diagram with the information (a–f).

a has a nonprofit organization
b started their project in 2010
c runs their own school
d works with children
e uses sports to help others
f works with people who once lived in another country



LISTENING

3 36 Listen to two friends discussing a blog. Circle **T** for true or **F** for false.

1 Kathy Caprino is a writer and trainer. **T** **F**
2 When someone asked Caprino who inspired her, she said no one. **T** **F**
3 Caprino found that inspiring people all have three common qualities. **T** **F**

4 36 Listen again. Complete the sentences with information from the talk.

1 Inspiring people are not _____ to try _____, even when others don't believe in them.
2 They feel satisfied when they are able to _____.
3 They tell amazing _____ because they have a _____ way of looking at the world.

5 Which statement(s) in Exercise 4 is/are true for Luma Mufleh and/or Craig Dodson? Why? Write your answer in your notebook.

WORD FOCUS *success*

6 Read the sentences in *italics*. Circle the correct words or phrases to complete the definitions.

1 *They had a surprise party for their parents, and it was a* ***huge success****!*
To be a huge success means that something had a really good result, or was *very popular / very expensive*.

2 *When Tom and Pia opened their own restaurant, we sent them a card to* ***wish them success****.*
To wish somebody success means to say that you hope someone will do *badly / well*.

3 *I tried to learn Spanish last year, but I* ***didn't have much success****.*
To not have much success means *easily managing / not really managing* to do or achieve something.

4 *The business wasn't making money, so they hired a new manager who* ***made a success*** *of it.*
To make a success of something means to make it do well or have a *good / bad* result.

5 *She applied for a place on a student exchange programme and was* ***successful****!*
To be successful means to *achieve / not achieve* the result or aim you wanted.

7 Read the sentences (a–e). Write the correct letter to answer the questions (1–5).

a Hey, your presentation went really well!
b She did so well in the interview that they offered her the job.
c Best of luck with your final exams tomorrow. I hope you get top marks!
d My project had a lot of mistakes, but you fixed everything and now it's great.
e They're trying to hire a new instructor, but they haven't found anyone suitable yet.

1 Who had a successful interview? _____
2 Who is wishing somebody success with something? _____
3 Who isn't having much success with something? _____
4 Who had a huge success with something? _____
5 Who helped someone to make a success of something? _____

6.4 How a boy became an artist



Children take part in the Superheroes Fun Run in Crumlin, Ireland

Rita Pierson: Every kid needs a champion

Rita Pierson, a teacher for forty years, once heard a colleague say, 'They don't pay me to like the kids.' What was her response? 'Kids don't learn from people they don't like.' In this talk, she gives an inspiring call to teachers to believe in their students and actually connect with them on a real, human, personal level.

Kiran Bir Sethi: Kids, take charge

Kiran Bir Sethi shows how her Riverside School in India teaches children life's most important lesson: 'I can'. The school's mission focuses on creating curious, caring future citizens. Watch her students deal with local issues, lead other young people and even teach their parents.

Jarrett Krosoczka: Why lunch ladies are heroes

Children's book author Jarrett Krosoczka shares the inspiration for the Lunch Lady series, in which undercover school heroes serve lunch ... and justice! His new project, School Lunch Hero Day, reveals how school lunch staff provide more than food and shows how powerful a thank you can be.

TEDTALKS

1 Read the descriptions of three TED Talks above. What is the theme of the playlist, a, b or c?

a fighting crime **b** people who inspire others **c** how children teach adults

2 Read the TED playlist again. Circle the correct answers.

1 Which speaker(s) work(s) or used to work in a school?
a Rita Pierson **b** Rita Pierson and Kiran Bir Sethi **c** all three of them

2 'They're feeding our children every single day, and before a child can learn, their belly needs to be full ...' Which speaker do you think said this?
a Rita Pierson **b** Kiran Bir Sethi **c** Jarrett Krosoczka

3 Match the words (1–3) with their meanings (a–c).

1 champion	**a** wanting to know or learn about something
2 undercover	**b** someone who supports or defends a person or cause
3 curious	**c** done in a secret way in order to get secret information

4 Which talk would you most like to see? Why? Watch the talk at TED.com.

6.5 A world of inspiration

WRITING Describing an inspiring person

1 Read about an inspiring person. What does the writer find inspiring about this person's achievement?

Write two paragraphs. Start by saying who the person is.

Astronaut Neil Armstrong once said, 'That's one small step for man, one giant leap for mankind.' Armstrong said it on 20th July, 1969, after he stepped onto the moon. He was, of course, the first person to walk on the moon. To me his quote means that the step onto the moon was simple for him, but was a huge achievement for mankind.

Explain what they did.

It was an amazing achievement, and the whole world celebrated it. I find it inspiring because it shows people can achieve great things if they try and don't give up. It shows us that nothing is impossible, and I believe there are still many challenges like this that can inspire us.

Remember to use new words from this unit.

Say how their achievement makes you feel and why you find it inspiring.

2 Write about a person who you find inspiring. Answer the questions to plan your description.

1 Who is the person?

2 What did they do to inspire you?

3 How does their achievement make you feel?

4 Why does their achievement make you feel that way?

3 Write your description. Then complete the checklist.

- Did you use correct spelling and punctuation? ☐
- Did you use some new words from this unit? ☐
- Did you say who the person is and what they did? ☐
- Did you say why they inspire you? ☐

7 Ethical choices

7.1 It's better for the environment

VOCABULARY Ethical food choices

1 Complete the text with these words.

fair-trade	free-range	genetically modified
locally-produced	organic	sustainable

People's food-buying habits are changing. In some countries, scientifically changed food is illegal because some experts question whether these [1]_____ foods are safe. In fact, there is now a stronger focus on buying natural foods that are completely chemical-free, and even though [2]_____ foods are more expensive, they're still very popular.

Nowadays, many people are taking an interest in how their food is produced. For example, those who are concerned about how well the animals are treated may prefer to buy [3]_____ products. Others are concerned about the working conditions on farms in poorer countries and don't want those farmers to be paid unfairly low wages, so they support [4]_____ foods and goods.

The environment is also important to people, and preserving the world's natural resources through [5]_____ farming is a growing trend. And, to save on long-distance transport and the damage it does to the environment, some people will only buy [6]_____ food.

2 Answer the questions in your own words.

1 Do you support fair-trade organizations? Why? / Why not?

_____

2 Would you choose to eat genetically modified food?

_____

LISTENING How to eat ethically

3 37 Listen. What are the speakers talking about?

a the dangers of being vegan

b the benefits of being vegan

c what being vegan really means

4 37 Listen again. Circle the correct options to complete the sentences.

1 Vegans eat *only* / *some* / *no* animal products.

2 Vegans eat things like *eggs* / *honey* / *beans*.

3 The speaker made this choice for *health* / *ethical* / *financial* reasons.

4 Vegans wear materials such as *leather* / *wool* / *cotton*.

COMMUNICATION Talking about ethical choices

5 Replace the words in **bold** with the most suitable words from the box. One is extra.

done	How come	spend	That makes sense

1 **I can understand that**. You've explained it very clearly. _____

2 If I buy free-range eggs, will I have to **pay** more? _____

3 Just give me a minute, and then I'll be **finished**. _____

6 Complete the conversation using the words in the box in Exercise 5.

A: Hey, are you ready to go?

B: Let me just finish ordering my shopping online, and I'll be [1]_____.

A: Why don't you buy your food directly from local stores and farmers? It's much better for the environment.

B: Really? [2]_____?

A: Because it means that the food isn't transported from far away.

B: Hmm … [3]_____. But does it mean I'll have to [4]_____ more?

A: I think so, but it's really worth it.



7.2 What does the future hold?

GRAMMAR *will* for predictions

1 Write predictions using the information in the table. The first one has been done for you.

	item	prediction
1	climate change issues	✓ continue
2	the Earth's average temperature	✓ increase
3	the situation	✗ improve
4	sea levels	✓ rise
5	ice and snow	✓ decrease
6	levels of rainfall	✓ change
7	supplies of oil	✗ last

It is predicted that ...

1 *climate change issues will continue.*

2 _____.

3 _____.

4 _____.

5 _____.

6 _____.

7 _____.

2 Complete the predictions using *will* or *won't* and the verbs in brackets. Use contractions where possible.

Here are some things I'm going to do to help the environment.

I [1] *'ll turn off* (turn off) any electrical things I'm not using, and I [2] _____ (not leave) my phone charger plugged in ... that's a bad habit of mine. What else? Well, it [3] _____ (not be) possible to stop taking flights because I have to travel for my job, but I [4] _____ (use) public transport as often as I can, rather than drive a car. I [5] _____ (not give up) meat, but I [6] _____ (eat) less of it. I think there [7] _____ (be) more opportunities to buy organic food, too. And I [8] _____ (try) to recycle more things than I do right now.

LANGUAGE FOCUS Discussing the future

3 Match the questions (1–4) with the responses (a–d).

1 Will we eat less meat in the future?	**a** No, they definitely won't be.
2 Will all foods be organic in the future?	**b** No, I don't.
3 Will he grow his own vegetables?	**c** Yes, we probably will.
4 Do you think food will cost more?	**d** Yes, I think he will.

4 Use the information in brackets to complete the sentences.

1 She _*definitely won't*_ (✗ definitely) give up meat.

2 Genetically modified food _____ (✓ probably) become more popular.

3 I _____ (✗ think) sustainable farming will get easier.

4 They _____ (✗ probably) shop for locally-produced food.

5 I think I _____ (✓ definitely) eat more organic food this year.

5 38 Listen. Answer the questions with *Yes, it will* or *No, it won't*.

1 Will vertical farming use less space than normal farming? _____.

2 Will it be cheaper to produce food using vertical farming? _____.

3 In the future, will the world's population mainly live in cities? _____.

4 According to the speakers, will the population decrease? _____.

PRONUNCIATION Word stress in different word forms

6 39 Look at the words. Notice the different stress patterns when we change a word form. Listen and repeat.

o O	o o O o	o o O	o o O o	o O	o O o
de / fine	de / fi / ni / tion	in / tro / duce	in / tro / duc / tion	pro / duce (verb)	pro / duc / tion

7 40 Listen. Underline the stressed syllables in the words.

1 **a** predict
b prediction

2 **a** achieve
b achievement

3 **a** consider
b consideration

4 **a** perform
b performance

5 **a** admire
b admiration

6 **a** extinct
b extinction

8 41 Complete the table with these words. Then listen and check your answers.

~~arrive~~ arrival construct construction direct
direction explain explanation graduate graduation
inform information object (verb) objection

o O	O o o	o O o	o o O o
arrive			

7.3 A kinder way

READING

The PaperFoam story

1 Have you ever looked at the layers of packaging on everyday things you buy and wondered whether all of it is necessary? Luckily, some people are helping to solve the problem of too many wasted resources in packaging.

2 One company in the Netherlands has designed an interesting product called PaperFoam. The team developed an efficient technique to make packaging materials using starch (a natural material found in some plants). The process needs very little energy and only a small amount of water. The natural materials used in PaperFoam are found locally, and the product is made in a sustainable way. It is light, easy to recycle and much better for the environment than typical packaging, such as plastic and cardboard.

3 At the moment, PaperFoam is being used in the Netherlands to package eggs, and it is also used internationally to package a wide range of products from electronics to beauty products. In 2015, PaperFoam won an award for being one of the most creative design ideas in the world. The company now has factories in the United States and Malaysia.



PaperFoam is good for the environment as no harmful chemicals are used in its making

4 But why isn't everyone using it? The fact is that PaperFoam still has some disadvantages. For example, it doesn't work well in areas with high humidity (where there's a lot of water in the air). It also has a higher price than traditional packaging, and it's expensive to transport. Still, PaperFoam is a step in the right direction. Developing new types of packaging is challenging, but it's necessary for the future of our planet.

1 Read the article. What is the main function of PaperFoam?

a to make sure that people recycle the packaging from goods

b to provide a product that is better for the environment

c to use locally produced materials and reduce the cost of transporting goods

2 Circle the correct answers.

1 Which of these is **not** true about PaperFoam?

a It's made from plant materials.

b It works well in any climate.

c It's easily recyclable.

2 Which products are packaged using PaperFoam?

a eggs and electronic goods

b meat and dairy products

c only beauty products

3 According to the article, why isn't PaperFoam more widely used?

a It's only available in the Netherlands.

b It's more expensive than traditional packaging.

c It uses a lot of energy to produce.

LISTENING

3 42 Listen. Which sentence best describes the speaker's attitude towards PaperFoam?

a She doesn't believe that it's better for the environment.

b She thinks it's a good idea but isn't willing to pay more for it.

c She hasn't thought about it before but would like to learn more.

4 42 Listen again. Circle the correct options to complete the sentences.

1 She thinks that people are *likely / unlikely* to change their current buying habits.

2 She feels *worried / better* when the things she buys come with a lot of packaging.

3 She would probably choose PaperFoam if it were *cheaper / better for the environment*.

5 Who do you most agree with, the speaker or the writer of the article on page 56? Why?

WORD FOCUS *use*

6 Read the definitions (a–f). Then circle the correct options to complete the sentences (1–6).

a **use**, verb: to do something with an object, system, etc., in order to do a job or achieve something

b **use**, noun: the act of using something

c **useful**, adjective: helping to do or achieve something

d **use up**, phrasal verb: to finish a supply of something

e **used to**, adjective: to be familiar with something because you have often experienced it before

f **useless**, adjective: not working or not achieving what is required

1 If you want to do something *use / useful*, you could speak to the politicians.

2 We only have the *useless / use* of the library in the mornings. It's closed in the afternoons.

3 When they grow organic crops they don't *used to / use* any chemicals.

4 Our flat is on a very busy street, but the noise doesn't bother us. We're *used / used to* it.

5 Unfortunately, the photos I took aren't good at all. The camera on this phone is really *useless / used up*!

6 I'm sorry, I can't print this for you. I've already *used up / used to* all the paper.

7 Complete the sentences with the words and phrases in **bold** from Exercise 6.

1 Experts predict that we'll probably _____ the world's coal supply before the end of this century.

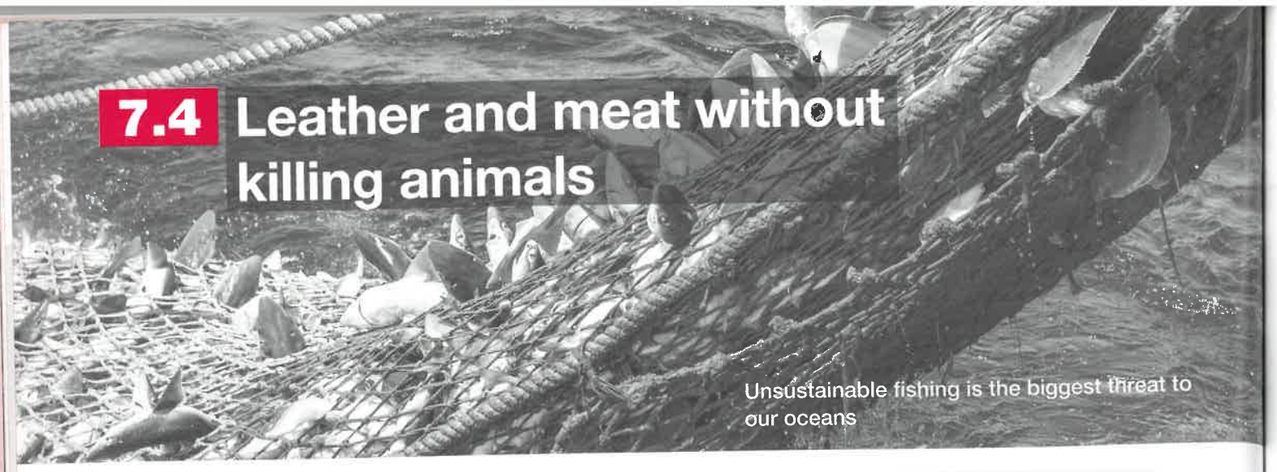
2 This website will give you some _____ ideas to help save energy.

3 I have the _____ of my brother's car this weekend. Let's drive to the beach!

4 We missed eating meat when we first became vegetarian, but we're _____ it now.

5 We can't use this report in our presentation because the information is out of date. It's _____!

6 To measure global temperature, scientists _____ temperatures taken from the ocean and from the air.



7.4 Leather and meat without killing animals

Unsustainable fishing is the biggest threat to our oceans

Pavan Sukhdev: Put a value on nature

In this talk, Pavan Sukhdev describes the many benefits of nature that we enjoy free of charge. Then he looks at the damage we have caused to it and tries to calculate that cost in financial terms. If we stop thinking of nature as a free resource, we will change the way we behave.

Jackie Savitz: Save the oceans, feed the world!

Marine biologist Jackie Savitz links two issues: how fishing is managed internationally and world hunger. She explains how solving the first problem could help solve the second. She offers some practical ideas about what we can start doing to make this happen.

Mark Bittman: What's wrong with what we eat

In this talk, *New York Times* food writer Mark Bittman makes the connection between the way we eat (too much meat, too few plants; too much fast food, too little home cooking), and why we're putting the entire planet at risk.

TEDTALKS

1 Read the descriptions of three TED Talks above. What do all of the speakers do?

a suggest that money would solve the problems they describe

b suggest that if we change our behaviour, we can save the planet

c show how more ethical choices would benefit poor people

2 Read the TED playlist again and answer the questions.

1 According to Pavan Sukhdev, why don't people have more respect for nature?

_____

2 What two things does Jackie Savitz connect?

_____

3 According to Mark Bittman, how are we endangering the planet?

_____

3 Complete the sentences with the highlighted words from the TED playlist.

1 A _____ is a link, or a relationship, between two or more people or things.

2 Using maths, you can work out, or _____ something, like a number or a cost.

3 A _____ suggestion is one that is sensible and likely to succeed.

4 Which talk would you most like to see? Why? Watch the talk at TED.com.

7.5 Looking ahead

WRITING Predicting the future of food

1 Read someone's prediction about the future of a type of food. How does the writer think GM foods will affect our health?

In the first sentence, state your opinion simply and clearly.

Support your ideas with examples.

I am pessimistic about the future of genetically modified (GM) foods. For one thing, I feel that growing these types of crops will definitely do more harm than good. For example, special chemicals are used to grow GM foods, and I believe these will damage our environment. Another problem is that we don't really know how safe the GM crops are. In the future, I think people will probably have more illnesses because of them. Finally, I am concerned that GM crops will affect natural crops (for instance, when GM seeds are carried by the wind). For these reasons, I don't think GM foods are a good idea.

List your reasons, and use key phrases to show that you are about to give a new reason.

Try to use *probably* and *definitely* with your predictions, as well as some new words from this unit.

2 Choose one of the following types of food: organic food, meat, fish, sugary food. Are you optimistic or pessimistic about the future of this type of food? Write a paragraph supporting your idea with three predictions. Answer the questions to plan your paragraph.

1 Which type of food have you chosen?

2 Are you more optimistic or pessimistic about its future?

3 What are your predictions?

4 What examples or reasons will you give to support your ideas?

3 Write your paragraph. Then complete the checklist.

Did you use correct spelling and punctuation? ☐

Did you use some new words from this unit? ☐

Did you list your predictions? ☐

Did you support your predictions with reasons and examples? ☐

8 Better cities

8.1 What makes a great city?

VOCABULARY Features of a city

1 Circle the correct options to complete the text.

I live in Singapore. Our large Chinese, Malay, Indian and Caucasian populations make this a very [1]*ancient / multicultural* city. There are all kinds of excellent places to shop, from designer shops to outdoor [2]*flea / industrial* markets. There are also good concert [3]*centres / halls* and lots of [4]*bustling / expensive* restaurants where you can eat very cheaply. It's fairly quiet during the day but gets really [5]*lively / peaceful* at night. I like to meet friends at the [6]*residential area / riverfront* to relax and watch the boats go by. If you're interested in history, there's also a museum on [7]*ancient / bustling* Asian civilizations there.

I think I'm really lucky because I work in an art [8]*gallery / hall* in the centre of the city. A lot of companies have offices on [9]*industrial estates / amusement parks*, which are further from the city centre, where the land is cheaper. Like most people, I live in the quiet [10]*galleries / suburbs* and I get the bus to work every day.

2 Answer the questions in your own words.

1 What kinds of things would you find in the historic centre of a town or city?

2 Do you think it's a good idea for cities to have amusement parks? Why? / Why not?

3 Would you prefer to live in a residential area in town, or in the suburbs? Why?

LISTENING Library parks

3 43 Listen to a talk about library parks. What are library parks?

a libraries that are set up in public parks for a short period

b a group of library buildings surrounded by green space

c libraries where you drive up to a window for a book, without needing to park a car

4 43 Listen again. Circle **T** for true or **F** for false.

1	Medellín was the first city ever to build a library park.	T	F
2	Bill and Melinda Gates opened the Spain Library Park in 2007.	T	F
3	Public libraries are usually rare in poorer communities.	T	F
4	The idea of library parks is only popular in Colombia.	T	F
5	Library parks are built mainly for people in poorer areas.	T	F

COMMUNICATION Talking about where you live

5 Put the sentences in the correct order (1–6) to complete the conversation.

a I'm really glad to hear that. Do you have a favourite place to meet up with friends yet? ____

b I know that place! It's so cosy. I could spend the whole afternoon there. ____

c So, how do you like this neighbourhood so far? 1

d Yes, I do! My favourite place is Café Milano. ____

e Exactly! My friends and I love hanging out there. ____

f Oh, I love living here. It's really multicultural and everyone's so warm and friendly. It's a beautiful area too. ____

6 Answer the questions in your own words.

1 Is there a nice place near where you work to hang out? Why do you like it?

2 What's your favourite place to go to with friends? Why?

3 What are three words that best describe where you live?



8.2 Happy cities

GRAMMAR Phrasal verbs

1 Underline the eight phrasal verbs in the text below. Then put them in the correct column in the table. The first one has been done for you.

I live in Istanbul, Turkey. I grew up here and love my city. The traffic can be annoying, but we have a great transport system, so it's easy to get around. There is always something going on in the city. Most people hang out in the old city. The newer parts are lively and fun too. You can eat out at one of the many outdoor restaurants there. My favourite is Topaz Restaurant; it's a great place to chill out. If you're ever in Istanbul, check it out! Any local can point it out to you.

Separable	Inseparable
	grew up

2 Circle the correct options to complete the sentences.

1 I think I've figured _____ the way to the gallery.
- **a** over
- **b** out
- **c** on

2 She _____ him in the amusement park.
- **a** met up with
- **b** met with up
- **c** met on with

3 There's a new show in town and we want to _____ .
- **a** check out it
- **b** check out
- **c** check it out

4 We looked _____ the museum opening times online.
- **a** up
- **b** to
- **c** on

5 The park was damaged in the storm, but we're going to clean it _____ .
- **a** in
- **b** on
- **c** up

6 I don't like to _____ on Saturday nights. Everywhere is too busy!
- **a** go out
- **b** go to
- **c** go for

3 Put the words in the correct order to make sentences. One word is extra in each group.

1 this weekend / looking / I'm / after / my niece / at

_____ .

2 not / area out / the / up / Why / historic / check

_____ ?

3 in / forward / galleries / We're / to / seeing / looking / the

_____ .

4 suburbs / grew / the / on / in / up / They

_____ .

5 market / up / they / I hope / clean / at / the / soon / flea

_____ .

6 the / us / on / pick / at / Could you / up / concert hall

_____ ?

7 that / out / café now / Nobody / up / at / hangs

_____ .

8 because / riverfront / Put / in / at the / on / it's / a jacket / cold

_____ .

PRONUNCIATION Intonation in tag questions

4 44 Intonation in a tag question can rise or fall, depending on what the speaker thinks. If the speaker believes they know the answer, and is asking for confirmation, the intonation falls. If the speaker isn't sure and is asking to check the information, it rises. Listen and repeat.

You grew up here, didn't you? ↘ The speaker believes the listener grew up here.

You grew up here, didn't you? ↗ The speaker isn't sure if the listener grew up here or not.

5 45 Listen to the tag questions. Does the intonation rise or fall? Draw an arrow for each tag question.

1 You get around by bus, don't you?

2 You're not looking for me, are you?

3 You'll come over later, won't you?

4 You're going to clean this up, aren't you?

5 You don't have to leave now, do you?

6 Your sister's coming, isn't she?

6 46 Listen. Circle the correct answers.

1 **a** The speaker believes Dan is coming.
b The speaker isn't sure if Dan is coming.

2 **a** The speaker believes Kel is from Dublin.
b The speaker isn't sure if Kel is from Dublin.

3 **a** The speaker believes the café opens at ten o'clock.
b The speaker isn't sure if the café opens at ten o'clock.

8.3 Connecting citizens

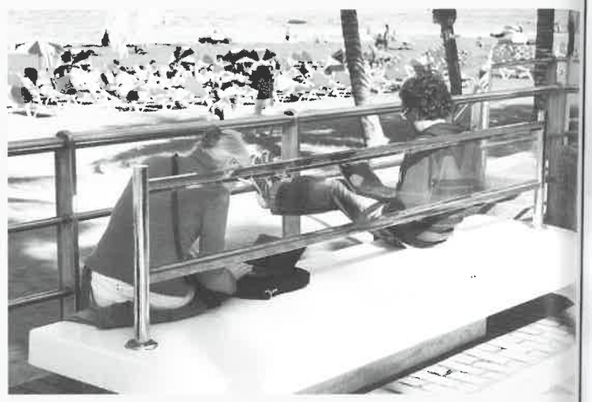
READING

Better choices, better cities

1 The United Nations claims that about 84 per cent of people will live in cities by the end of the century. How will these cities manage? Cities clearly need to be a lot smarter if they want to remain pleasant spaces to live in. Barcelona, Spain's second largest city, is leading the way. In 2013, the city decided it wanted to be much smarter. So what did the city council do?

2 You might not notice anything at first, but take a walk down a street and you'll see a box on each streetlight. Inside is a computer that measures noise, traffic, pollution and crowd numbers. There are sensors in the rubbish bins that indicate when they're full and need to be emptied. There are also sensors in the streets under the parking spaces to let drivers know via app if the space is available or not. Drivers no longer have to drive around looking for an empty parking spot. Barcelona changed its bus routes to be more efficient, which increased the number of riders by thirty per cent while reducing pollution.

3 At the city's main beach, there are 22 wind- and solar-powered lights. These can store enough energy to light the area for six days. There is also free Wi-Fi along Barcelona's beaches, parks and other public spaces. Barcelona is considered one of the most wired cities in the world.



Visitors enjoying free Wi-Fi at a beach in Spain

4 In 2015, Juniper Research, a mobile and digital tech analyst firm, ranked Barcelona its number one smart city. They believe that in the next few years, cities like Barcelona can save $17 billion a year in energy bills by using smart streetlights and smart devices like parking and rubbish sensors. The smart city idea is still very new, but in the future there are likely to be smart cities all over the world.

1 Read the article. What is it mainly about?

a why Barcelona became a smart city
b what Barcelona needs to do to get smart
c what makes Barcelona a smart city

2 Circle the things that the article says Barcelona has.

1 noise sensors
2 interactive bus maps
3 free Wi-Fi on beaches
4 pollution sensors
5 free parking
6 wind-powered lights
7 free selfie cameras
8 rubbish bin sensors
9 solar-powered lights

LISTENING

3 47 Listen. Complete the four main points using information from the talk.

1 Cities are becoming _____.
2 Cities are working to reduce _____.
3 Cities are getting _____.
4 Cities are becoming more _____.

4 47 Listen again. Match the cities (1–5) with the correct information (a–e).

1 Andernach
2 Linz
3 Moscow
4 Shanghai
5 Santander

a got its first place for charging electric cars in 2015.
b once had the world's tallest building.
c uses sensors to collect information about the environment.
d has planted fruit trees around the city.
e has a law that requires some new buildings to have a green roof.

5 Which of the trends in Exercise 3 apply to the city of Barcelona? Give examples from the article on page 64 to support your answer.

_____

_____

WORD FOCUS *grow*

6 Look at the different uses of *grow* (1–6). Circle the item that does **not** belong in each group.

1 things you can **grow** in a garden	**a** milk	**b** flowers	**c** vegetables
2 people who can **grow up**	**a** baby sister	**b** young boy	**c** grandmother
3 things a person can physically **grow** to be	**a** taller	**b** younger	**c** fatter
4 things that **grow** as they are added to	**a** savings in the bank	**b** a mountain	**c** a book collection
5 what people can **grow** on their bodies	**a** wool	**b** hair	**c** nails
6 feelings that can **grow** over time	**a** hungry	**b** cold	**c** married

7 Match the two parts of the sentences.

1 John's face looks so different
2 Try these strawberries;
3 Every year, every one of us
4 The number of students at the school
5 We were patient at first, but soon
6 As a child he loved sports, and

a has really grown recently.
b we grew angry.
c since he grew a beard.
d he grew up to be a famous athlete.
e grows older.
f we grew them in our garden!



8.4 It's our city. Let's fix it

Walking is the simplest way to improve a city, environmentally and economically

Jeff Speck: The walkable city

With careful planning and smart growth, city planner Jeff Speck shows how we can become less dependent on cars, which he calls 'time-wasting'. He aims to make our cities nicer, safer places to walk around and live in.

Edi Rama: Take back your city with paint

When he was mayor of Tirana, Albania, Edi Rama transformed the city's public spaces with colourful designs, creating a strong sense of pride among the city's citizens. With projects that put the people first, Rama decreased crime and showed his citizens they could respect their leaders.

Pia Mancini: How to upgrade democracy for the Internet era

Pia Mancini realized that traditional politics was far from what citizens needed and that no one was likely to fix it. She and her colleagues want to improve democracy in Argentina and beyond. Through their open-source mobile platform, they want to get more citizens involved in politics.

TEDTALKS

1 Read the descriptions of three TED Talks above. In your opinion, what is the best title for this playlist, a, b or c?

a Making your city beautiful

b Changing the lives of citizens

c Improving cities using technology

2 Read the TED playlist again. Match the speakers (1–3) with their quotes (a–c).

1 Jeff Speck	**a** 'And when colours came out everywhere, a mood of change started transforming the spirit of the people.'
2 Edi Rama	**b** 'I have the feeling that we can all agree that we're moving towards a new model of the state and society. But we're absolutely clueless as to what this is or what it should be.'
3 Pia Mancini	**c** 'Working families, which are defined as earning between $20,000 and $50,000 a year in America, are spending more now on transport than on housing.'

3 Match the words (1–3) with their meanings (a–c).

1 dependent	**a** a system of government in which people vote for their leaders
2 pride	**b** needing someone or something for support
3 democracy	**c** a feeling of respect for yourself

4 Which talk would you most like to see? Why? Watch the talk at TED.com.

8.5 Creative solutions

WRITING Describing a change for the better

1 Read about a change someone would like to make to their city. What effect does the writer think this change would have on others?

Start by saying what the problem is.

My city has many large buildings with blank walls. They are on the sides of office buildings, shopping centres and even schools. They are boring to look at and some are even ugly. They make me feel depressed when I look at them.

Say how this makes you feel or how it affects you personally.

Say what change you would like to make.

I would like to see paintings on these walls because I think they will make people smile. The images could celebrate our multicultural city and would create a sense of pride. We could involve a lot of different people and even vote on the best wall design.

Remember to use new words from this unit.

2 Think about a problem your city or town faces and describe a change that would help to solve it. Answer the questions to plan your description.

1 What is the problem?

2 How does this problem affect you or make you feel?

3 What change would you like to make?

4 How would it help?

3 Write your description. Then complete the checklist.

- Did you use correct spelling and punctuation? ☐
- Did you use some new words from this unit? ☐
- Did you identify a problem and say how it made you feel? ☐
- Did you suggest a change that could help solve the problem? ☐

9 Giving

9.1 It's for a good cause

VOCABULARY Fundraising

1 Circle the correct options to complete the sentences.

1 In some countries, money *donated* / *raised* to charities is not taxed.
2 In order to afford their school trip to Spain, the students held a successful *awareness* / *fundraiser*.
3 Giving money is not the only way to *support* / *hold* a charity.
4 I want to make a *volunteer* / *donation*, but it's difficult to choose which charity needs the most help.
5 The mayor started a campaign to *raise* / *donate* awareness of the problems faced by homeless people.
6 A local business kindly agreed to *make* / *sponsor* the event.

2 Complete the paragraph with these words.

donates hold making raise support

I live in Jakarta, Indonesia, and I'm one of the volunteers who [1]_____ time at Yayasan Wisma Cheshire, a local charity that is [2]_____ a big difference in the lives of adults who have problems with mobility (the ability to walk or move around). Several businesses and local people [3]_____ our cause with cash donations. We teach the residents how to do various crafts (for example, sewing or carpentry). To [4]_____ money, we sell these goods. Sometimes we [5]_____ events like charity dinners, which have been a big success.

LISTENING 27 marathons

3 48 Listen to a talk about Eddie Izzard. Circle the correct answers.

1 What did Eddie Izzard do?
a He ran 27 marathons to raise money for a charity.
b He quit his career as a comedian and became a sports activist.
c He started a charity to fund causes in the United Kingdom.

2 Which of the following is **not** true about Sport Relief?
a It's a charity that was started by Eddie Izzard.
b It funds causes in the United Kingdom as well as other parts of the world.
c It's a charity supported by Eddie Izzard.

4 48 Listen again. Complete the table with the correct information.

Number of marathons	27
Number of days	[1]_____ days
Where the marathons were run	South [2]_____
Date of first marathon	[3]_____ February
Date of last marathon	[4]_____ March
Percentage of money given to international charities	[5]_____ per cent
Amount raised	Over $ [6]_____

COMMUNICATION Talking about good causes

5 Put the sentences in the correct order (1–6) to complete the conversation.

a Hi, are you raising money for charity? 1
b Wow! That's a great cause. How's it going so far? _____
c Definitely! I'll donate £25 right now. _____
d Yeah. We're trying to raise some money for cancer research. _____
e Pretty well. We also held a fundraising event last week. Would you like to contribute? _____

6 Imagine you are raising money for a charity. Answer the questions in your own words.

1 What kind of charity are you raising money for?
_____

2 What did you do recently to help the charity?
_____



9.2 I'll help!

GRAMMAR *will* for offers and first conditionals

1 Correct the mistakes in the sentences.

1 If they didn't listen, they won't understand.
2 She'll volunteer on Saturday if she had time.
3 If I bought the tickets, will you come with me?
4 We'll organised a fundraiser if you bring all your friends.
5 If he'll win the lottery, will he give some of the money to charity?
6 If you send me the information, I'm making a donation.

2 Circle the correct options to complete the conversation.

A: Craig wants to meet us tonight. If I go, will you [1]*go / going* too?
B: Yes, I [2]*do / will*, no problem. Do you know what he wants?
A: I'm not sure, but we won't find out if we [3]*don't go / didn't go*.
B: Yeah, I know. [4]*We'd / We'll* find out when we see him.
A: But if he [5]*asks / will ask* me to volunteer tomorrow, I'll tell him I'm busy.
B: He [6]*don't like / won't like* it if you're rude to him!
A: Well, I'm sorry. If I volunteer, I won't [7]*get / got* my project finished.
B: Don't worry about your project. [8]*I'll give / I'm giving* you a hand if you need it.

LANGUAGE FOCUS Making offers and describing possible future events

3 Match the two parts of the sentences.

1 If we don't do something soon,
2 Will you volunteer at the soup kitchen
3 If I hold a fundraiser,
4 If I have time,

a I'll design the posters.
b will you contribute some money?
c we won't be able to help.
d if I do?

4 Complete the responses in your own words.

1 A: Why should I tell him about the charity concert?
B: If you tell him about the charity concert, _____.
2 A: I'm holding a fundraiser, and I need some help with the planning.
B: If _____.
3 A: Do you think more people will donate if we post it online?
B: Definitely! If you post it online, _____.

5 49 Listen to the conversation. Circle the correct options to complete the sentences.

1 The woman thinks Marcelo and Mariana's fundraiser, *will / won't* be able to help homeless people in São Paulo.
2 The man thinks that if they can only help one person, it *will / won't* be worth it.
3 The man *will / won't* go to the fundraiser.
4 In the end, the woman says she *will / won't* go to the fundraiser.

PRONUNCIATION Contraction *'ll*

6 50 We often contract, or shorten, *will* to *'ll*. Listen and repeat what you hear.

1 I'll donate £50 if you do.
2 She'll definitely come if you invite her.
3 We'll be there around noon.
4 You'll need to bring your own lunch.
5 They'll be happy to help.

7 51 Listen. Circle the sentences you hear.

1 **a** You'll need to make a quick decision.
b You need to make a quick decision.
2 **a** We'll never arrive on time.
b We never arrive on time.
3 **a** I think they'll want some food.
b I think they want some food.
4 **a** Do you think they'll understand?
b Do you think they understand?
5 **a** I'll really enjoy my new job.
b I really enjoy my new job.
6 **a** We'll need to get some more help.
b We need to get some more help.

8 52 Listen. Circle the correct response.

1 **a** Of course! What do you need?
b Where are we going?
2 **a** It's a nice time to go for a walk.
b Don't worry, we'll make it in time.
3 **a** Oh no! Let's hurry.
b Is he going to be late?
4 **a** When did you get your results?
b Well, I'm sure you'll do well.

9.3 Donation revolution

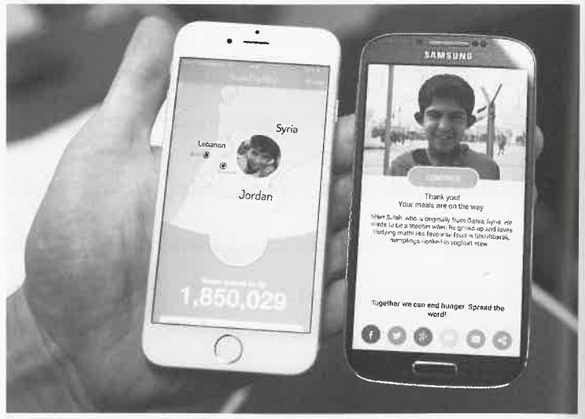
READING

Do something good instead ...

1 Advances in technology are making it easier for us to support charities nowadays. An interesting new app called Instead is designed for this very purpose.

2 Users of this app can choose to donate money to charity instead of buying certain things for themselves. For example, instead of buying lunch at a restaurant, a person might decide to make a packed lunch more cheaply at home, and then give the money they saved to a charity. The items are normal everyday things, things that are not particularly necessary or expensive (for instance, the cost of renting a film or buying a coffee).

3 The impact may not seem very great since the amounts of money are quite small. In fact, they're called *micro* – meaning very small – donations. But the idea is that if enough people have the app, and use it often enough, it'll make a difference over time. The number of donations can be increased by inviting friends and family members to download the app too. Sometimes, whole companies get involved. Colleagues challenge each other to spend less and donate the money to Instead.



People can now give to charity using their mobile phones

4 But there is another advantage to this exciting new app. Users of Instead not only get to support their favourite causes, but they also become more aware of how much they spend every day. In today's society, where many of us buy far more than we actually need, this can only be a good thing.

1 Read the article. Why is the app called Instead?

a Charities want to get small donations instead of holding big fundraisers.
b People donate money to charities instead of spending it on themselves.
c Companies give money to charity instead of keeping it.

2 Read the article again and answer the questions.

1 Give three examples of things people using the app might choose not to spend money on.

_____

2 As the amounts donated are small, how can Instead be successful?

_____

3 What can people do to help increase the number of people donating through the app?

_____

4 Other than supporting important causes, what is the extra benefit to using this app?

_____

LISTENING

3 53 Listen. Which is the best description of the speakers' conversation?

a Neither of the speakers thinks that the app Instead is a good idea.
b One of them is worried about this method of giving to charity.
c Both of them have been using Instead and find it very interesting.

4 53 Listen again. Circle the correct answers.

1 How does the woman feel about Instead?
a She thinks it's a lazy way of donating. **b** She thinks it's the best way to offer help.

2 Does Instead keep part of the donations for the app developers?
a The woman isn't sure. **b** No, they don't.

3 'Mobile giving meets donors right where they are, making it one of the easiest ways to give to charity.' Whose opinion most closely matches this statement?
a the woman **b** the man

5 What do you think about using an app to give to charity? Why? Write your answer in your notebook.

WORD FOCUS *go*

6 Read the definitions. Answer the questions.

1 To *go up* means to increase or rise. Which of these is more likely to **go up**?
a a photograph **b** the cost of food

2 To *go by* means to move past something. Which of these is a person more likely to **go by**?
a a film **b** the library

3 To *go in* means to enter a place. Which of these are you more likely to **go in** to?
a a building **b** a tree

4 To *go off* means to stop working. Which of these is more likely to **go off**?
a the moon **b** a light

5 To *go on* means to continue happening or doing something. Which of these is more likely to **go on** for a long time?
a a popular TV series **b** a song

6 To *go away* means to leave a place, especially to spend time somewhere else. Which of these are you more likely to **go away** to?
a the shops **b** a holiday destination

7 Complete the text using these phrases.

go away | go by | going in | go on | going up | went off

The number of homeless people in our town has been [1]_____ recently. You'll see many of them when you [2]_____ the train station. I spoke to one man who became homeless last month. He used to have a good job and a nice home. He used to [3]_____ on fishing trips and cycling tours. Unfortunately, his marriage ended last year. It wasn't his choice; he told me he wanted the marriage to [4]_____ forever. After that, everything changed. He stopped [5]_____ to the office and he lost his job. Soon he couldn't afford to buy food or pay his bills. One night, the electricity [6]_____ in his house. Shortly after that, he began sleeping on the streets. I'd really like to help him if I can.

9.4 Should you donate differently?



Effective altruism uses evidence to work out the most effective ways to improve the world

Andrew Mwenda: Aid for Africa? No thanks.

Does the world have the wrong opinion of Africa? Although war and serious poverty are problems in some African countries, this isn't true of the whole continent. While international charities make an important difference in many parts of Africa, Andrew Mwenda argues that just giving money may not be the best way to help.

Melinda Gates: What nonprofits can learn from Coca-Cola

The Bill & Melinda Gates Foundation works in poor countries, improving people's health and helping them out of poverty. It's a difficult task on a very large scale. Melinda Gates looks at the way huge companies, like Coca-Cola, are successfully run in these countries, and suggests that their foundation could do things the same way.

Peter Singer: The why and how of effective altruism[1]

In terms of charity, it appears that ordinary people can't have the same impact as billionaires and big companies. But Peter Singer gives four examples of the amazing difference that ordinary people are making, just by thinking about how effectively they can help others less fortunate than themselves.

[1] altruism (**n**) caring about and helping other people without wanting anything back from them

TEDTALKS

1 Read the descriptions of three TED Talks above. In your opinion, what is the best title for this playlist, a, b or c?

a How big businesses can help charities
b Africa as a good example for global giving
c Interesting new approaches to charity

2 Read the TED playlist again. Match the speakers (1–3) with their quotes (a–c).

1 Andrew Mwenda	**a** 'Even though it's a global company, they take a very local approach.'
2 Melinda Gates	**b** 'They worry how much of a difference they can make. But you don't have to be a billionaire.'
3 Peter Singer	**c** 'Sending somebody to school and giving them medicines, ladies and gentlemen, does not create wealth for them.'

3 Circle the correct options to complete the sentences.

1 The scale of something refers to its *name* / *size*.
2 Someone who lives in poverty is *rich* / *poor*.
3 Being less fortunate than someone else means you *have* / *don't have* as much as they do.

4 Which talk would you most like to see? Why? Watch the talk at TED.com.

9.5 Make a difference

WRITING Describing a charity

1 Read about a charity that someone supports. What do children get from this charity?

In the first sentence, say what the name of the charity is.

I support the charity M'Lop Tapang. It's based in Sihanoukville, Cambodia, a place where lots of people are very poor and there are a lot of social problems. M'Lop Tapang started in 2003 by helping a few children who had nowhere to sleep. Today, it supports over five thousand local people.

Next, give a little more information about the charity (e.g. when it started, where it is).

Try to use some new words from this unit.

Thanks to volunteers and donations to M'Lop Tapang, children can afford the books and uniforms they need to go to school. It also provides them with medical services and arts and sports programmes. M'Lop Tapang also trains adults and young people in various skills so they can earn their own money.

Explain what the charity does, giving examples.

Finish with a short sentence saying why this charity is important to you.

I like this charity because it has an impact on entire families and the whole community.

2 Write about a charity or cause that you support or think is a good cause. Answer the questions to plan your description.

1 What is the name of the charity or cause? Where is it?

2 What does this charity do?

3 How are donations used? Can you give some examples?

4 Why do you think this is a good cause?

3 Write your description. Then complete the checklist.

Did you use correct spelling and punctuation? ☐
Did you use some new words from this unit? ☐
Did you explain what the charity does and how donations are used? ☐
Did you finish by saying why you think it's a good cause? ☐

10 Mind and machine

10.1 The brain

VOCABULARY Brain functions

1 Circle the correct options to complete the sentences.

Keep your balance

One way to improve your [1]*balance / emotion* is to stand on one leg. It takes some [2]*concentration / sensation*, but it definitely helps. Some people feel a burning [3]*sensation / dream* if they do this for too long. Try switching legs in between and, eventually, you'll be able to balance yourself longer on each leg.

Selling positivity

A designer who needs to create a logo for a company has a big challenge. Any image needs to create a positive feeling or [4]*dream / emotion*. One way to do this is by choosing colours that most people like.

Can you remember?

Do you know that you have [5]*memory / dreams*, but have little [6]*memory / emotion* of them later? There is no special way to help you remember. Try putting a pad of paper and a pen next to your bed. When you wake up, immediately write down what you remember.

2 Answer the questions in your own words.

1 Do you usually remember your dreams? Describe the last dream you had.

_____

_____

2 What tasks do you need a lot of concentration for?

_____

_____

LISTENING Mind matters

3 54 Listen to three conversations. Put the topics in the order you hear them (1–3).

a relaxing the mind ____

b remembering numbers ____

c food for the brain ____

4 54 Listen again. Complete the advice with information from the talk.

1 Remember to _____.

2 Don't forget to _____.

3 Make sure you _____.

COMMUNICATION Talking about a game

5 Read the conversation. Replace the **bold** words with the most suitable words or phrases from the box. Two are extra.

complicated	Don't start	I'd love to	Keep trying	simple	try

A: This brain game is quite fun.

B: What is it?

A: You see ten shapes and colours on the screen for five seconds. Then you have to move them into the correct places.

B: It sounds kind of **tricky**. 1 _____

A: Come on, it's not that hard. Do you want to **give it a go**? 2 _____

B: OK, **sure**. 3 _____

A: Don't worry, it only seems difficult. **Don't give up**. 4 _____

6 Answer the questions in your own words.

1 What games do you like to play?

_____

2 What do you think these games help with?

_____



10.2 That's amazing!

GRAMMAR Adverbs and adverbial phrases

1 Circle the sentence in each group which has an adverb or adverbial phrase in the wrong place.

1 a She became a brain surgeon at the age of 38.
b At the age of 38, she became a brain surgeon.
c She became at the age of 38 a brain surgeon.

2 a Obviously, you're not going to help.
b You're not going obviously to help.
c You're obviously not going to help.

3 a The brain has about one hundred billion amazingly neurons.
b Amazingly, the brain has about one hundred billion neurons.
c The brain, amazingly, has about one hundred billion neurons.

4 a It's best to deal with problems calmly.
b It's best to deal with calmly problems.
c It's best to calmly deal with problems.

5 a My headache after a while went away.
b After a while, my headache went away.
c My headache went away after a while.

6 a We're constantly trying to learn more about the brain.
b We're trying constantly to learn more about the brain.
c We're trying to learn more about the constantly brain.

2 Circle the correct options to complete the text.

I'm reading an article about the brain [1]*at the moment / after a while*, and I'm learning a lot of interesting things. [2]*Hopefully / Fortunately*, the points are all very clearly explained, so I can understand them quite [3]*good / well*. It says the human brain can [4]*correctly / slowly* identify images seen for less than a second … that's incredible! So, even if we only see something very, very [5]*quietly / quickly*, our brain can still recognize what it is. The article also explains how the brain develops. For example, the reason we can't [6]*easily / hopefully* remember much from our first couple of years is that babies' brains are not yet developed enough to keep memories. [7]*Interestingly / Unfortunately*, the brain continues to develop into our mid-twenties.

3 Rewrite the sentences using the adverbs in brackets. Use correct punctuation.

1 Most people seem to be visual learners. (unsurprisingly) _____
2 Margot completed the word puzzle. (easily) _____
3 Jennifer completed the memory test. (perfectly) _____
4 They are working in the library. (quietly) _____
5 Patricia plays tennis. (regularly) _____
6 Jason got one hundred per cent right on his maths test. (amazingly) _____

4 Correct the mistakes in the sentences. The first one has been done for you.

1 People can find ways to improve their hand-eye coordination ~~of~~ *at* any age.
2 There are some luckily easy things you can do.
3 One way is to try juggling, but understand that you might not make quickly progress.
4 There are many videos of people juggling fortunately.
5 Easily you can find them online.
6 Try these techniques hopefully and you'll improve your hand-eye coordination.

5 55 Listen. Complete the summary with these adverbs. One is extra.

correctly	easily	fortunately	immediately
obviously	quietly	surprisingly	

Most people have trouble remembering names. [1] _____, there are some tips to help you. After you hear a name, repeat it [2] _____. It's OK to do this [3] _____, or to say it to the person, making sure you pronounce it [4] _____. You can ask about someone's name or ask them to spell it, but [5] _____ don't do this for short or easy names. Another idea is to make a mental connection between the name and a word or an image, but only if you can think of one [6] _____.

PRONUNCIATION Dropped vowel sounds

6 56 Notice how the vowel sounds in some words can be dropped. Listen and repeat what you hear.

1 memory
2 different
3 every
4 interesting

7 57 Listen. Underline the dropped vowel sounds in the words.

1 comfortable
2 vegetable
3 camera
4 temperature

8 58 Underline the two dropped vowel sounds in each sentence. Then listen to check your answers.

1 I read in an article that chocolate is actually good for your brain.
2 Mystery novels are my favourite type of book.
3 Two members of my family work for a business that promotes 'whole learning'.
4 There are several nice restaurants near my house.

10.3 Look, no hands!

READING

A deaf man who hears

1 Without modern technology, Michael Chorost wouldn't be able to hear a thing. Chorost became deaf in 2001, after suffering from hearing problems his whole life. He now has an implant in his brain that allows him to hear. This experience inspired him to write his first book, *Rebuilt: How Becoming Part Computer Made Me More Human*. He is now a widely known technology theorist.

2 Despite the implant, Chorost is still very much a person with hearing loss. The technology hasn't given him superhuman abilities. In fact, he's not interested in technology that's supposed to provide better vision or hearing.

3 What does interest him is finding ways of giving the human body new things to do, such as having a device that measures brain activity and then sends it to another person, allowing the two to communicate. 'That might open up completely new ways of communication', he says. Chorost is worried about issues such as privacy – being able to do things without other people seeing or hearing you. However, he sees more advantages to brain implant technology than disadvantages.



Michael Chorost's hearing was restored with a cochlear implant in 2001

4 When asked if he would like to have his normal hearing back, Chorost says he prefers to work deaf, so he always turns the implant off when he's working. 'Having normal ears would mean I couldn't shut off the world and concentrate', he says. 'I actually feel a little sorry for hearing people who hear the traffic, their own breathing, other people snoring. It's nice to not have that problem.'

1 Read the article. Which sentence best describes Michael Chorost?

a He is a man who can communicate with others with just his mind.

b He is a man who uses technology to make his hearing perfect.

c He is a man who received a brain implant that helped him hear better.

2 Circle the correct options to complete the information.

Michael Chorost lost his sense of hearing in 2001. He got an implant in his [1]*brain / ear* to help him hear better. His hearing is better, but he does not have superhuman abilities. He [2]*is / is not* interested in technology that's supposed to provide better hearing or vision. He's more interested in technology that allows humans to [3]*be superhumans / communicate in new ways*. He understands there are [4]*health / privacy* issues but sees more advantages than disadvantages. Surprisingly, Chorost [5]*wants / doesn't want* his normal hearing back. He enjoys [6]*not being able to see / not being able to hear* when he's working so he can concentrate better on what he's doing.

LISTENING

3 59 Listen. What is the best title for the talk?

a Brain implants in science fiction

b Brain implants: from science fiction to reality

c Brain implants: a possible cure for Parkinson's Disease?

4 59 Listen again. Circle **T** for true, **F** for false or **NG** for not given.

1	Another term for brain implants is *neural implants*.	**T**	**F**	**NG**
2	Brain implants are usually placed inside the brain.	**T**	**F**	**NG**
3	Brain implants can help people with depression.	**T**	**F**	**NG**
4	Adding a brain implant is fairly safe.	**T**	**F**	**NG**
5	Adding a brain implant is extremely expensive.	**T**	**F**	**NG**
6	Brain implants can have side effects.	**T**	**F**	**NG**
7	Some believe we may all be able to choose to have brain implants in the future.	**T**	**F**	**NG**

5 Do you think brain implants are a good idea? Why? / Why not?

WORD FOCUS *mind*

6 Read the definitions (1–6) of the words and phrases in **bold**. Match them with the sentences (a–f).

1 **mind**, noun: the part of a person that makes it possible for him or her to have thoughts, feelings and memories

2 **to mind**, verb: to take care of or look after someone or something

3 **to (not) mind**, verb: to not be unhappy with or annoyed by someone or something

4 **to make up your mind**, phrase: to decide; to make a decision

5 **to change your mind**, phrase: to make a new decision or form a new opinion that is different from your old one

6 **do / would you mind**, phrase: a polite way of asking someone to do something, or asking someone's permission to do something

a I have a choice between going to France or Spain, and I can't make up my mind! ____

b It's a bit cold in here. Would you mind if I closed the window? ____

c She offered to mind her young niece while her sister went to a job interview. ____

d It was the best film I'd ever seen. It stayed in my mind for ages afterwards. ____

e I often think it would be exciting to try sky-diving, but I always change my mind at the last minute. ____

f He doesn't mind if you borrow his laptop, as long as you charge it up when you've finished. ____

7 Circle the correct options to complete the sentences.

1 They ask a lot of questions, but I *mind / don't mind*. I'm happy to help them if I can.

2 Bernard was going to complain, but he *changed his mind / offered to mind* and said nothing.

3 He was very nervous before the exam so he went for a long walk to calm his *mind / don't mind*.

4 Sorry, my phone seems to be broken, so *don't mind / do you mind* if I use yours?

5 I know you're not sure about applying for this job, but you'll need to *make up / change* your mind soon.

6 I was sitting at the next table in the café, and I *don't mind / offered to mind* her laptop while she went to the counter to order.

10.4 A headset that reads your brainwaves



A gamer testing the Samsung Gear VR at the Annual Gaming Industry Conference in Los Angeles, USA

Meron Gribetz: A glimpse of the future through an augmented reality headset

What if technology could help to connect us to the things around us instead of distracting us from the real world? In this talk, Meron Gribetz shows us Meta 2 – an augmented reality headset that makes it possible for users to see, touch and move holograms as if they were real objects.

Greg Gage: How to control someone else's arm with your brain

Greg Gage wants to show that everyone can learn about brain science. In this fun, weird experiment, the neuroscientist uses a simple, inexpensive do-it-yourself kit to get one audience member to tell another audience member to do something using just her mind. It's not a trick; it actually works. You have to see it to believe it.

Miguel Nicolelis: Brain to brain communication has arrived. How we did it

Neuroscientist Miguel Nicolelis built the brain-controlled body covering that allowed a paralyzed man to kick the first ball of the 2014 World Cup. These days he's finding ways for two minds (rats and monkeys, for now) to send messages brain to brain. Watch to the end for an experiment that, as he says, will go to 'the limit of your imagination'.

TEDTALKS

1 Read the descriptions of three TED Talks above. In your opinion, what is the best title for this playlist, a, b or c?

a Amazing brain technology

b Using technology to control people's minds

c Talking to animals

2 Read the TED playlist again and answer the questions.

1 What can the Meta 2 headset do? _____

2 Which speaker's experiment could you do easily at home? _____

3 What is Miguel Nicolelis's talk mainly about? _____

3 Complete the sentences with the correct form of the highlighted words from the TED playlist

1 unable to walk or move part of your body – The woman was sadly _____ in an accident.

2 cheap – The Spanish course is very _____. It's only £5 per lesson.

3 a kind of picture that looks three-dimensional (not flat) – They used a _____ in the play. It looked really real!

4 Which talk would you most like to see? Why? Watch the talk at TED.com.

10.5 It'll make your life easier

WRITING Writing about a new product

1 Read the email from a user to the inventor of a product. Who does the user think the product will benefit?

Start by addressing who you are writing to.

Dear Sir or Madam,

I really like your new product Mind Delivery. It's a really great idea because I know sometimes I'm hungry, but I don't have time to cook. I love the idea of being able to just picture in my mind what I want to eat and having it delivered to me! This is a wonderful breakthrough in brainwave technology. Clearly, this product will be great for busy people like business people and students.

Remember to use adverbial phrases and new words from this unit.

I'd like to try Mind Delivery, but I have a few questions about the product first. What kind of food is included on the menu? I like a wide variety of food, so I hope it includes many types of dishes. How much is the headset? And how do I pay for the order? I hope you can answer these questions for me.

Be sure to thank the person you are writing to and end your email.

Thank you very much, and I hope to hear from you soon.

Best wishes,
Joel

2 Imagine you received the email above. Write a reply to Joel. Answer the questions to plan your email.

1 Who are you replying to? How should you address him?

2 How can you answer the three questions?

3 How can you let the person know you are available if anything additional is needed?

3 Write your email. Then complete the checklist.

Did you use correct spelling and punctuation? ☐

Did you answer all three questions clearly? ☐

Did you remember to thank the writer? ☐

Did you use some adverbial phrases and some new words from this unit? ☐

11 Nature

11.1 Nature at its best

VOCABULARY Nature

1 Circle the correct options to complete the text.

It's no secret that [1]*gorgeous / flat* landscapes make us feel better. But did you know that it's actually good for your health to [2]*go to a walk / go for a walk* in a beautiful place? While your body gets exercise, your mind enjoys the view and relaxes. This is why a lot of people choose to [3]*go / go on* a walking holiday. They feel less stressed when they're walking [4]*in / on* the woods or [5]*in / on* the beach. You can get the same benefit when you [6]*go / go for* cycling somewhere pretty. Don't worry if you're not very fit and have problems going up difficult hills; you can take it easy and [7]*go for / go* a bike ride somewhere nice and [8]*mountainous / flat*. Enjoy the scenery!

2 Complete the three suggestions for holiday destinations with these words and phrases.

a	breathtaking	camping	~~desert~~	diving
in	island	go	go on	mountainous
on	the coast	on top of	wild	

a I recommend a holiday in South Africa; it has everything! If you like sand and very dry landscapes, you can spend time in the [1] *desert* there. You could [2] _____ safari and see amazing animals too. In the Western Cape there's a place called Knysna where the views are [3] _____. There's also [4] _____ really lovely forest in Knysna where you can go [5] _____ and sleep under the stars.

b If you want to [6] _____ climbing, I think you should go to Wales. It's very [7] _____, so you'll have plenty of great places to choose from, and the landscape is crazy and wild. Honestly, you get such an incredible feeling when you stand [8] _____ a mountain. If the weather is bad, you can always wait [9] _____ a cave until the rain stops!

c I really think you should go to Thailand. But don't stay in the cities, you should definitely go to [10] _____ and relax [11] _____ the beach. Or you could stay on a small [12] _____; there are loads of them, and the views are gorgeous. If you like the ocean, you can also go [13] _____.

LISTENING Escape to the countryside

3 60 Listen to Joe talking about his plans to move to the countryside. Circle **T** for true or **F** for false.

1	Joe's wife, Ally, doesn't like living in London.	**T**	**F**
2	Joe's been worried about moving to the countryside.	**T**	**F**
3	Joe and Ally have seen some pretty villages.	**T**	**F**
4	Ally doesn't want to move soon.	**T**	**F**

4 60 Listen again. Circle the correct answers.

1 Who doesn't mind living in the city?
a Joe **b** Ally **c** both

2 Who's never lived in the countryside before?
a Joe **b** Ally **c** both

3 Who's been spending weekends driving to the countryside?
a Joe **b** Ally **c** both

4 Who would move immediately if they could?
a Joe **b** Ally **c** both

5 Who's been talking about enjoying nature every day?
a Joe **b** Ally **c** both

COMMUNICATION Talking about nature

5 Put the sentences in the correct order (1–6) to complete the conversation. The first one has been done for you.

a No, but I've walked up Mount LeConte. I saw lots of wildlife up there. _____
b Cool. So, where do you like to go? _____
c Hey, what do you do to relax on the weekends? 1
d Yeah, it's gorgeous. Have you ever climbed up Clingman's Dome? _____
e Well, the thing I like doing most is getting out and enjoying nature. _____
f Usually the Smoky Mountains. It's breathtaking there. _____

6 Answer the questions in your own words.

1 Where do you most like to go to appreciate nature? Why?

_____
_____

2 What do you usually see there?

_____
_____

3 Would you like to climb up a famous mountain? Why? / Why not?

_____
_____

11.2 Have you ever seen a bear?

GRAMMAR Present perfect

1 Circle the correct options to complete the social media post.

Hi, I'm Lauren from Ireland. In my free time, I love hiking and camping with my sister, Becky. We've [1]*climb / climbed* every mountain in Ireland! Becky [2]*has / have* climbed a lot of mountains in Britain too, but I haven't [3]*done / did* that yet. Luckily, I've never [4]*had / has* an accident, and neither [5]*did / has* Becky. We've [6]*camped / camp* in forests all over Europe, which you can read about in our blog. We've never [7]*went / been* to Asia, but we'd like to go one day. Actually, I've [8]*make / made* a list of all the places I want to visit. It's pretty long!

2 Complete the sentences with the words in brackets.

1 He has _____ (climb) a mountain before.
2 I've _____ (see) two volcanoes this week.
3 Amanda has _____ (swim) in the Pacific Ocean.
4 I _____ (not visit) the caves in Mexico.

LANGUAGE FOCUS Talking about past experiences

3 Circle the correct answers.

1 Have they ever been to New Zealand?
a Yes, they had. **b** Yes, they have.
2 Surprisingly, I've never been camping.
a Me neither. **b** Me too.
3 Has he ever swum in the Atlantic Ocean?
a No, he hasn't. **b** No, he didn't.
4 We've been on two bike rides so far today.
a Neither have we. **b** So have we.
5 Have you ever walked on this beach?
a No, I haven't. **b** Yes, I've never.
6 Kim has been diving in The Philippines.
a Really? I haven't. **b** Really? Me neither.

4 Make present perfect questions and short answers. Use the prompts to help you.

1 you / ever / see / a bear / in the wild? _____?
Yes, I _____.
2 they / ever / be / to Machu Picchu? _____?
No, _____.
3 your brother / ever / climb / a mountain? _____?
Yes, _____, and _____ I.
4 Anna / ever / camp / in a forest? _____?
No, she _____, and _____ I.

5 61 Circle the correct options to complete the information about David Attenborough. Then listen and check your answers.

British-born David Attenborough [1]*has been described / was described* as the father of nature programmes. In a career that [2]*lasted / has lasted* over sixty years, he [3]*made / has made* many nature series and documentaries and [4]*has brought / have brought* the planet's wildlife and plants into millions of living rooms.

David Attenborough [5]*visited / has visited* more countries than almost any other person. In 2010, at the age of 84, he [6]*went / has gone* to the North Pole for the first time. In 2016, the British government [7]*has named / named* a polar research ship RRS *Sir David Attenborough* in honour of this brilliant man's many achievements.

PRONUNCIATION Contraction of *have*

6 62 When used as an auxiliary verb, *have* is usually contracted and can sometimes be difficult to notice. Listen and repeat what you hear.

1 I've never had a better holiday.
2 She's never played tennis before.
3 We've brought an umbrella.
4 You've met her before.
5 They've lived here for years.

7 63 Listen. Circle the sentences you hear.

1 **a** I lived in the countryside for seven years.
b I've lived in the countryside for seven years.
2 **a** She climbed Mount Fuji twice.
b She's climbed Mount Fuji twice.
3 **a** They worked here for a long time.
b They've worked here for a long time.
4 **a** We made a decision.
b We've made a decision.
5 **a** He built a tree house.
b He's built a tree house.
6 **a** He made many nature documentaries.
b He's made many nature documentaries.

8 64 Listen and write the sentences you hear.

1 _____
2 _____
3 _____
4 _____
5 _____

11.3 Small is beautiful

READING

1 We know how important pollinators are for producing many of the foods we eat. We also know that their populations are getting smaller. So what are we doing about it?

2 In 2015, the US government began a three-part plan to help save honeybees and other pollinators. Since loss of habitat is one of the pollinators' main problems, the government is now protecting millions of hectares of land. The second part of the plan is to increase monarch butterfly numbers. These amazing butterflies pollinate many of the wildflowers that attract honeybees and that other pollinators also depend on. But perhaps the most challenging goal is to reduce the number of honeybee losses in the winter and fight colony collapse disorder (CCD).

3 Most experts think that the plan is a good idea, but it's still too soon to say whether it will work. The greatest challenge is saving honeybees. Not only are their losses already great, but no one actually understands what causes CCD.

4 Based on a number of studies, it appears that certain pesticides, or chemicals, used in farming may be the problem. In fact, the European Union began to ban their use in 2013. In the United States, however, they are still allowed, mainly because they're more effective than other products and save farmers millions of dollars in crop losses. Some scientists feel that banning these pesticides should be part of the new US plan.

5 Either way, the new plan seems to be a good step. We'll have to wait to find out whether it's enough to make a difference.



An adult worker honeybee on an almond flower

1 Read the article. Which is the best title?

a The issue with chemicals **b** A plan for the pollinators **c** Save the monarch butterflies

2 Complete the notes with information from the article.

1 The US government's three-part plan:
One: protect land
Two: _____
Three: _____

2 The greatest challenge to saving honeybees is that _____.

3 Some scientists feels that _____ should be part of the new US plan.

LISTENING

3 65 Listen. How does the woman feel about the new plan to save pollinators?

a She thinks it's a really good idea.

b She's not sure it will work.

c She's not interested.

4 65 Listen again. Circle the correct answers.

1 What is the woman worried about?
a The three-part plan only focuses on harmful pesticides.
b It's not certain that the plan will work.

2 How do both speakers feel about the use of pesticides?
a They don't think pesticides affect pollinators.
b They agree that pesticides are bad for pollinators.

3 Does the man feel that ordinary people can make a difference?
a Yes, he does. **b** No, he doesn't.

5 Do you think the plan to save pollinators is an effective one? Why? / Why not?

WORD FOCUS *out*

6 Read the text, paying attention to the phrasal verbs in **bold**. Then match the phrasal verbs to their definitions (1–8).

Recently, I've been trying to **find out** what I can do to support local nature projects. I think it's up to everyone to do what we can to **help out**. I'm interested in situations where habitats have been lost. Wildlife in these areas **run out** of food and have to move closer to urban areas. Many animals are attracted to areas where they can find food that people **throw out**. A few weeks ago, I saw an advert asking for volunteers for an urban fox project in my town. I decided to **try** it **out**. They **carry out** services such as advising residents in areas that foxes visit, and they also look after sick foxes. It feels good to **get out** there and do something! **Look out** for similar projects in your area.

1 _____: to no longer have something because its supply is gone or finished
2 _____: to do or complete something, or to perform a task
3 _____: to leave where you are and go to different places
4 _____: to discover information or get facts about something
5 _____: to try to notice something or someone
6 _____: to get rid of something that you no longer want or need
7 _____: to support someone or something by giving money or working for them
8 _____: to use or do something to see if you like it

7 Complete the sentences with the phrasal verbs from Exercise 6.

1 Experts have decided to _____ a new survey on the population of honeybees.
2 I wish I could offer you some coffee but I'm afraid we've _____.
3 I don't know who to contact about this problem but I can _____.
4 You should only buy what you need so that you don't have to _____ lots of food.
5 When you go to the beach, _____ for crabs in the sand. They can hurt you!
6 We'll get it all finished today if everyone here can _____.
7 I bought a new bike at the weekend. I can't wait to _____ it _____!
8 I've been so busy with this project that I haven't been able to _____ and see anyone all week.

11.4 The hidden beauty of pollination



A hummingbird feeding on bee balm

We are surrounded by a world of beauty that cannot be seen with the human eye because it either moves too fast or too slowly. To show people this invisible world, filmmaker Louie Schwartzberg shares parts of his project, a 3D film titled *Mysteries of the Unseen World*, which slows down and speeds up the astonishing wonders of nature.

Academic and researcher Marla Spivak is an expert on bees. Explaining how honeybees have organized their societies for fifty million years, she also describes how they help in the process of pollination. She gives four reasons for the serious decline of honeybees in recent years and suggests how we can help.

Gary Greenberg combines his original career in biomedical research with his current job as a photographer and filmmaker. Using powerful microscopes, he shows us the natural world in a completely new way. We experience the beauty of nature, seeing a flower, a bee, a grain of sand – even sand from the moon – like never before.

TEDTALKS

1 Read the descriptions of three TED Talks above. Match the speakers (1–3) with their talk titles (a–c).

1 Louie Schwartzberg	**a** Why bees are disappearing
2 Marla Spivak	**b** The beautiful nano (tiny) details of our world
3 Gary Greenberg	**c** Hidden miracles of the natural world

2 Read the TED playlist again and answer the questions.

1 Which speakers make films?

_____

2 Why are honeybees important to us?

_____

3 How does Gary Greenberg help us to see nature differently?

_____

3 Complete the definitions using the correct form of the highlighted words from the TED playlist.

1 A _____ is a piece of equipment for looking at things that are too small to see normally.

2 If something is _____, it's impossible to see.

3 _____ means very surprising or unusual.

4 Which talk would you most like to see? Why? Watch the talk at TED.com.

11.5 Getting out into nature

WRITING Writing a journal entry

1 Read about a trip to a place of great natural beauty. Which two walks has the writer already done?

Begin by saying the name of the place and explain where it is.

I'm having a great time in Chicaque National Park in Colombia! It's a breathtaking place of natural beauty, just 30 minutes from the city of Bogota. I'm here on a walking holiday with Sara and Tariq. There are different trails to walk along. We've done two so far. The first, called Butterflies, took about an hour. It was difficult but worth it. There were lots of beautiful butterflies! The second, called Oak Forest, was easier and we saw amazing wildlife. Tomorrow we're going to climb up to the waterfall. It takes two hours, and everyone says the plants and wild flowers there are gorgeous.

Explain what kind of things there are to do there.

Provide more details about the area and / or activities you have done or are planning to do.

Try to use some new words from this unit.

2 Imagine you are enjoying a trip to a place of natural beauty. Write a journal entry describing your experiences and your planned activities. Answer the questions to plan your journal entry.

1 What is the name of the place?

2 Where is it?

3 Can you give some more details about the place?

4 What activities have you done? What else are you planning to do there?

3 Write your journal entry. Then complete the checklist.

Did you use correct spelling and punctuation? ☐

Did you use some new words from this unit? ☐

Did you clearly describe the place? ☐

Did you explain where it is and what you're going to do there? ☐

12 Discovery

12.1 Recent discoveries

VOCABULARY Discoveries

1 Circle the correct options to complete the paragraph.

In 2016, archaeologists [1]*discovered* / *excavated* a new site at Petra, in southern Jordan, using satellites and drones. They were able to identify ancient [2]*ruins* / *pottery* from the air. It doesn't look like a [3]*fossil* / *tomb* full of gold or silver [4]*fossils* / *artefacts*, but appears to be a public monument from the city's early years. Pieces of clay [5]*fossil* / *pottery* found at the site date to the second century BC. There are no plans yet to [6]*excavate* / *discover* the site.

2 Complete the sentences with these words.

artefact fossil inspect pottery tomb

1 On our nature walk, our teacher found a(n) _____ of a leaf.
2 Archaeologists at the university are going to _____ the artefacts that were found.
3 The archaeologist found only one _____, an ancient weapon.
4 The broken _____ provided information about the people that once lived there.
5 The walls of the _____ were covered in paintings.

LISTENING Amazing finds

3 66 Listen. Circle the discovery mentioned in each talk.

1 **a** a ship **b** gold **c** bones
2 **a** a tomb **b** fossils **c** jewellery
3 **a** a pen **b** a city **c** a coin

4 66 Listen again. When were the discoveries made? Circle the correct answers.

1 **a** 1682
b 2011
2 **a** 2013
b 2015
3 **a** 1957
b 1682

COMMUNICATION Talking about a discovery

5 Match the questions (1–6) with the responses (a–f).

1 Hey, what's this?
2 Really? How old is it?
3 Wow! Who discovered it?
4 How exciting! How was it identified?
5 That's so cool! When was it excavated?
6 So, what do you think of it?

a From the air. Experts flew over the site looking for it.
b Um … I think around ten years ago.
c I think it's really interesting!
d Oh, it's a monument.
e Apparently, it's about three hundred years old.
f Oh, a local teacher found it.

6 Complete the conversation in your own words.

A: Wow! This is amazing!
B: What is it?
A: It says here that it's some kind of [1]_____. I think it's [2]_____ two thousand years old.
B: Cool. Who [3]_____ it?
A: Some treasure hunters were [4]_____ for gold when they found it.
B: And when was it [5]_____?
A: I think about seventy years ago.



12.2 Amazing finds

GRAMMAR The passive

1 Read the sentences. Write **A** for active sentence or **P** for passive sentence.

1 No one knows who created the sculptures. ____
2 The site wasn't protected until very recently. ____
3 In 2015, experts found the bones of King Richard III. ____
4 Our lectures are given by archaeologists from Egypt. ____
5 The bell was first heard in 1850. ____
6 Valuable paintings were damaged in the museum this morning. ____

2 Complete the text with these verbs and phrases.

believe that	~~discovered~~	found	is thought	say
was discovered	were decorated	were found	were owned	were used

In 2016, archaeologists from the University of Gothenburg, Sweden, [1]*discovered* an amazing tomb in Cyprus. They [2] _____ that it is over three thousand years old, and it [3] _____ to be a family tomb. Many beautiful artefacts [4] _____ on the site, including pottery and gold jewellery. Some of these [5] _____ with incredible art, and clearly [6] _____ by very rich people. A particularly interesting item [7] _____ by the archaeologists, too. The team [8] _____ dye, which can change the colour of material and clothes. Experts [9] _____ many of these items [10] _____ for trade with wealthy nations like Egypt and Greece.

LANGUAGE FOCUS Talking about discoveries

3 Correct the mistakes in the sentences.

1 They were found the gold in the tomb.
2 Pompeii covered in volcanic ash.
3 The ship is last seen on 13th October, 1598.
4 The monument built for the king in 1772.
5 The *Titanic* were discovered in 1986.
6 The Egyptian team was identified the tomb.
7 The museum is visited lots of people.
8 Special equipment was need to clean the artefacts.

4 Complete the passive questions and answers. Use the prompts to help you.

1 Are / tombs / cover / in paintings? _____?
No, _____.
2 Where / fossils / discover? _____?
_____ in Somalia.
3 Is / museum / visit / by many people? _____?
Yes, _____.

4 Are / caves / protect? _____?
No, _____.
5 When / ruins / found? _____?
_____ in 2002.

5 67 Listen to a talk about the archaeological site, Skara Brae. Answer the questions.

1 Where is Skara Brae located? _____
2 When was the site discovered? _____
3 How were the buildings protected? _____
4 How far was it from the sea when it was built? _____
5 Why was a wall built in 1925? _____

PRONUNCIATION Dipthongs

6 68 A diphthong is a sound made by combining two vowel sounds. Notice the difference between these vowel sounds. Listen and repeat what you hear.

/eɪ/ d<u>ay</u>
/aɪ/ wh<u>y</u>
/aʊ/ n<u>ow</u>
/ɔɪ/ b<u>oy</u>

7 69 Listen. Circle the sounds you hear.

1 /eɪ/ /aɪ/ /aʊ/ /ɔɪ/
2 /eɪ/ /aɪ/ /aʊ/ /ɔɪ/
3 /eɪ/ /aɪ/ /aʊ/ /ɔɪ/
4 /eɪ/ /aɪ/ /aʊ/ /ɔɪ/
5 /eɪ/ /aɪ/ /aʊ/ /ɔɪ/
6 /eɪ/ /aɪ/ /aʊ/ /ɔɪ/

8 70 <u>Underline</u> the diphthongs in each sentence. Then listen and check your answers.

1 A silver coin was found by that tree.
2 How about going for a nature walk?
3 Why did she decide to stay?
4 My team counted eight turtles.
5 What type of flowers did they get?
6 How were the five tombs destroyed?

12.3 It's in his bones

READING

A lost ship is found

1 A 16th-century shipwreck found off an island in Oman is the earliest known example from Europe's Golden Age of Exploration – a period between the mid-15th and 17th centuries. At that time, European countries opened up new ocean trade routes to reach the spice markets of India. The wreck is believed to be that of the *Esmeralda* – one of several ships led by the Portuguese explorer Vasco da Gama during his second voyage to India (1502–1503).



A painting of the *Esmeralda*

The search

2 The recovery was led by David Mearns from Bluewater Recoveries. He and his team spent six months researching Portuguese records to find possible locations for the *Esmeralda*. They finally found the wreck site in 1998, off Oman's Al Hallaniyah island. Mearns says the remote island location probably saved the wreck from thieves. Archaeologists were able to recover around 2,800 individual artefacts. Most were buried in the sand under the water. Because of these finds, the archaeologists are almost certain that the ship is the *Esmeralda*.

The artefacts

3 Evidence supports the theory that the ship belonged to da Gama. Twelve gold Portuguese coins and a silver coin used only for Indian trade were found. The most unusual find was a copper item featuring the Portuguese royal coat of arms. The purpose of the object is not clear, but Mearns believes it may be a part of a device used to navigate the oceans. Mearns says, 'That's always a very exciting thing to find on a shipwreck.'

4 The team is continuing to study the artefacts for more information. Later the artefacts will be put on display at Oman's National Museum.

1 Read the article. Circle the correct answers.

1 What is the article mainly about?
- **a** Vasco da Gama's trip to India
- **b** what caused the ship to sink
- **c** the excavation of a wrecked ship

2 What was the purpose of Vasco da Gama's 1502–1503 voyage?
- **a** to get spices
- **b** to search for gold
- **c** to go around the world

2 Circle **T** for true or **F** for false.

1 The wreck described in the article is from Europe's Golden Age of Exploration.	T	F
2 The location of the wreck is thought to have saved it from thieves.	T	F
3 Over three thousand artefacts were found.	T	F
4 A gold coin used specifically for Indian trade was found.	T	F
5 The artefacts from the wreck are going to be put in a museum.	T	F

LISTENING

3 71 Listen. What is the talk about?
- **a** Christopher Columbus's voyages to the New World
- **b** why Portugal needed to find a sea route to India
- **c** a time when Europeans explored the world by sea

4 71 Listen again. Circle the correct answers.

1 The Age of Exploration began with Portugal's discovery of _____.
- **a** a sea route to the East
- **b** the Atlantic islands
- **c** a route to the Americas

2 When did the first round-the-world voyage end?
- **a** 1492
- **b** 1519
- **c** 1522

3 What is true about the ships that sailed the India route between 1498 and 1650?
- **a** Thousands were lost at sea.
- **b** Only twenty per cent made it back to Portugal.
- **c** Few of the shipwrecks have been found and excavated.

5 How do you think the Age of Exploration affected traders? Why?

_____

_____

WORD FOCUS *make*

6 Match the uses of *make* (1–6) with the correct definitions (a–f).

1 make (something)	**a** to be produced from a material or substance
2 be made from (something)	**b** to cause a particular state or feeling
3 make sense	**c** to perform an action or do something
4 make it to somewhere	**d** to have a meaning or reason that you can understand
5 make someone feel (something)	**e** to force someone to do something
6 make someone do (something)	**f** to successfully arrive at or reach a place

7 Read the sentences, paying attention to the phrases in **bold**. Then match them with the correct use of *make* (1–6) from Exercise 6.

- **a** Many experts believe that hundreds of thousands of workers, called slaves, were **made to build** the pyramids of Egypt. ____
- **b** We nearly missed the special exhibition of ancient artefacts, but we **made it to the museum** the day before it finished. ____
- **c** From Denmark, Thor's Hammer is over four thousand years old. It was **made from various metals**, including gold, silver, bronze and tin. ____
- **d** I left the lecture early because I had to **make an important phone call**. ____
- **e** The story of Pompeii always **makes me feel sad**. ____
- **f** The Voynich Manuscript, an ancient book discovered in 1912, is written in an alphabet that no one understands yet. So far, it doesn't **make sense** to anyone. ____

12.4 How we unearthed the Spinosaurus



Fossil of a meat-eating dinosaur found in China. It is believed to be an ancestor of modern birds

Paul Sereno: Digging up dinosaurs

Palaeontologist Paul Sereno, who has dug up dinosaurs on five continents, talks about his surprising adventures involving strange landscapes, extremely hot temperatures and (sometimes) angry crocodiles – and a new way to help students join the adventure.

Jack Horner: Where are the baby dinosaurs?

Palaeontologist Jack Horner and his dig teams have discovered the first evidence of parental care in dinosaurs, extensive nesting grounds and evidence of dinosaur herds, or groups. In his talk, Horner tells us a shocking secret about some of our favourite dinosaurs.

Kenneth Lacovara: Hunting for dinosaurs showed me our place in the universe

Palaeontologist Kenneth Lacovara talks about his discovery of Dreadnoughtus – a huge dinosaur that weighed seven times as much as a Tyrannosaurus rex. Join him in a celebration of the Earth's geological history and think hard about our own place in the universe.

TEDTALKS

1 Read the descriptions of three TED Talks above. What is the theme of the playlist?

a what we don't know about dinosaurs

b palaeontologists and their dinosaur discoveries

c ordinary people discovering dinosaurs

2 Read the TED playlist again and answer the questions.

1 Which speaker discovered a new dinosaur species? _____

2 Which speaker has discovered dinosaurs on five continents? _____

3 Who discovered that dinosaurs live in groups? _____

3 Circle the correct options to complete the definitions.

1 If something is shocking it is *extremely* / *not very* surprising.

2 An extensive area is a very *wide* / *narrow* area.

3 When you hunt for something, you *hide* / *search for* it.

4 Which talk would you most like to see? Why? Watch the talk at TED.com.

12.5 What have you found?

WRITING Reporting the news

1 Read the news report about a discovery. How did Lisa Morgan make this discovery?

Start by saying what was discovered.

A mysterious book, an iron helmet and some jewellery were discovered last weekend in the garden of a local family. Lisa Morgan, a student at Mason University, was planting a tree behind her house when she made the discovery. She immediately called her local museum to tell them what she had found. She was told not to dig any more and to wait. When the team from the museum arrived, they inspected the artefacts. They were not able to read the language in the book and have no idea where the helmet is from. The jewellery is gold and is valued at £10,000. The team is continuing to research the area.

Say who made the discovery and where and how the discovery was made.

Remember to use the passive form and new words from this unit.

2 Imagine that an important discovery has been made near where you live. Write a news report about the discovery. Answer the questions to plan your report.

1 What was discovered? Who discovered it?

2 Where was the discovery made? How?

3 What happened next?

4 Add any details you need to make a good story.

3 Write your news report. Then complete the checklist.

Did you use correct spelling and punctuation? ☐

Did you provide answers to all the key questions? ☐

Did you remember to use some passive verb forms? ☐

Did you use some new words from this unit? ☐

Answer key

UNIT 1

1.1 Animals in danger

1

1 e 2 b 3 f 4 d 5 a 6 c

2

1 penguin 2 frog 3 snake 4 bee

3

a, c, d

4

1 c 2 b 3 a 4 c

5

1 c 2 d 3 a 4 f 5 g 6 e 7 b

6

1 chimpanzees 2 endangered 3 hunting and poaching 4 around 170,000–300,000

1.2 How we're helping

1

1 are / 're seeing 2 have 3 die
4 are studying 5 is / 's explaining 6 grows

2

1 Does she know what to feed the elephants?
2 Is the situation improving?
3 Does the government have a plan?
4 Why are they arguing?
5 Does he understand the problem?
6 Why are the tigers dying?

3

2 Many of the world's wildlife populations **are decreasing**.
3 Giant panda numbers are **increasing**.
4 People **are** helping in conservation efforts.
5 Does the conservation status of an animal **make** a difference to those fighting to protect it?
6 Is your government **doing** anything to change the situation?

4

1 protects 2 working 3 it is 4 get 5 gets

6

1 a 2 b 3 a 4 b 5 b 6 b

7

/s/: hops, elephants
/z/: eyes, penguins, monkeys, zebras

1.3 Stop before it's too late

1 c

2

1 vulnerable 2 flippers 3 declined 4 hunting 5 are

3 b

4 1, 2, 5

5 (Example answers)

a There are animals that need protection more than pig-nosed turtles. We should start by trying to protect animals that are endangered as they need our help the most.
b More people should be told about the pig-nosed turtle because then more could be done to help protect the species.
c Local communities might need to eat pig-nosed turtles, so we shouldn't stop them. Other food might be too expensive or hard to find for these communities.

6

1 b 2 c 3 e 4 d 5 a

7

1 b 2 e 3 a 4 d 5 c

1.4 Why I love vultures

1 b

2

1 Simon Berrow
2 local communities, former poachers
3 because we are responsible for making many species disappear forever

3

1 b 2 b 3 a

1.5 Which to save?

1 two – destruction of habitat and poaching

2 Students' own answers

3 Students' own answers

UNIT 2

2.1 Family ties

1

1 son-in-law 2 nephew 3 grandfather
4 brother-in-law 5 mother-in-law

2

1 mother-in-law 2 grandfather 3 son-in-law
4 niece 5 brother-in-law 6 cousin
7 nephew 8 grandchild

3

1 b 2 a 3 d 4 c

4

1 parents 2 brother-in-law 3 niece

5

2 d 3 a 4 f 5 c 6 b

6 (Example answers)

1 Yes, my family is very big. I have twenty cousins and twelve nieces and nephews.
2 I'm going to see them next month. We're having a birthday party for my grandfather.
3 My next family holiday is in the summer. I'm going to Spain to visit my cousin and her family.

2.2 Generations

1

1 D 2 I 3 I 4 D 5 D 6 I

2

1 you doing 2 I'm helping 3 I'm starting
4 going to study 5 I'm working 6 you're taking 7 going to book 8 going to test

3

1 d 2 f 3 a 4 c 5 e 6 b

4

... I'm **going** to the library to borrow a book. My book club **is** going to discuss *Wuthering Heights* ... Next month **we're / we are thinking** of reading *The Da Vinci Code*. ... I bet she's **going to** choose science fiction ...

5

1 the library 2 sister 3 10 p.m. 4 sister
5 the art gallery

7

1 going to 2 going to go 3 want to
4 want to see

8

1 b 2 a 3 b 4 b

2.3 One big happy family

1

1 c 2 a 3 b

2

1 b 2 a

3 a

4

1 buy a kit 2 saliva 3 cousins 4 500,000
5 Europe and Asia

5 (Example answer)

I would most like to find out what our genes can tell us about the beginnings of different languages. I think it would be really interesting to find out why there are so many different languages in the world if we all came from the same place.

6

1 b 2 d 3 e 4 a 5 c

7

1 of interest 2 lost interest in 3 interests
4 developed an interest in 5 interest

2.4 The world's largest family reunion

1 c

2

1 ZA 2 LL 3 ZA 4 SW

3

1 c 2 a 3 b

2.5 Who's that?

1 a week

2 Students' own answers

3 Students' own answers

UNIT 3

3.1 It's a great story

1

1 dramatic 2 mysterious 3 terrifying
4 charming 5 moving

2

1 realistic 2 powerful 3 complicated
4 surprising

3

	Speaker A	Speaker B
novel	*Wolf Hall*	*The Wind-up Bird Chronicle*
author	Hilary Mantel	Haruki Murakami
setting	England	Japan
style	realistic	powerful

4

1 a 2 a 3 b 4 b 5 a 6 a

5

1 worth reading 2 it's a story about
3 It's really dramatic

6 (Example answers)

1 My favourite book is *Birdsong* by Sebastian Faulks.
2 It's about a young British soldier in France during World War I.
3 Definitely. It's a really powerful story and it's very moving.

3.2 What's it about?

1

1 where 2 that 3 who

2

1 Batman is a hero who protects the public.
2 This novel is about a bus that crashes.
3 Hogwarts is the school where Harry Potter is a student.
4 *Captain Corelli's Mandolin* is a novel that takes place in Greece.

3

1 that 2 where 3 who / that 4 who / that
5 that 6 that 7 who / that

4

2 *Wuthering Heights* is a romance that / which tells the story of Cathy and Heathcliff.
3 Terry Pratchett was an author who wrote fantasy novels.
4 It's an interesting novel that / which describes three generations of the same family.
5 *To Kill a Mockingbird* takes place in Alabama, where Atticus Finch lives.
6 *War and Peace* is a famous novel that / which is set in Russia.
7 The book is based on a mystery that / which no one can solve.
8 Written during the 1930s and 40s, *The Lord of the Rings* is a novel that / which is still popular today.

5

1 b 2 c 3 a 4 d

6

3 and 4

7

1 after 2 pronounced

8

2, 4 and 6

3.3 A world in books

1

1 A blogger 2 someone he knows 3 title
4 plot

2

1 b 2 c 3 a 4 b

3 b

4

1 F 2 NG 3 F 4 T 5 T 6 T

5 (Example answer)

I'd like to read *Fahrenheit 451*. The reviewer makes it sound really interesting, and it's the sort of story that I like reading.

6

phrase	usage
speak about	discuss
just about	nearly
about to	be going to do something very soon
worried about	feel nervous or upset because of a problem that you have
what about	asking for information or an opinion on something

7

1 worried about 2 What about 3 about to
4 speak about 5 just about

3.4 My year reading a book from every country

1 a

2

1 b 2 c 3 a

3

1 a person 2 red 3 think

3.5 A good read

1 The Bennet family

2 Students' own answers

3 Students' own answers

UNIT 4

4.1 Feel the music

1

Across: 3 country 5 relaxed 7 lively
8 electronic **Down:** 1 gentle
2 cheerful 4 romantic 6 rhythmic

2 (Example answers)

1 I prefer hip hop music because it's more lively. It makes me want to dance!
2 I probably listen to easy listening more. I don't like heavy metal because it's too loud.
3 Country music makes me feel cheerful. Easy listening music makes me feel relaxed.

3

1 c 2 a 3 d

4

1 It's lively and upbeat.
2 He doesn't like it because he thinks it's boring.
3 She felt full of energy.

5

1 many 2 song 3 famous 4 concert

6 (Example answers)

1 I like lots of different music, but my favourites are rock and pop.
2 Yes, I have hundreds!
3 My favourite song is *Mr Brightside* by The Killers. It's really lively and it reminds me of being at university.

4.2 Getting into a good rhythm

1

1 U 2 C 3 C 4 U 5 C 6 U

2

1 b 2 c 3 a 4 c 5 a 6 a

3

1 few 2 Lots of 3 many

4

1 I have **a few** easy listening songs on my phone, but not many.
2 **Many / Lots of** new hip-hop songs are by women.
3 This song doesn't have **a lot of** rhythm.

5

1 too much 2 any 3 how much
4 a lot of / lots of

7

1 attitude 2 important 3 passion 4 rhythmic
5 reduce 6 classical 7 heavy 8 performer

8

O o: country, gentle, listen
o O: effect
O o o: instrument, musical
o O o: composer, musician

4.3 It's our song

1 a

2

1 a 2 b 3 c

3 b

4

1 a 2 b 3 b

5 (Example answers)

a I think it would be helpful if the smart trainer counted how many calories you'd burned to give you an idea of how hard you've worked during the exercise.
b I think it would be better if it chose music from other sources, rather than your own collection. You might not have many songs, or they might all be a similar speed.
c I think the smart trainer would be improved if it let you play songs slower or faster. You might get tired halfway through a song, and want to slow the music down.

6

2 to be told information
3 to receive sound
4 to be contacted by someone
5 to know about something or someone

7

1 a 2 b 3 e 4 c 5 d

4.4 Why I take the piano on the road ... and in the air

1

1 c 2 a 3 b

2

1 a 2 b 3 a

3

1 severe 2 impress 3 break down

4.5 Musical choices

1 It made them feel strong and confident.

2 Students' own answers

3 Students' own answers

UNIT 5

5.1 Does it go?

1

1 contrast 2 shape 3 texture 4 lines
5 size 6 colours

2

1 pale 2 huge 3 dramatic 4 smooth
5 round 6 curved

3

1 a 2 b 3 b

4

2 black 3 contrast 4 texture 5 curved

5

1 b 2 a 3 a 4 b

6 (Example answers)

1 I like the texture. It's very unusual.
2 I don't like shape. It's too round and doesn't look like it would be very comfortable to sit on.

5.2 Signs of the times

1

1 b 2 c 3 b 4 a 5 a 6 a

2

1 middle 2 Above 3 On 4 left
5 around 6 bottom

3

1 inside / in the middle of 2 on
3 around 4 at

4

1 in the middle 2 around 3 on the left
4 on the right 5 Above 6 below

6

1, 2, 3, 4 and 8 are dropped

7

1 background colour 2 red and green
3 most beautiful 4 second time

5.3 Symbol of a city

1 c

2

1 c 2 e 3 a 4 b

3 a

4

1 a 2 b 3 b 4 a

5 (Example answer)

My opinion is more like the man's. I love the Olympics and I like how the flag represents all of the countries that take part.

6

1 decorated 2 made 3 adverts 4 verb, before 5 drawings 6 adjective, expensive

7

1 e 2 d 3 f 4 a 5 b 6 c

5.4 The worst-designed thing you've never noticed

1 c

2

1 b 2 a 3 b

3

1 offers 2 profession 3 got rid of

5.5 Keeping it simple

1 the beauty of the sun

2 Students' own answers

3 Students' own answers

UNIT 6

6.1 They changed my life

1

1 supported 2 changed 3 was
4 inspired 5 gave 6 showed

2 (Example answers)

1 Yes, moving to Brazil changed my life. I wouldn't have got my dream job otherwise.
2 My cousin was my role model. She's older than me, and was always doing exciting things like travelling the world. I knew that I wanted to be like her when I grew up.

3

1 c 2 b 3 d

4

1 volunteer, time 2 business, birthday
3 painting, talent

5

1 give, told 2 gave, said
3 inspiration, said

6 (Example answers)

1 One of my university lecturers. They inspired me to become a journalist.
2 She told me that I could achieve anything if I worked hard.

6.2 Inspiring words

1

1 a 2 b 3 b 4 c 5 a 6 b

2

1 wanted 2 wasn't 3 to wait 4 was
5 didn't 6 hated 7 planned 8 to think

3

1 told 2 said 3 said 4 told 5 said 6 told

4

2 (that) he didn't like it / the painting at all.
3 (that) she didn't either.
4 Michele (that) he preferred the first one / painting (that) they looked at.
5 (that) she did too.

5

1 to quit 2 loved 3 didn't say 4 practise
5 walk

7

1 ... Mount Kilimanjaro, she decided ...
2 As a child, his ....
3 ... traditional life, but I ...
4 In 2016, athletes from ...
5 ... my project, and I ...

8

1 1 2 2 3 2 4 1

6.3 Inspiring lives

1 c

2 Mufleh: c, f: Dodson: b Both: a, d, e

3 1 T 2 T 3 F

4

1 afraid, new things
2 help other people
3 stories, special

5 (Example answers)

2 – Mufleh and Dodson both started nonprofit companies that focus on helping other people. 1 and 3 are also possible. Mufleh and Dodson both set up companies that use new and different ideas. This suggests that they showed bravery by setting their own path. Mufleh, in particular, reaches us emotionally by telling us about the refugee children she works with.

6

1 very popular 2 well 3 not really managing
4 good 5 achieve

7

1 b 2 c 3 e 4 a 5 d

6.4 How a boy became an artist

1 b

2

1 b 2 c

3

1 b 2 c 3 a

6.5 A world of inspiration

1 It shows people can achieve great things if they try and don't give up. It shows us that nothing is impossible.

2 Students' own answers

3 Students' own answers

UNIT 7

7.1 It's better for the environment

1

1 genetically modified 2 organic 3 free-range
4 fair-trade 5 sustainable 6 locally-produced

2

1 I try to support fair-trade organizations. I buy fair-trade food most weeks, but it can be expensive.
2 No, I wouldn't choose to eat genetically modified food in case it's bad for my health.

3 c

4

1 no 2 beans 3 ethical 4 cotton

5

1 That makes sense 2 spend 3 done

6

1 done 2 How come 3 That makes sense
4 spend

7.2 What does the future hold?

1

2 the Earth's average temperature will increase
3 the situation won't improve
4 sea levels will rise
5 ice and snow will decrease
6 levels of rainfall will change
7 supplies of oil won't last

2

2 won't leave 3 won't be 4 'll use 5 won't give up 6 'll eat 7 'll be 8 'll try

3

1 c 2 a 3 d 4 b

4

2 will probably 3 don't think 4 probably won't 5 will definitely

5

1 Yes, it will 2 No, it won't 3 Yes, it will
4 No, it won't

7

1	**a** predict	**b** prediction
2	**a** achieve	**b** achievement
3	**a** consider	**b** consideration.
4	**a** perform	**b** performance
5	**a** admire	**b** admiration
6	**a** extinct	**b** extinction

8

o O: arrive, construct, direct, explain, inform, object
O o o: graduate
o O o: arrival, construction, direction, objection
o o O o: explanation, graduation, information

7.3 A kinder way

1 b

2

1 b 2 a 3 b

3 b

4

1 unlikely 2 better 3 cheaper

5 (Example answer)

I agree with the writer of the article. I think it's really important to use more sustainable packaging. It might be more expensive, but it's worth it if it stops us from wasting our planet's resources.

6

1 useful 2 use 3 use 4 used to 5 useless
6 used up

7

1 use up 2 useful 3 use 4 used to
5 useless 6 use

7.4 Leather and meat without killing animals

1 b

2

1 because they think of nature as a free resource
2 how fishing is managed internationally and world hunger
3 by the way we eat (too much meat and too much fast food)

3

1 connection 2 calculate 3 practical

7.5 Looking ahead

1 They think people will probably get more illnesses because of them.

2 Students' own answers

3 Students' own answers

UNIT 8

8.1 What makes a great city?

1

1 multicultural 2 flea 3 halls 4 bustling
5 lively 6 riverfront 7 ancient 8 gallery
9 industrial estates 10 suburbs

2 (Example answers)

1 old buildings, old city walls, castles, museums
2 Yes, because they're a fun place for families to visit.
3 I'd prefer to live in a residential area in town because it's more lively and there are more places where you can hang out with friends.

3 b

4

1 T 2 F 3 T 4 F 5 T

5

2 f 3 a 4 d 5 b 6 e

6 (Example answers)

1 Yes, there's an Italian restaurant that does really nice food. We go there for lunch every Friday.
2 A café called The Pot. I like it because it's really cosy and they have live music there in the evenings.
3 bustling, multicultural, beautiful

8.2 Happy cities

1 separable: check out, point out
inseparable: grew up, get around, going on, hang out, eat out, chill out

2

1 b 2 a 3 c 4 a 5 c 6 a

3

1 I'm looking after my niece this weekend.
2 Why not check the historic area out? / Why not check out the historic area?
3 We're looking forward to seeing the galleries.
4 They grew up in the suburbs.
5 I hope they clean up the flea market soon. / I hope they clean the flea market up soon.
6 Could you pick us up at the concert hall?
7 Nobody hangs out at that café now.
8 Put on a jacket because it's cold at the riverfront. / Put a jacket on because it's cold at the riverfront.

5

1 falling intonation 4 falling intonation
2 rising intonation 5 rising intonation
3 rising intonation 6 falling intonation

6

1 a 2 b 3 a

8.3 Connecting citizens

1 c

2

1, 3, 4, 6, 8 and 9

3

1 greener 2 traffic 3 higher 4 connected

4

1 d 2 e 3 a 4 b 5 c

5 (Suggested answers)

1 - Barcelona has sensors that measure pollution. More efficient bus routes have helped to reduce pollution. Its main beach uses wind- and solar-powered lights.
2 - Barcelona has made its bus routes more efficient, increasing the number of riders by thirty per cent. Parking sensors mean that drivers don't have to drive around to look for a parking space.
4 - Barcelona has introduced technology to measure noise, pollution and crowd numbers. There are sensors in rubbish containers and sensors in streets under parking spaces. There's free Wi-Fi along the beaches, parks and other public spaces.

6

1 a 2 c 3 b 4 b 5 a 6 c

7

1 c 2 f 3 e 4 a 5 b 6 d

8.4 It's our city. Let's fix it

1 b

2

1 c 2 a 3 b

3

1 b 2 c 3 a

8.5 Creative solutions

1 They think it would make people smile.

2 Students' own answers

3 Students' own answers

UNIT 9

9.1 It's for a good cause

1

1 donated 2 fundraiser 3 support
4 donation 5 raise 6 sponsor

2

1 donates 2 making 3 support 4 raise
5 hold

3

1 a 2 a

4

1 27 2 Africa 3 23rd 4 20th 5 fifty
6 1,000,000 / one million

5

1 a 2 d 3 b 4 e 5 c

6 (Example answers)

1 I'm raising money for a charity that helps children from poor families around the world.
2 I held a fundraising event at work. We raised £200.

9.2 I'll help!

1

1 If they **don't** listen, they won't understand.
2 She'll volunteer on Saturday if she **has** time.
3 If I **buy** the tickets, will you come with me?
4 We'll **organise** a fundraiser if you bring all your friends.
5 If **he wins** the lottery, will he give some of the money to charity?
6 If you send me the information, **I'll make** a donation.

2

1 go 2 will 3 don't go 4 We'll 5 asks
6 won't like 7 get 8 I'll give

3

1 c 2 d 3 b 4 a

4 (Example answers)

1 he'll definitely come
2 you help me finish my project, I'll help you with the planning
3 more people will see it

5

1 won't 2 will 3 will 4 will

7

1 b 2 a 3 a 4 a 5 b 6 b

8

1 a 2 b 3 a 4 b

9.3 Donation revolution

1 b

2

1 lunch at a restaurant, a film, a coffee
2 If enough people have the app, and use it often enough, it'll make a difference.
3 They can invite family, friends and colleagues to download it.
4 It makes people more aware of how much they spend every day.

3 b

4

1 a 2 a 3 b

5 (Example answer)

I think it's a good idea because it gives people a quick way of donating. People are more likely to donate to charities if it's easy.

6

1 b 2 b 3 a 4 b 5 a 6 b

7

1 going up 2 go by 3 go away 4 go on
5 going in 6 went off

9.4 Should you donate differently?

1 c

2 1 c 2 a 3 b

3 1 size 2 poor 3 don't have

9.5 Make a difference

1 They can afford the books and uniforms they need to go to school. It also provides medical services and arts and sports programmes.

2 Students' own answers

3 Students' own answers

UNIT 10

10.1 The brain

1

1 balance 2 concentration 3 sensation
4 emotion 5 dreams 6 memory

2 (Example answers)

1 I remember my dreams sometimes, but not always. In the last dream I remember, I won the lottery!
2 taking an exam, driving a car, solving a maths problem, reading a complicated novel, playing the piano

3

1 c 2 b 3 a

4

1 wash it 2 study 3 call first

5

1 complicated 2 try 3 I'd love to
4 Keep trying

6 (Example answers)

1 I like playing games like chess. They take a long time to play, so it's a great feeling when you win.
2 I think they help to improve your concentration because you have to think very carefully about each thing you do.

10.2 That's amazing!

1

1 c 2 b 3 a 4 b 5 a 6 c

2

1 at the moment 2 Fortunately 3 well
4 correctly 5 quickly 6 easily
7 Interestingly

3

1 Unsurprisingly, most people seem to be visual learners.
2 Margot completed the word puzzle easily. / Margot easily completed the word puzzle.
3 Jennifer completed the memory test perfectly.
4 They are working in the library quietly. / They are quietly working in the library.
5 Patricia plays tennis regularly. / Patricia regularly plays tennis.
6 Amazingly, Jason got one hundred per cent right on his maths test.

4

2 **Luckily**, there are some easy things you can do.
3 One way is to try juggling, but understand that you might not make progress **quickly**.
4 **Fortunately**, there are many videos of people juggling.
5 You can find them online **easily**. / You can **easily** find them online.
6 Try these techniques and **hopefully** you'll improve your hand-eye coordination

5

1 Fortunately 2 immediately 3 quietly
4 correctly 5 obviously 6 easily

7

1 comfortable 2 camera 3 vegetable
4 temperature

8

1 chocolate, actually 2 Mystery, favourite
3 family, business 4 several, restaurants

10.3 Look, no hands!

1 c

2

1 brain
2 is not
3 communicate in new ways
4 privacy
5 doesn't want
6 not being able to hear

3 b

4

1 T 2 F 3 T 4 F 5 NG 6 T 7 T

5 (Example answer)

I think that brain implants are a good idea. The advantage of being able to help people with disabilities and diseases is more important than the possible problems, such as side effects.

6

1 d 2 c 3 f 4 a 5 e 6 b

7

1 don't mind 2 changed his mind 3 mind
4 do you mind 5 make up 6 offered to mind

10.4 A headset that reads your brainwaves

1 a

2

1 It allows users to see, touch and move holograms as if they were physical objects.
2 Greg Gage's experiment
3 his work on ways for two minds to send messages brain to brain

3

1 paralyzed 2 inexpensive 3 hologram

10.5 It'll make your life easier

1 They think it will benefit busy people like business people and students.

2 Students' own answers

3 (Example answer)

Dear Joel, Thank you for your email. I'm really pleased that you like Mind Delivery. At the moment, the menu includes 150 different dishes from twenty different countries. However, we will be adding more food soon. The headset is £700 and it can be ordered from our website www.minddelivery.com. It comes with detailed instructions on how the headset works and how to set it up. There is also a fee of £80 a month to cover the cost of any food that is delivered to you. Please let me know if you have any other questions about the product.
Best wishes,
Julia

UNIT 11

11.1 Nature at its best

1

1 gorgeous 2 go for a walk 3 go on 4 in
5 on 6 go 7 go for 8 flat

2

2 go on 3 breathtaking 4 a 5 camping
6 go 7 mountainous 8 on top of
9 in 10 the coast 11 on 12 island
13 diving

3

1 T 2 F 3 T 4 F

4

1 a 2 a 3 c 4 b 5 c

5

2 e 3 b 4 f 5 d 6 a

6 (Example answers)

1 I like to go walking in the Lake District. There are lots of lakes and mountains and it's really pretty.
2 I usually see lots of wildlife, such as red squirrels and wild ponies.
3 Yes, I'd love to. I think the view from the top would be breathtaking.

11.2 Have you ever seen a bear?

1

1 climbed 2 has 3 done 4 had 5 has
6 camped 7 been 8 made

2

1 climbed 2 seen 3 swum
4 haven't visited

3

1 b 2 a 3 a 4 b 5 a 6 a

4

1 Have you ever seen a bear in the wild?
Yes, I have.
2 Have they ever been to Machu Picchu?
No, they haven't.
3 Has your brother ever climbed a mountain?
Yes, he has, and so have I.
4 Has Anna ever camped in a forest?
No, she hasn't, and neither have I.

5

1 has been described **2** has lasted
3 has made **4** has brought **5** has visited
6 went **7** named

7

1 b **2** a **3** a **4** b **5** b **6** b

8

1 They've never visited a farm.
2 She always enjoyed going for a walk.
3 We planted a tree in the garden.
4 He's always loved nature.
5 I've had such a great trip.

11.3 Small is beautiful

1 b

2

1 increase monarch butterfly numbers, reduce the number of honeybee losses in the winter and fight CCD
2 no one understands what causes CCD
3 banning certain pesticides

3 b

4

1 b **2** b **3** a

5 (Example answer)

I think protecting land will be effective. I also think increasing monarch butterfly numbers is a good idea, but the article doesn't say much about this so it's hard to tell if it will be effective. I think the third part of the plan, reducing the loss of honeybees, will only be effective if the pesticides that kill them are banned.

6

1 run out **2** carry out **3** get out **4** find out
5 look out **6** throw out **7** help out
8 try out

7

1 carry out **2** run out **3** find out
4 throw out **5** look out **6** help out
7 try, out **8** get out

11.4 The hidden beauty of pollination

1

1 c **2** a **3** b

2

1 Schwartzberg and Greenberg
2 because they help in the process of pollination
3 He uses powerful microscopes.

3

1 microscope **2** invisible **3** astonishing

11.5 Getting out into nature

1 Butterflies and Oak Forest

2 Students' own answers

3 Students' own answers

UNIT 12

12.1 Recent discoveries

1

1 discovered **2** ruins **3** tomb **4** artefacts
5 pottery **6** excavate

2

1 fossil **2** inspect **3** artefact **4** pottery
5 tomb

3

1 a **2** b **3** c

4

1 b **2** a **3** a

5

1 d **2** e **3** f **4** a **5** b **6** c

6 (Example answers)

2 ancient tomb / ruin / building / fossil
3 about / around / approximately
4 discovered / located
5 looking / searching
6 excavated / discovered / identified

12.2 Amazing finds

1

1 A **2** P **3** A **4** P **5** P **6** P

2

2 say **3** is thought **4** were found **5** were decorated **6** were owned **7** was discovered **8** found **9** believe that **10** were used

3

1 They ~~were~~ found the gold in the tomb.
2 Pompeii **was** covered in volcanic ash.
3 The ship **was** last seen on 13th October, 1598.
4 The monument **was** built for the king in 1772.
5 The *Titanic* **was** discovered in 1986.
6 The Egyptian team ~~was~~ identified the tomb.
7 The museum is visited **by** lots of people.
8 Special equipment was **needed** to clean the artefacts.

4

1 Are the tombs covered in paintings? No, they aren't. / No, they're not.
2 Where were the fossils discovered? They were discovered in Somalia.
3 Is the museum visited by many people? Yes, it is.
4 Are the caves protected? No, they aren't. / No, they're not.
5 When were the ruins found? They were found in 2002.

5

1 the Orkney islands
2 1850
3 They were buried for thousands of years.
4 1,500 metres
5 to protect the site from the sea

7

1 /aɪ/ **2** /aʊ/ **3** /eɪ/ **4** /ɔɪ/ **5** /aʊ/ **6** /aɪ/

8

1 c<u>oi</u>n, found, b<u>y</u>
2 H<u>ow</u>, ab<u>ou</u>t, n<u>a</u>ture
(Note that the /əʊ/ sound in *g<u>o</u>ing* is also a diphthong.)
3 Wh<u>y</u>, dec<u>i</u>de, st<u>ay</u>
4 M<u>y</u>, c<u>ou</u>nted, <u>ei</u>ght
5 t<u>y</u>pe, fl<u>ow</u>ers, th<u>ey</u>
6 H<u>ow</u>, f<u>i</u>ve, destr<u>oy</u>ed

12.3 It's in his bones

1

1 c **2** a

2

1 T **2** T **3** F **4** F **5** T

3 c

4

1 b **2** c **3** c

5 (Example answer)

I think the Age of Exploration affected traders positively as it led to the discovery of new items to trade, as well as many new countries and people to trade with. This probably helped many traders become rich.

6

1 c **2** a **3** d **4** f **5** b **6** e

7

1 d **2** c **3** f **4** b **5** e **6** a

12.4 How we unearthed the Spinosaurus

1 b

2

1 Kenneth Lacovara **2** Paul Sereno
3 Jack Horner

3

1 extremely **2** wide **3** search for

12.5 What have you found?

1 She was planting a tree behind her house.

2 Students' own answers

3 Students' own answers

Audioscripts

TRACK 1

Monarch butterflies have amazing orange, black and white patterns. They are mainly found in the United States and Canada, and they travel to warmer places in the winter. Some go to California, but most fly to Mexico, a distance of almost three thousand miles.

But the monarch butterfly is in trouble. Its population began to decline over twenty years ago. One reason for this is climate change. Hotter summers and colder winters, as well as extreme rain and dry weather, have all caused problems for the monarchs. Another reason is that chemicals used in farming are affecting the monarchs' food source.

The monarch butterfly population has dropped by eighty per cent since the early 1990s, and it is now listed as a near-threatened species. However, there is good news for the monarchs. Several conservation projects are working hard to protect them and, in 2016, a survey showed an increase in their numbers.

TRACK 2

A: What is the World Wildlife Fund?

B: The World Wildlife Fund, or WWF, is an international organization. It protects wildlife and the environment.

A: Is the World Wildlife Fund working on projects in many countries?

B: Yes, it is. There are WWF projects in more than one hundred countries.

A: Does the WWF get all its money from the government?

B: No, it doesn't. It gets some money from governments, some from large companies and most from public donations.

TRACK 5

/s/: elephants, hops /z/: eyes, monkeys, penguins, zebras

TRACK 6

I can't stop thinking about the pig-nosed turtles. Before today, I'd never even heard of them. I get so upset when I think about any creature becoming extinct. And worse, it's our fault – human beings, I mean.

I did a bit more research on them and read some really sad news. Pig-nosed turtles are the last surviving members of their particular family of turtles – the very last – that's awful. We have to save them.

To be honest, I really believe that we'd hear more about pig-nosed turtles in the news if they were cute, like sea lions or pandas. Do you think they're ugly? I think they're kind of cute. Well, cute or ugly, we must protect them. Pig-nosed turtles are amazing, and I'm glad that things are improving for them at last.

TRACK 7

I got married early last year. My wife's name is Rebecca. We have one child – a one-month-old daughter named Caitlin. We hope to have another child someday.

Right now Rebecca, Caitlin and I live with Rebecca's parents. They have a small house but we're very comfortable. We're saving our money and hope to buy our own house soon.

Rebecca has a younger brother named Casey. He's nineteen years old and at university. He's studying to be a teacher. Casey is a lot of fun to be around. I don't have any brothers, so Casey is the closest thing I have.

TRACK 8

M = Maggie T = Todd

M: Hello?

T: Hey, Maggie. It's Todd. Are you busy?

M: Oh, hi Todd. I'm just studying. But I could do with a break.

T: Cool. Listen, are you doing anything on Friday night?

M: Um, yeah, I'm meeting Beth at the library at seven o'clock. We're going to study for our Spanish test.

T: Oh, OK. Well, how about Saturday?

M: Saturday is pretty full too. My sister is coming for a visit so I'm meeting her at the train station at noon. We're going to have lunch and then go shopping. At ten o'clock that night I'm taking her to a dance club.

T: You sound really busy.

M: But Sunday is OK. My sister is leaving at two so I'm free after that.

T: Really? Do you want to go to the art gallery? There's a really cool modern art exhibit there. Sunday is the last day.

M: Maybe we can meet at the gallery at three o'clock. Does that work?

T: Perfect! I'll see you then. Text me when you get there.

TRACK 10

A: What are you going to do tonight?

B: Um ... I'm not sure.

A: Well, I think I'm going to go to the cinema. Do you want to come?

B: Sure! What do you want to see?

TRACK 11

1 Where are you going to go later?

2 Does your brother want to join us?

3 What do you want to do after graduation?

4 Do you think it's going rain?

TRACK 12

The Genographic Project makes it very easy to take part and find out about your ancestors. Here's what you need to do.

You start by buying a kit. Inside is a tube. You provide a saliva sample and then send it in the post. There's no blood test, your saliva has all the DNA that is needed.

Geneticists receive your DNA sample and run some tests. They look at thousands of genetic clues to find out about your early ancestors. There's also an exciting test to see if you are related to our cousins, the Neanderthals.

Neanderthals split from humans around 500,000 years ago. We humans first left Africa about 60,000 years ago, when Neanderthals were still alive in Europe and Asia. It seems that our ancestors met, leaving a small genetic trace of these ancient relatives in our DNA. With the test, you can learn if you have any Neanderthal DNA.

TRACK 13

A: My favourite novel? It's definitely *Wolf Hall* by Hilary Mantel.

B: Why do you like it?

A: Well, it's realistic because it's based on a true story. The setting is England in the 1500s, and the characters are based on real people in British history. The way Hilary Mantel describes them is amazing.

B: Sounds great!

A: It really is. And it's already been made into a popular television series. So, what's yours?

B: Oh, that's easy. My favourite novel is set in Tokyo, Japan. It's *The Wind-up Bird Chronicle* by Haruki Murakami.

A: Hrm, I don't think I know that one. Is it complicated?

B: Well, yeah, quite complicated ... It's a bit like science fiction. It's difficult to describe.

A: That's unusual, isn't it?

B: Yes, but that's the thing about this author, Murakami. His novels aren't like anyone else's. The stories are really powerful.

A: Wow. So, do you think I should read it?

B: Um, I recommend that you read Murakami's previous novel, *Norwegian Wood*, first.

TRACK 14

A: Hey, what are you reading right now?

B: This excellent novel. It's called *The White Tiger*. Do you know it?

A: Um, I don't think so. Who's the author?

B: Aravind Adiga.

A: Aravind Adiga? Is he still alive?

B: Oh, yes. He was born in 1974. He's still alive.

A: Is he an African novelist?

B: No, he's from India. All of his books are set there. He lives in Mumbai.

A: So what's the book about?

B: Well, it's about a lot of things, but the main character, Balram, wants to escape being poor. He does something terrible, but I'm not going to tell you what it is!

A: Wow. Sounds interesting. Will you lend it to me when you finish reading it?

B: Absolutely.

TRACK 16

Native speakers often drop the /v/ sound in *of*. However, if the word that comes after *of* begins with a vowel sound, then the /v/ sound is usually pronounced.

TRACK 18

Reading is one of my favourite hobbies. I read all the time, and I don't stick to a particular genre; I like reading all types of novels. I generally ask friends and family members for recommendations, and I also use reviews to help me decide what I'll read next. For this reason, I was glad to find Tony Miller's three reviews today. I thought his short description of each novel was very interesting. I mean, he provided just enough information to give you a real sense of each book. Actually, I've already read one of the novels. I read *Anya's Ghost* last year, and like Tony Miller, I really liked it. In fact, I usually recommend it to people who want to give graphic novels a try. I was kind of disappointed that Miller wasn't more positive about *Gray Mountain*. I usually like everything by John Grisham, but I might avoid this one. I've decided I'm going to read *Fahrenheit 451* first. It sounds fascinating!

TRACK 19

1 Hi, my name's Linda. I recently heard a new song on the radio. I have no idea who it's by but it was really lively and upbeat. I felt really cheerful after listening to it. It's definitely going to be one of my favourites!

2 I'm Mark. I just started taking vocal lessons from my next-door neighbour. She's trying to help me to sing better. The problem is I don't like her taste in music. She likes easy listening, which to me is so boring.

3 Hi, I'm Susan. I went to an amazing concert last night. It was an electronic band and they had this really cool rhythmic sound. I felt full of energy so my friends and I went dancing afterwards.

TRACK 20

W = woman M = man

W: I made a playlist for tomorrow's party. Do you want to take a look?

M: A playlist! That's a great idea. I'd love to see it. Oh, I love that band. And I see you have my favourite song on here. But I think there are too many hip-hop songs on your list. Not everyone is into hip-hop, you know.

W: Yeah, that's true.

M: I don't see any heavy metal here.

W: Well, I actually hate heavy metal. That's why I don't have any.

M: That's too bad. I kinda like heavy metal. How about electronic music? Did you include any?

W: Oh yes, a lot! I want people to dance at the party. Parties with no dancing are boring, don't you think?

M: Absolutely!

TRACK 24

Running and music are a great combination. This is why there is a new device on the market called a smart trainer. It's a headset that includes music – about four thousand songs – as well as GPS technology and a heart monitor.

With the smart trainer you can listen to different training plans, such as cardio or fat burn. Based on your speed and heart rate, the 'coach' will tell you to slow down or speed up. It will then encourage you to keep going by playing an appropriate song for you.

I like all the technology in the smart trainer – it's more than just a music player or smart watch. The coach feature is a great idea. And I like that it chooses a song just for me. So what didn't I like? Well, I'm not sure the ear is the best way to measure heart rate. And right now it only chooses music from my own collection. It would be nice if it could suggest songs from other sources. Overall, it's an interesting new device I'm sure many people will want to have.

TRACK 25

M = man W = woman

M: So did you decide which car you want?

W: Um, I think so. Let me show it to you online … here, look.

M: This green one?

W: No, the black one. There.

M: Oh that one. That is nice!

W: Mm, I guess so.

M: You don't sound very sure.

W: Well, it's a really big decision.

M: I know. But it looks like a great car. I like the contrast between the colours on the outside and inside.

W: Yeah, that's pretty cool. And the texture of the seats is amazing, very soft leather, you know?

M: Wow, sounds great. I also like the curved lines at the front. It's a beautiful design.

W: Ah, that's the design element I *don't* like!

M: Really? But straight lines aren't possible there …

W: No, I know. I just mean it looks a bit too round for me.

M: Right. So, are you going to buy it?

W: Umm … I might. I don't know …

TRACK 26

A shield is in the middle of the coat of arms. There is a black border around the shield. A large key and an arrow are crossed in the middle of the shield. The bottom of the arrow is on the left, and the bottom of the key is on the right. Above the shield, there is a crown. There is a lion on the left of the shield, and another one on the right. There is a banner below the shield.

TRACK 29

1 The background colour of my country's flag is blue.

2 I really like the red and green stripes on this flag.

3 This is the most beautiful flag I've ever seen.

4 It's only the second time I've been to this restaurant.

TRACK 30

M = man W = woman

M: What did you think of that article about the Olympic flag?

W: Eh … it was good, I suppose.

M: Good? I thought it was great!

W: Sorry. You know I'm not interested in sports.

M: Yes, but the Olympic Games are about more than sports.

W: Um, I don't understand. What do you mean?

M: OK, I mean it's this huge event that brings people together, people from all over the world.

W: Right. That's true.

M: So that's why I love the Olympic flag.

W: Because of the symbolism?

M: Well, yeah, because the flag reminds us that we're connected to so many other countries!

W: I guess it *is* a pretty cool flag.

M: It's *really* cool! I mean, the world has a lot of problems, but the Olympics are one good thing that we can all share. That flag includes billions of us. It represents us.

W: You know what, I think you're right.

M: Of course I'm right!

TRACK 31

1 There is someone very close to me who is a big inspiration. It's my best friend Kevin. He's amazing because he always seems to have time for everything. For example, he does a lot of volunteer work. I sometimes say I want to do that too, but don't have the time. But he says to just do it – you find the time for things when they are important.

2 Another person who is inspiring to me is Katie. She works next to me and we sometimes have lunch together. She is always making birthday cakes for parties and wants to start a side business. Well, she asked me to join her in selling them. Cool, huh? I really admire her for doing something she loves and for taking risks.

3 And then there's George. He lives next door. He's a painter and he's really good. I don't think he sells a lot, but he's doing what he loves. Well, I started painting too and showed him some of my work. I was really nervous and felt like quitting. But he told me to keep painting. He thought I had a lot of talent.

TRACK 32

My grandmother is a huge inspiration to me. She always gave me great advice. I remember I once had a part-time job that I hated. I wanted to quit but was afraid of not having any money. When I asked my grandmother for advice, she told me to quit my job. I was really surprised. I expected her to tell me to stick with it but she said, 'Follow your passion and find something you love.'

Another time she came to watch me play football. I missed a really easy goal. After the game, she didn't say, 'That's OK. It's just a game.' Instead, she said, 'I know you could have made that goal. You just need to practise more.'

My grandmother never encouraged laziness. One summer, my brother and I spent a weekend with her. We asked to go to the cinema. She said, 'Sure. Have fun.' We wanted her to drive us, but she told us to walk. She said that it was good exercise.

TRACK 35

1 In 1994, my family visited the Grand Canyon.

2 In my opinion, teaching is a great job, but teachers don't make a lot of money.

3 My father always said, 'As long as you've put in your best effort, you can be proud of yourself.'

4 Before I became an architect, I was a graphic designer.

TRACK 36

A: This blog is really interesting. It's by a woman named Kathy Caprino.

B: I don't think I know her.

A: She's a writer and trainer, and is interested in what makes someone inspiring. Several years ago, someone asked her who inspired her. Sadly, she answered no one.

B: I find that hard to believe. She couldn't find one person? Not one?

A: I know, right? But it got her thinking and she started looking at the qualities of inspiring people. She found thirteen qualities, but she says there were three that she considers most important. First, they show bravery by setting their own path.

B: What do you mean?

A: They're not afraid to try new things or change the direction of their lives. Others may not believe in them, but it doesn't matter. They just follow their dreams.

B: That makes sense. Not many people are brave enough to change, since most find change a scary thing.

A: You're right. Second, these inspiring people focus on helping others. They feel satisfied when they spend their time helping other people.

B: That's good. It's really important to think of others instead of yourself. Everything seems to be a race these days, and people are so selfish at times. No wonder people with this quality are so inspiring!

A: That's so true. And third, Caprino says that inspiring people are also amazing storytellers. This means that they have a special way of looking at the world and sharing things through powerful stories. They're able to reach us emotionally through their personal stories.

B: Yeah, I can see that. If they are brave enough to try new paths and go on new adventures, I'm sure they have plenty of stories to share!

TRACK 37

A: Hey, everyone's talking about veganism these days. Since you've been vegan for a few years, could you answer some questions I have?

B: Of course! How can I help?

A: Well, what exactly does vegan mean? Is it the same as being a vegetarian?

B: Well, close. But vegans don't eat any products that come from animals.

A: Ah, so no milk or eggs because they come from animals?

B: Exactly. Or honey or cheese or anything at all that animals produce.

A: Really? But with so many things missing from your diet, is it really a healthier choice?

B: Well, it can be. There are plenty of plant foods that are rich in protein – for example soy and quinoa. Foods such as flaxseed, chia seeds and walnuts are rich in Omega-3. Spinach is rich in iron. It's all about planning out your diet.

A: Hmm… I never thought about that. So what made you decide to become a vegan?

B: Well, for me it's more of an ethical choice. Vegans respect animals. We don't believe in taking advantage of them in any way.

A: I'm curious, is it true that vegans don't wear any clothing made from wool or any footwear made from leather?

B: Yes, because these products come from animals.

A: Um... Was it a hard choice, becoming vegan?

B: No, not at all. If you really believe in something, then you find a way to do it. It isn't really about giving up something. There are lots of other options – healthier, more ethical choices that we can make.

A: Hmm… it doesn't sound as hard as I thought.

TRACK 38

A: Welcome to today's forum. We're exploring the concept of vertical farming – the future of agriculture in most urban cities around the world.

B: What is vertical farming? Can you explain it to us?

A: Sure. Instead of growing food in big, wide fields, we'll grow it inside buildings. We'll plant our food in layers on top of each other.

B: So, do you think we'll use smaller spaces to grow our food?

A: Yes, I do. We'll grow food in tall buildings. For example, we'll have tomatoes growing in separate layers, going up higher and higher.

B: Will it be cheaper to produce food this way?

A: Um, no, it probably won't. We'll have to manage lights and heating in the building so the conditions are right for the plants. That's expensive.

B: Then why do it?

A: Well, in the future, about eighty per cent of the world's population will probably live in cities. If we keep building cities, we'll definitely have less space for farming.

B: And the world's population will definitely increase in the future.

A: Exactly. I don't think we'll manage to feed everyone without finding new solutions.

B: Like vertical farming?

A: That's right.

TRACK 42

Hmm ... Paperfoam? It sounds interesting. I mean, I think it's great that people are developing packaging products that are better for the environment. It's just that, well, I don't know … I'm not sure the public is ready for real change. We all like to *think* we're green, but I think the reality is a bit different. Like, when I order something online, I'd prefer to think of it arriving safely, even if that means using lots of plastic or cardboard. And when I buy fruit or vegetables at the supermarket, well, I feel better about buying the ones that are protected inside packaging. OK, PaperFoam might be natural and better for the environment, but I really don't want to pay higher prices. I'm sorry, but that's the way I feel. And, honestly, I'm pretty sure most people see it that way too. I just don't believe that our habit of over-packaging is going to change unless the alternative product is the same price, or cheaper.

TRACK 43

The city of Medellín, Colombia, did something remarkable. The city council decided to create something called a library park. It's something new – a group of library buildings that are surrounded by green space and are free for

the public to use. Medellín built the first library park in 2005. It was a success. Between then and 2011, the city built nine more.

These library parks are located around the edge of the city and are there especially for people in poorer communities, where libraries and parks are rare. Anyone can come to read, use a computer and enjoy the green space. One of the most beautiful is Parque Biblioteca España, or Spain Library Park, which the King and Queen of Spain opened in 2007.

The idea of library parks is spreading outside Colombia into other parts of Latin America. Rio de Janeiro opened one on 29th April 2010 in the poorer areas of the city. Other cities are looking to build them in the future.

In 2009, the library parks received the Access for Learning Award from the Bill and Melinda Gates Foundation.

TRACK 46

1 Dan is coming, isn't he?
2 Kel isn't from Dublin, is she?
3 The café opens at ten o'clock, doesn't it?

TRACK 47

Our cities are changing fast. And more and more people are moving into urban centres. Big or small, cities are working to improve the lives of their citizens. What are some of the trends that are happening in today's cities?

First, cities are becoming greener. Many cities are working to create green spaces in city centres, and some in Europe are going one step further. They are creating spaces that produce food. The German city of Andernach recently planted fruit trees all around the city. The city's citizens look after them and share the fruit. Other cities are using roof space to create green roofs. In the Austrian city of Linz, all new residential buildings of one hundred square metres or more must have a green roof.

Second, cities are working to reduce traffic. Many cities, such as London, Dubai and Washington, DC, already have car-sharing programmes. More and more cities are pushing for more electric cars. In 2015, Moscow got its first electric car charging spot. Since then, more cities around the world have come up with similar charging spots.

The third trend is that cities are getting higher. Some cities such as Singapore and Hong Kong have no choice because there is no room to grow outward. Other cities build higher and higher for other reasons. Cities such as New York, Kuala Lumpur, Taipei and Shanghai all had the world's tallest building at one point, until a higher one beat the record.

Finally, cities are becoming more connected. This is to make them more pleasant places to live. For example, the city of Santander in Spain has fifteen thousand sensors in place to collect data on pollution, noise and traffic. The city can then use this data to try to solve the problems.

All four of these trends are only going to continue in the future.

TRACK 48

In 2016, British comedian and activist Eddie Izzard did something unexpected. He decided to run 27 marathons in 27 days to raise money for charity. People thought he was crazy to attempt something so challenging. Izzard ran all of these marathons across South Africa. On 23rd February, 2016, he completed the first marathon, and he finished the last one the following month, on 20th March.

It's common for celebrities to support a charity and get members of the public to donate towards that charity. The charity Izzard chose was Sport Relief. Sport Relief uses fifty per cent of the money raised to fund causes in the United Kingdom, and the other half funds international projects. In 2016, Eddie Izzard's marathons raised more than one million dollars for Sport Relief.

TRACK 49

M = man W = woman

M: Hey, did you hear about Marcelo and Mariana's fundraiser?
W: Um, no. What's it for?
M: They're raising money for homeless people here in São Paulo.
W: Oh, right.
M: If I go, will you go too?
W: Well … I don't know. Sorry.
M: But, why? It's a really great cause, and they need our support.
W: I guess I don't see it that way. I mean, a couple of local people organize a small fundraiser … well, it won't make much difference, will it? The homeless problem here is huge!
M: Wait, you think it won't help people living on the streets if Marcelo and Mariana go ahead with this event?
W: Eh, not really. It won't help enough people anyway.
M: Oh, I really disagree with you. Look, even if we only help one person, it'll still be worth it. Come on!
W: OK, OK. If I'm not busy, I'll go.
M: You'll what?
W: Fine. I'll definitely go to the fundraiser!
M: Good.

TRACK 51

1 You need to make a quick decision.
2 We'll never arrive on time.
3 I think they'll want some food.
4 Do you think they'll understand?
5 I really enjoy my new job.
6 We need to get some more help.

TRACK 52

1 Do you think you'll be able to help?
2 We'll be late if we don't hurry.
3 If we're late, he'll be angry.
4 I'll be happy if I pass the exam.

TRACK 53

M = man W = woman

M: That was a good article on the Instead app.
W: Erm, I'm not so sure.
M: What? Why? It's an excellent idea!
W: It's interesting … but I don't think it's the best way to support charities.
M: Because the donations are so small?
W: No, it's not that. I mean it's a lazy way of helping.
M: Sorry, I don't know what you mean. People do something good. Charities get money. What's the problem?
W: Well, apps and social media make it easy to believe we're all suddenly activists, but most people don't get properly involved, or really think about the best ways to help.
M: I see. But Instead is still useful, right?
W: Maybe. But many apps charge a fee, so part of the donations probably goes to the developers.
M: Is Instead one of those?
W: I don't know. I only know that in some cases, a very small amount actually goes to charities.
M: OK, but Instead isn't one of them, right? Or at least we don't know for sure.
W: Fine. I just wish people would think more carefully about where to send their money.

TRACK 54

1
A: What's that?
B: Oh, it's spinach. I read it's good for your brain. I think it helps with concentration. It's good.
A: You're eating it raw?
B: Yeah, I just got it at the farmer's market. I know it's fresh.
A: Well, remember to wash it. I'm not sure it's that clean.
B: Yeah, that's probably a good idea.

2
A: Are you doing a puzzle?
B: I am. I hear these are great at helping you remember numbers more easily.
A: Really?
B: Yeah, I'm hoping they'll help me with next week's maths exam.
A: You think this is going to help you remember?
B: Maybe. It can't hurt.
A: OK. But don't forget to study, just in case.

3
A: Where are you going?
B: To my tai chi class. I started a few weeks ago. I was feeling really stressed and I heard tai chi can help.
A: Is it helping?
B: Yeah, and it's good for my balance too. It's pretty relaxing.
A: Do you think I can join you tomorrow?
B: I think so. But make sure you call first. There's only space for twelve people. Here's the number.
A: Thanks.

TRACK 55

Remembering names is a big challenge for many people. Fortunately, there are some simple tricks that might help you remember.

After someone introduces themselves, repeat their name immediately. You can do this quietly to yourself or you can say it to the person. If you do, make sure to pronounce it correctly.

Another way is to ask about the person's name. For example, you might say, 'So do you go by Jen, Jenny or Jennifer?' You can also ask the person to spell his or her name. Obviously, only do this for longer names or unusual names.

Another idea is to make a mental connection. Make a link in your mind between the person's name and a word or image. Maybe Jeffery reminds you of your Uncle Jeffery. Perhaps Lindsay has the same hair colour as a celebrity named Lindsay. Only do this if you can think of a connection easily.

Try these tips the next time you meet someone. And don't be surprised if someone uses one when they meet you!

TRACK 59

Brain implants are no longer something from science fiction. In medicine, they are already helping people with diseases and conditions that were thought to be impossible to cure.

Also called neural implants, brain implants are small devices that can connect directly to a person's brain. They are usually placed on the outside of the brain and are often used to replace brain functions that no longer work properly. Recently, brain implants have been used to help with symptoms of conditions such as epilepsy, Parkinson's disease and even depression.

Despite their benefits, some people are worried about brain implants. First of all, adding a brain implant still involves a fairly dangerous operation, where a hole is drilled into the skull. Also, there are cases where side effects have been noticed. Some people with brain implants have been known to start behaving differently. There are ethical issues to consider, too. Some people believe that brain implants aren't natural and are against changing the human body in this way.

Others, however, are more positive. In addition to their medical benefits, many see brain implants as an important step in human evolution. Some suggest that there may even come a day when we can all choose to have implants that will enable us to improve the various functions of our brains.

TRACK 60

I don't mind living in the city, but my wife, Ally, does. She's never been happy in London, and she really doesn't want to stay here. Ally's hoping we can move to a small town next year, and I've been getting more excited about the idea, to be honest. I've never lived outside the city, but Ally has. So, we've been spending our weekends driving to different areas of the countryside, looking for the perfect place. We've been to some very pretty villages where we've seen gorgeous houses and amazing scenery. Ally would move there in the morning if she could! We've been saying how nice it'll be to live somewhere quiet and beautiful, and truly enjoy nature every day.

TRACK 61

British-born David Attenborough has been described as the father of nature programmes. In a career that has lasted over sixty years, he has made many nature series and documentaries, and has brought the planet's wildlife and plants into millions of living rooms.

David Attenborough has visited more countries than almost any other person. In 2010, at the age of 84, he went to the North Pole for the first time. In 2016, the British government named a polar research ship RRS *Sir David Attenborough* in honour of this brilliant man's many achievements.

TRACK 63

1 I've lived in the countryside for seven years.
2 She climbed Mount Fuji twice.
3 They worked here for a long time.
4 We've made a decision.
5 He's built a tree house.
6 He's made many nature documentaries.

TRACK 64

1 They've never visited a farm.
2 She always enjoyed going for a walk.
3 We planted a tree in the garden.
4 He's always loved nature.
5 I've had such a great trip.

TRACK 65

W = woman M = man

W: Wow, after reading that article I don't feel confident about this new plan.
M: Why not?
W: Well, they say we'll have to wait to find out whether it's effective or not. I mean, that makes it sound like a big risk.
M: But they have to start somewhere, and at least they're doing something …
W: But what about these pesticides? It sounds like they're a big part of the problem.
M: I know. I'm surprised they're still being used in the US.
W: Exactly! Do we need more studies to prove that those chemicals harm pollinators?
M: Well, I think it's pretty complicated. Anyway, I still feel the plan is a good one.
W: I wish I felt the same way.
M: Hey, don't be so negative! And remember, there are things we all can do to help.
W: There are?
M: Sure. Plant flowers in your garden that will attract pollinators. Don't use pesticides. That kind of thing.
W: Um, that's on a VERY small scale, though.
M: OK, but it still helps.
W: Hmm, maybe you're right.

TRACK 66

1 In 2011, treasure hunters were looking for gold in Lake Michigan when they discovered a mysterious wreck. Researchers believe it could be the 17th-century ship *The Griffin*. The ship was looking for the Mississippi River in 1682. Against the advice of the native Americans, the captain went out during a storm, never to be seen again.
2 In October 2013, scientists in South Africa made an amazing discovery at the bottom of an underground cave: human fossils, including bones and teeth. In 2015, they published the results of their study. They say the fossils are part of a new human species – a species no one identified before. No one knows how old the fossils are.
3 Another important discovery is the Maine penny. This silver coin from Norway is over a thousand years old. An American man found it on 18th August, 1957. How did it get to the state of Maine in the United States? Did early Vikings travel further south than Canada? Its origin is certainly Norse, but how it got to Maine is not at all certain.

TRACK 67

Skara Brae is called the Pompeii of Scotland. Between 50 and 100 people once lived there. It's located in the Orkney islands, a group of islands just north of Scotland.

The site was discovered in 1850 when a terrible storm hit the Orkney Islands. When the storm was over, villagers discovered the village under the sand. But what makes Skara Brae

special? It's between 4,500 and 5,000 years old. It's a site that contains a village of only eight homes. The buildings were well protected so they are in good shape. Why? Because they were buried for thousands of years.

When the village was built, it was 1,500 metres from the sea. Now it's much closer. A wall was built in 1925 to protect the site from the sea. For now, one of the oldest sites in northern Europe is safe.

TRACK 69

1 find
2 crown
3 painting
4 join
5 found
6 die

TRACK 71

The Age of Exploration refers to a period between the mid-15th and 17th centuries. It was a time when European countries explored the world beyond their borders. Many places that were previously unknown to Europeans were discovered during this time, although those places were usually settled by other people.

The age started with the Portuguese discovery of islands in the Atlantic Ocean, and their trips down the coast of Africa. It included Christopher Columbus's later voyages to the Americas in 1492, and the first-round-the-world trip between 1519 and 1522. These three events led to many other discoveries. The English, French and Dutch soon joined Spain and Portugal in exploring the world by sea.

Portugal's Vasco da Gama established a route around Africa to India, landing there in 1498. Researchers believe more than a thousand ships sailed the route between 1498 and 1650. About twenty per cent of these were lost at sea. However, very few shipwrecks have been found and excavated.

