

# FOCUS 5

NL

STUDENT'S BOOK

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GSE: 65-78 CEFR B2+/C1

# FOCUS 5

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B2+/C1

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SAMPLE



	VOCABULARY	READING	GRAMMAR
<b>1</b> <b>The ties that bind</b> <b>DOCUMENTARY</b> p. 112 Remarkable relationships	<b>pp. 4–5</b> Personality and relationships; personality adjectives; collocations; common phrases <b>Reading:</b> A blog post about a grandmother	<b>pp. 6–7</b> An article about friendships in literature <b>Vocabulary:</b> Collocations; word pairs; prepositions <b>Exam Focus:</b> Matching	<b>p. 8</b> Perfect and continuous aspect <b>GRAMMAR</b> <b>ANIMATION</b>
<b>2</b> <b>Learning for life</b> <b>DOCUMENTARY</b> p. 113 The cost of a good education	<b>pp. 16–17</b> Studying and exams; exaggerated synonyms; phrasal verbs; phrases – relaxed/stressed <b>Reading:</b> An article about exam preparation techniques	<b>pp. 18–19</b> An article about studying abroad <b>Vocabulary:</b> Adjectives and adverbs; phrases; collocations <b>Exam Focus:</b> Gapped text	<b>p. 20</b> Speculating <b>GRAMMAR</b> <b>ANIMATION</b>
<b>3</b> <b>Let's eat</b> <b>DOCUMENTARY</b> p. 114 The future of food	<b>pp. 28–29</b> Cooking and eating; food; kitchen/dining sounds; collocations <b>Reading:</b> An article about top chefs' pet hates	<b>pp. 30–31</b> An article about food and happiness <b>Vocabulary:</b> Collocations, psychological terms, word building <b>Exam Focus:</b> Multiple choice	<b>p. 32</b> Transitive and intransitive phrasal verbs <b>GRAMMAR</b> <b>ANIMATION</b>
<b>4</b> <b>The new thing</b> <b>DOCUMENTARY</b> p. 115 Helpful hackers	<b>pp. 40–41</b> Music industry; compounds; phrases to describe success and failure; forming nouns from adjectives <b>Reading:</b> An infographic of the history of recorded music	<b>pp. 42–43</b> Four short articles about technology in sport <b>Vocabulary:</b> Words and phrases; word families; collocations <b>Exam Focus:</b> Matching	<b>p. 44</b> Infinitives <b>GRAMMAR</b> <b>ANIMATION</b>
<b>5</b> <b>All in a day's work</b> <b>DOCUMENTARY</b> p. 116 Big idea, big business	<b>pp. 52–53</b> Employment and career; phrasal verbs – work; colloquial phrases; collocations to describe work and money <b>Reading:</b> An article about interns' experiences	<b>pp. 54–55</b> An article about young entrepreneurs <b>Vocabulary:</b> Collocations; word building <b>Exam Focus:</b> Matching	<b>p. 56</b> -ing forms <b>GRAMMAR</b> <b>ANIMATION</b>
<b>6</b> <b>Journeys</b> <b>DOCUMENTARY</b> p. 117 Ziferblat – a café with a difference	<b>pp. 64–65</b> Travel and sightseeing; phrasal verbs, suffixes – forming adjectives, colloquial phrases <b>Reading:</b> An article about travelling for the first time	<b>pp. 66–67</b> An article about a train journey in the Namib Desert <b>Vocabulary:</b> Verbs of movement; words and phrases; descriptive verbs/adjectives <b>Exam Focus:</b> Gapped text	<b>p. 68</b> Advanced comparative structures <b>GRAMMAR</b> <b>ANIMATION</b>
<b>7</b> <b>Express yourself</b> <b>DOCUMENTARY</b> p. 118 Painting a better world	<b>pp. 76–77</b> Theatre and musicals; exaggerated synonyms; theatre words; compound adjectives <b>Reading:</b> A review of a musical	<b>pp. 78–79</b> An article about the poet Kate Tempest <b>Vocabulary:</b> Word families; collocations <b>Exam Focus:</b> Multiple choice	<b>p. 80</b> Advanced conditionals <b>GRAMMAR</b> <b>ANIMATION</b>
<b>8</b> <b>Text me!</b> <b>DOCUMENTARY</b> p. 119 The Big Data revolution	<b>pp. 88–89</b> Information and the mind; prefixes; verb-noun collocations; phrases with <i>mind</i> <b>Reading:</b> An interview with the author of <i>The Organized Mind</i>	<b>pp. 90–91</b> An article about a fitness mobile game <b>Vocabulary:</b> Phrases; synonyms <b>Exam Focus:</b> Multiple choice	<b>p. 92</b> Reporting verb patterns <b>GRAMMAR</b> <b>ANIMATION</b>
<b>9</b> <b>Future generations</b> <b>DOCUMENTARY</b> p. 120 The real fashion victim	<b>pp. 100–101</b> Global warming; synonyms; environmental problems; animal idioms <b>Reading:</b> An article about meat consumption and global warming	<b>pp. 102–103</b> An article about UN celebrity ambassadors <b>Vocabulary:</b> Collocations; phrases; prefixes <b>Exam Focus:</b> Gapped text	<b>p. 104</b> Inversion after adverbials <b>GRAMMAR</b> <b>ANIMATION</b>

pp. 111E-L Focus on Culture pp. 111M-N Exam Writing pp. 112–120 Video worksheets pp. 121–144 Grammar

WORD STORE BOOKLET Word Stores 1–9, Use of English, Prepositional phrases, Word building, Phrasal verbs, Idioms

USE OF ENGLISH	LISTENING	SPEAKING	WRITING	FOCUS REVIEW	NL
p. 9 Future in the past	p. 10 A talk about first impressions <b>Vocabulary:</b> Collocations; word families <b>Exam Focus:</b> Note completion	p. 11 Speculating about appearance	pp. 12–13 A formal email/letter	pp. 14–15	p. 15A Extra Practice p. 15B Step it Up
p. 21 Accuracy with articles	p. 22 Dialogues about different types of informal learning <b>Vocabulary:</b> Phrases <b>Exam Focus:</b> Multiple choice	p. 23 Giving supporting examples	pp. 24–25 An article	pp. 26–27	p. 27A Extra Practice p. 27B Step it Up
p. 33 Particles in phrasal verbs	p. 34 Monologues about different food experiences <b>Vocabulary:</b> Adjectives <b>Exam Focus:</b> Matching	p. 35 Responding appropriately in conversation	pp. 36–37 A proposal	pp. 38–39	p. 39A Extra Practice p. 39B Step it Up pp. 39C–D Exam Time NL 1: Listening and Reading
p. 45 Sentence modifiers	p. 46 Dialogues about technology <b>Vocabulary:</b> Verbs <b>Exam Focus:</b> Multiple choice	p. 47 Agreeing and disagreeing	pp. 48–49 A review of a product	pp. 50–51	p. 51A Extra Practice p. 51B Step it Up
p. 57 Prepositional phrases	p. 58 A radio programme about job interviews <b>Vocabulary:</b> Word formation <b>Exam Focus:</b> Multiple choice	p. 59 Buying time	pp. 60–61 An essay	pp. 62–63	p. 63A Extra Practice p. 63B Step it Up pp. 63C–D Exam Time NL 2: Reading
p. 69 Words and phrases with <i>ever</i>	p. 70 Monologues about different travel experiences <b>Vocabulary:</b> Phrases <b>Exam Focus:</b> Matching	p. 71 Comparing photos	pp. 72–73 A report	pp. 74–75	p. 75A Extra Practice p. 75B Step it Up
p. 81 Phrases with <i>if</i>	p. 82 Dialogues about the redevelopment of a skatepark <b>Vocabulary:</b> Collocations <b>Exam Focus:</b> Multiple choice	p. 83 Discussing advantages and disadvantages	pp. 84–85 A review of a book/film	pp. 86–87	p. 87A Extra Practice p. 87B Step it Up pp. 87C–D Exam Time NL 3: Listening and Reading
p. 93 Passive reporting structures	p. 94 A radio programme about amateur journalists <b>Vocabulary:</b> Collocations <b>Exam Focus:</b> Multiple choice	p. 95 Adding emphasis	pp. 96–97 A formal email/letter	pp. 98–99	p. 99A Extra Practice p. 99B Step it Up
p. 105 Extra <i>it</i>	p. 106 A talk about an environmental project <b>Vocabulary:</b> Verbs <b>Exam Focus:</b> Note completion	p. 107 Speculating about photos	pp. 108–109 Essay introductions	pp. 110–111	p. 111A Extra Practice p. 111B Step it Up pp. 111C–D Exam Time NL 4: Reading

reference and practice

pp. 145–146 Irregular verbs

pp. 147–154 Word list

p. 155 Key to phonetic symbols

# The ties that bind

*Friendship is certainly the finest balm for the pangs of disappointed love.*

Jane Austen, Northanger Abbey

## DOCUMENTARY VIDEO



### REMARKABLE RELATIONSHIPS

**1** Watch the documentary video. For the worksheet, go to page 112.

1.1

## VOCABULARY

Personality and relationships • personality adjectives • collocations • common phrases

*I can talk about relationships and personality.*

### SHOW WHAT YOU KNOW

- 1 Find phrasal verbs you can use to talk about life and relationships and cross out the verb which does NOT go with the particle(s). Compare with a partner.

1 look / ~~put~~ / take after

2 put / take / fall up with

3 grow / miss / split up

4 depend / live / look up to

5 depend / get / find on

6 put / go / fall out with

- 2 Write two true sentences and a false one using the phrasal verbs in Exercise 1. Can your partner guess which sentence is false?

*As I was growing up, my sister often looked after me.*

myblog.com

## What My Grandmother Means to Me

Today is my dear grandmother's eightieth birthday, so I thought it was a perfect day to conjure up memories of my time spent with

- 5 her, and everything I love and admire about her.



The first thing people notice about her is her diminutive stature! She's tiny and getting smaller. Apparently she once reached the dizzy heights of 1.5 metres and I remember shooting past her at the age of twelve. She may be short but she's always possessed an iron will. If she

10 doesn't want to do something, she simply puts her foot down and refuses. I'm sure this is where I get my **obstinate** nature from. I am always flattered when her friends tell me that I remind them of her and I hope I will be as **unprejudiced** as she is when I reach the ripe old age of eighty. Not many people of her generation would have

15 reacted as she did when I told her I was taking a year out of my studies to backpack around the world. She did not bat an eyelid but nodded in approval and told me she thought I'd have a wonderful time. Even though my grandmother is in her eighties, mentally she's still very **sharp**. I was so proud of her when she learnt to use the Internet

20 so that she could keep in touch with me when I was travelling abroad. I've always been touched by the fantastic presents she buys me. She's **considerate** and kind and always finds the ideal gift.

She's suffered many hardships over the years, more than her fair share – a lost baby, the death of a brother in the war, Grandad's long

25 illness. She doesn't have a bad word to say about anybody. Mind you, she can be wonderfully **irreverent** at times, especially on the subject of politics. I've often thought that the world would be a better place with somebody as **down-to-earth** as she is in charge.



3 Read the blog entry below and answer the questions.

Why does Ruth's grandmother make Ruth feel:

- 1 flattered?
- 2 proud?
- 3 touched?
- 4 thankful?

4 **SPEAKING** Describe your oldest relative to a partner. Use the points and your own ideas. Who has the oldest relative in the class?

- name
- age
- where he/she lives
- relationship to you
- traits you have/haven't inherited
- last time you saw him/her



I love her colourfully cluttered home, which  
 30 always smells of the latest home-baked treats.  
 When I go round now, I still expect to hear the  
 cheerful sound of her **faithful** little dog scuttling  
 to the door. When he passed away suddenly a few  
 years ago, she must have been heartbroken, but as  
 35 always, she put on a brave face and got on with it.

I love her unassuming manner and the way she  
 always sees the best in people. I'm thankful for  
 the miracle of DNA which means I've inherited  
 some of the traits of my beloved grandmother, a  
 40 small lady with an enormous heart.

**WORD STORE 1A** Personality adjectives

5 **1.2** Complete WORD STORE 1A with the adjectives in red in the blog entry. Then listen and check.

6 Complete the sentences with the adjectives in WORD STORE 1A.

- 1 My grandma accepts all people. She is completely \_\_\_\_\_.
- 2 My friend is very \_\_\_\_\_. She always puts other people first.
- 3 Even though he is ninety, my grandfather is still \_\_\_\_\_ enough to do crosswords and sudoku puzzles.
- 4 I think that dogs are more \_\_\_\_\_ pets than cats.
- 5 My brother is very \_\_\_\_\_ – he never compromises.
- 6 She is \_\_\_\_\_ and realistic whereas I am idealistic and impractical.
- 7 He is \_\_\_\_\_, especially towards people in authority.

**WORD STORE 1B** Collocations

7 **1.3** Complete WORD STORE 1B with the correct form of the underlined collocations in the blog entry. Then listen and check.

8 Complete the sentences with the collocations in WORD STORE 1B.

- 1 A(n) \_\_\_\_\_ is an advantage if you're travelling by plane.
- 2 People with a(n) \_\_\_\_\_ can't influence others.
- 3 To reach the \_\_\_\_\_ of an Olympic athlete, you need to make sacrifices.
- 4 Few parents would \_\_\_\_\_ if their teenager had a tattoo done.
- 5 You need a(n) \_\_\_\_\_ if you want to lead.
- 6 No one should have to \_\_\_\_\_ in this day and age.
- 7 \_\_\_\_\_ are always better than bought ones.
- 8 Certain smells can \_\_\_\_\_ of childhood holidays.

**WORD STORE 1C** **EXTRA** Collocations

9 **1.4** Complete WORD STORE 1C with the words in the box. Then listen and check. Write example sentences.

**WORD STORE 1D** Common phrases

10 **1.5** Complete WORD STORE 1D with the highlighted phrases in the blog entry. Then listen and check.

11 Complete the sentences with the correct form of the phrases you have added in WORD STORE 1D.

- 1 If I decided to leave school and get a job, my parents would \_\_\_\_\_.
- 2 I've had \_\_\_\_\_ of bad luck recently.
- 3 Nobody in my family has ever lived to \_\_\_\_\_ of a hundred.
- 4 I can't talk right now – I have to \_\_\_\_\_ my homework.
- 5 Last Saturday, my mum \_\_\_\_\_ and wouldn't let me go out.
- 6 My best friend is a kind person and always \_\_\_\_\_ others.
- 7 If my pet died, I'd find it hard to \_\_\_\_\_ – I'd be too upset.

12 **SPEAKING** Are the sentences in Exercise 11 true for you? Why?/Why not? Discuss with a partner.



## READING

Matching

*I can understand specific details in an article.*

- 1 **SPEAKING** Read the results from a survey into male and female attitudes about friendship. Do you agree with the statements below? Why?/Why not? Discuss with a partner.



### MALES are likely:

- to say they have a lot of close friends or no close friends.
- to be part of a group of close friends.
- to avoid confiding their problems to their friends.
- to have weaker relationships with friends.



### FEMALES are likely:

- to have fewer close friends.
- to make close connections with individuals rather than groups.
- to confide in their friends.
- to take friendships very seriously and invest a lot in them.

- 2 **SPEAKING** Look quickly through the article on friendships in literature. Discuss which of the stories you would most like to read.

### EXAM FOCUS Matching

- 3 Read the article again. Match texts A–F with statements 1–10. Some texts have more than one matching statement.

#### Which section of the article mentions:

- |  |                          |
|--|--------------------------|
| 1 a desire to act to correct an injustice?   | <input type="checkbox"/> |
| 2 one person's resistance to change?   | <input type="checkbox"/> |
| 3 a character's trait which positively influences their companions?                          | <input type="checkbox"/> |
| 4 an opinion on the function of a true friend when faced with a friend's bad behaviour?      | <input type="checkbox"/> |
| 5 friendship within the family?  | <input type="checkbox"/> |
| 6 a difference in social status between two people who are closely connected?                | <input type="checkbox"/> |
| 7 a story related by one friend about the other?   | <input type="checkbox"/> |
| 8 a friendship which endures despite contradictory feelings among the individuals concerned? | <input type="checkbox"/> |
| 9 a friendship that develops despite parents' wishes?  | <input type="checkbox"/> |
| 10 the writer's view on the type of friendships that last longest?                           | <input type="checkbox"/> |

1.6

# Being Friends

Friendships provide some of the most captivating narratives in literature. Each of the stories on this list points to a different facet of friendship and offers insight into what it means to be a good and loyal friend.

## A Huck and Tom

in *The Adventures of Tom Sawyer* by Mark Twain

It is only in chapter six of *The Adventures of Tom Sawyer* that we are introduced to Huckleberry Finn. Homeless and carefree, his father a vagabond, the teenage boy is idolised by the local children and detested by their parents. Bad influence or not, Huck strikes up a friendship with Tom and the boys become inseparable. That's the beauty of a firm and long-lasting friendship – you associate with someone and sing their praises in spite of their shortcomings.

## B Sheila and Margaux

in *How Should a Person Be?* by Sheila Heti

The protagonist, Sheila, is a divorcee in her twenties writing a play. When she realises she is stuck in a rut she meets a gifted painter, Margaux. The woman turns out to be a godsend as she becomes a source of inspiration for Sheila. Both characters in the novel are based on real people: the writer herself and her friend, whose relationship shifts and evolves as deep friendships do. It sustains itself although it has its ups and downs. On the one hand, the women sometimes quarrel about insignificant things like a dress. On the other hand, however, as she underlines in the prologue, the author appreciates that Margaux is such a laid-back person and that her easy-going attitude to life infects her circle of friends.

## C Amir and Hassan

in *The Kite Runner* by Khaled Hosseini

True friends never part and the friends we make when we're very young stay with us forever. Two boys grow up together in Afghanistan. One, Amir, comes from a wealthy, privileged background, the other, Hassan, is poverty-stricken, his caste shunned by all others. But this division can't prevent the bonds of friendship from developing and the boys are inseparable. When he's needed, Amir returns to his homeland to redress past wrongs done to his truest companion.





**D Meg, Jo, Beth and Amy**  
in *Little Women* by Louisa May Alcott

*Little Women* proves that your blood relations, however different they are from you, can establish an **unbreakable** tie with you and become your most intimate friends. The novel is the story of a nuclear family consisting of four sisters, aged from twelve to sixteen, and their mother. This is a rough time for both the family and the country – the father is away serving as chaplain in the US Civil War. The second oldest, Jo, doesn't condone the idea of any of them ever getting married because she feels this would destroy the emotional bond between them. But as they pass from girlhood to womanhood, Meg, Jo, Beth and Amy remain **devoted** friends and **back** one another **unconditionally** against all the odds.

**E Horatio and Hamlet**  
in *Hamlet* by William Shakespeare

Best friends stand by you through thick and thin and Prince Hamlet is in dire need of succour. King Hamlet was assassinated by his brother, Claudius, who married the protagonist's mother shortly after the murder to ascend the throne of Denmark. King Hamlet's ghost pleads with his son to avenge his tragic death and the young prince decides to feign madness in order to confuse his enemies. Horatio, Prince Hamlet's faithful friend, is the only person that can be trusted with his morally controversial plans. Hamlet's attempt on Claudius's life fails and (SPOILER ALERT! But is there anyone who doesn't know this classic story?) after a series of bloody murders Horatio is the only survivor to recount the protagonist's story. Had Hamlet lived, he would definitely have **appreciated** his loyal friend's love and unwavering support that proved to be stronger than life.

**F Jules, Ethan, Jonah, Cathy, Goodman and Ash**  
in *The Interestings* by Meg Wolitzer

Six artistically gifted teenagers, Jules, Ethan, Jonah, Cathy, Goodman and Ash, meet at a summer camp in 1974. They form a group called 'The Interestings', which is the starting point for a lifelong **bond**. This compelling story tracks the characters' lives over a period of several decades. Their friendship is a **complex** one and Wolitzer manages to show a full range of emotions in a very accurate portrayal of the multiple relationships they develop within the group. Love and **resentment**, equanimity and jealousy are all involved. At the end of the day, being **envious** of a friend is just as natural as being happy for them. The reader sees the characters growing up and slowly aging as the sequence of events unfolds over time. It is incredibly interesting to observe how their friendship adapts to the ever-changing conditions of life.

**4 Complete the text with the correct form of the words in blue in the article.**

You make a lifelong <sup>1</sup>**bond** with a friend. It's a tie that is <sup>2</sup>\_\_\_\_\_. Of course, as you get older, the relationship develops and it <sup>3</sup>\_\_\_\_\_ and <sup>4</sup>\_\_\_\_\_. If that doesn't happen, then you can't <sup>5</sup>\_\_\_\_\_ the friendship and you stop being friends. A <sup>6</sup>\_\_\_\_\_ friend will always <sup>7</sup>\_\_\_\_\_ and <sup>8</sup>\_\_\_\_\_ you no matter what your <sup>9</sup>\_\_\_\_\_ are. They will accept you <sup>10</sup>\_\_\_\_\_. It's true that friendships are <sup>11</sup>\_\_\_\_\_ and that makes them difficult to describe. I don't believe a good friend ever feels <sup>12</sup>\_\_\_\_\_ or is <sup>13</sup>\_\_\_\_\_ of what you have. A true friend will always be happy for you.

**WORD STORE 1E** **Word pairs**

**5 Complete WORD STORE 1E with the words in the box. Use the article to help you if necessary. Then write example sentences.**

**6 Complete the text with the words in the box. Use the article to help you if necessary.**

**associate bond count envious faced**  
**facet insight portrayal stand trust**

The article helps us to understand how complex friendships can be and gives us some light-hearted <sup>1</sup>**insight into** the different ways that they can work. Each section reveals a different <sup>2</sup>\_\_\_\_\_ **of** friendship. The article gives a <sup>3</sup>\_\_\_\_\_ **of** the relationship and of the <sup>4</sup>\_\_\_\_\_ **between** different kinds of people. It shows how people sometimes <sup>5</sup>\_\_\_\_\_ **with** people from different backgrounds and how friendship is often a mixture of good and bad feelings: <sup>6</sup>\_\_\_\_\_ **with** difficulties friends can be <sup>7</sup>\_\_\_\_\_ **of** each other as well as willing to <sup>8</sup>\_\_\_\_\_ **by** and support each other. In the end, though, friends <sup>9</sup>\_\_\_\_\_ each other **with** all their secrets because they know a true friend will always be loyal. You just know you can <sup>10</sup>\_\_\_\_\_ **on** them to sing your praises!

**7 SPEAKING** Discuss one of the topics below using words in WORD STORE 1E, Exercise 4 and 6.

- A relationship with a childhood friend that has evolved over the years.
- A difficult relationship with a sibling.
- A film about friendship that you have seen.



# 1.3

## GRAMMAR

Perfect and continuous aspect

*I can use perfect and continuous aspect.*

1 **SPEAKING** Look at the photo in Exercise 2. Discuss why the man and the dog are such good friends.

2 Read the article and answer the questions.

- 1 How did the friends meet?
- 2 Why do you think the story was so popular?

### Arthur the Racing Dog

A team of Swedish athletes **were taking part** in a gruelling adventure race in Ecuador, when they came

5 across Arthur (as he is now known). This homeless dog **had been wandering** around their camp, looking for food. No one knew where  
10 he **had come** from but one meatball was enough to buy his undying friendship. From then on, he stuck with the team through mud and  
15 cold water and, 430 miles later, Arthur crossed the finishing line with his new friends. The story caught the imagination of the world's press and Arthur **has become** a celebrity. His reputation  
20 **is growing** and he **has been working** hard for a new charity, the Arthur Foundation, which collects money to look after other homeless dogs in Ecuador. But Arthur's racing days are over. He cheers his teammates on from the comfort of his new home in Sweden. One day the team will  
25 hopefully bring home first prize. They **won't have forgotten** Arthur who **will have been waiting** patiently to congratulate them. And you can be sure he **will be looking forward** to taking an active part in the celebrations!



Man's best friend

3 Read the GRAMMAR FOCUS and find an example of each tense in the text in Exercise 2. Explain why each aspect is used.

#### GRAMMAR FOCUS

##### Aspect

- You use the **continuous aspect** to describe an action in progress at a point in time and/or an action that continues over a period of time. You then use the **Present Continuous, Past Continuous and Future Continuous**.
- You use the **perfect aspect** to show a link between two time periods (e.g. two actions). You then use the **Present Perfect, Past Perfect and Future Perfect**.
- The two aspects can be combined. The **perfect continuous aspect** shows that an action has been, was or will be in progress before a point in time. You then use the **Present Perfect Continuous, Past Perfect Continuous and Future Perfect Continuous**.

4 Choose the correct option.

Noble, an old sheepdog, <sup>1</sup>*had lost* *had been losing* his sight for years until he went completely blind. He was confined to the kitchen but then help came in an unexpected form. Tiger, a young cat, <sup>2</sup>*was adopting* / *had adopted* the farm as his home. He was bullied by other cats so he decided to befriend the old dog. When the other cats <sup>3</sup>*were bullying* / *had bullied* him, Tiger would run to Noble. Since then, the friendship between the animals <sup>4</sup>*has grown* / *was growing*. They sleep together in Noble's bed and eat out of the same dish. But the most amazing thing is that the cat <sup>5</sup>*was becoming* / *has become* Noble's guide. Tiger <sup>6</sup>*has opened* / *was opening* new doors for him, literally and figuratively. At the end of this month, Tiger <sup>7</sup>*will have been living* / *has been living* at the farm for just over a year and the change to both of their lives has been amazing.

5 Complete the story with the correct form of the verbs in brackets.

I <sup>1</sup>*had been wanting* (want) a dog and I was happy when Dad brought home a puppy. Dad <sup>2</sup>\_\_\_\_\_ (discover) him on the street on his way home from work. As of yesterday, our dog <sup>3</sup>\_\_\_\_\_ (live) with us for over twelve years. He <sup>4</sup>\_\_\_\_\_ (have) a very happy life but now he's very old. He <sup>5</sup>\_\_\_\_\_ (find) it difficult to walk and he's almost deaf. By this time next week, he <sup>6</sup>\_\_\_\_\_ (have) an operation on his hip. If the operation goes well, he <sup>7</sup>\_\_\_\_\_ (play) in the garden in a few weeks.

6 **SPEAKING** Think of a story to go with the photo. Discuss with a partner and make notes about what:

- happened before the animals met,
- happened the first time they met,
- is happening in the present,
- will happen in the future.



7 **SPEAKING** Change pairs and tell each other your version of the story. Use as many verb forms as possible. Are your versions very different?

Grammar pages 121–122

## 1.4

## USE OF ENGLISH

Future in the past

*I can use a range of tenses and expressions to talk about plans made in the past.*

- 1 **SPEAKING** Look at the post. Discuss why this person is giving away a free airline ticket.



Is your name Elizabeth Gallagher? Are you from Canada? Contact me to get a free round-the-world ticket!

Submitted 1 day ago • by Jordan

**Air Company** *Have a nice flight*

Name of passenger ELIZABETH GALLAGHER			
From New York	Flight IAF123	Date 21 DEC 14	Time 07:15
To Milan			
Gate 05	Boarding till 06:40	Seat 15A	

Name of passenger ELIZABETH GALLAGHER			
From New York	Flight IAF123	Date 21 DEC 14	Time 07:15
To Milan			
Gate 05	Boarding till 06:40	Seat 15A	

- 2 **1.7 SPEAKING** Listen to a short news story about the post in Exercise 1. Discuss the questions.

- Was your guess correct?
- Would you give a ticket to a complete stranger? Why?/Why not?
- Would you go on the trip? Why?/Why not?

- 3 **1.7** Listen again and choose the options you hear.

- They were *on the verge of taking* / *about to take* a romantic trip.
- They were *going to* / *planning to* travel around the world.
- They would *have* / *spend* Christmas Day in Vienna.
- They were *visiting* / *seeing* eight countries.
- It was *to* / *going to* be the trip of a lifetime.
- But shortly before the trip was *supposed to* / *due to* take place, the couple split up.
- He wasn't *planning on missing out* / *about to miss out* on the trip as well.
- He also wanted to share the ticket with someone who would not otherwise *go on* / *be able to afford* the trip.

- 4 Read the LANGUAGE FOCUS and find another example in Exercise 3 for each future in the past form.

## LANGUAGE FOCUS

## Future in the past

- You can use a number of verb forms to talk about an event or plan that was in the future at a point in the past.

## Past Continuous

They **were visiting** eight countries.

was/were **going to**

They **were going to** travel around the world.

would/wouldn't

They **would spend** Christmas Day in Vienna.

- You can also use phrases with **be** to talk about intentions you had in the past.

They **were on the verge of** taking a romantic trip.

Other phrases: **be about to** (go), **be supposed to** (fly), **be on the point of** (starting)

- 5 Complete the text with the words in the box.

(about going point was wasn't would)

When I was about fifteen, I went through a rebellious phase. I'd decided that school wasn't for me and I was <sup>1</sup>*about* to leave. I <sup>2</sup>\_\_\_\_\_ intending to take any exams and I didn't have any clear ideas about what I <sup>3</sup>\_\_\_\_\_ do once I left. Then, just as I was on the <sup>4</sup>\_\_\_\_\_ of leaving, a new Maths teacher took over our classes. Little did I know that he <sup>5</sup>\_\_\_\_\_ going to be the person who changed everything for me. He was funny and clever and he wasn't <sup>6</sup>\_\_\_\_\_ to let me leave school without a clear plan. He introduced me to coding and opened a door to my future as a software developer.

- 6 **USE OF ENGLISH** Rewrite the sentences using the words in capitals.

- He was about to start a new course that week. **BEGINNING**
- I was seriously considering selling my guitar. **VERGE**
- I was sure the exam results were going to decide my future career. **WOULD**
- I knew exactly what I was going to do for the next six months. **DOING**
- We had to be home at eleven o'clock. **SUPPOSED**

- 7 Match the plans in Exercise 6 with what actually happened.

- But that felt very restricting, so I did something impetuous.
- But I was wrong! I went on to do a completely different job.
- But it was cancelled at the last minute.
- However, my grandmother persuaded me not to.
- But time slipped by and it was three a.m. when we eventually got home!

4

☐☐☐☐

- 8 **SPEAKING** Think of a time when you had to change your plans. Discuss what happened. Use as many of the forms from the LANGUAGE FOCUS as possible.



Note completion

*I can understand specific details and identify a chronological sequence in an extended description.*

- 1 **SPEAKING** Read the sayings and discuss what they tell us about first impressions. Which one best reflects your experience? Why?

- 2 **1.8** Listen to Jen talking about an experiment which explores how we form first impressions and answer the questions.

- What did she have to do?
- Did her friend's group have to do the same?
- What did the experiment show?

A *Don't judge a book by its cover.*

B *It takes seven seconds to make a first impression.*

C *You never get a second chance to make a first impression.*

D *First impressions last forever.*

## EXAM FOCUS Note completion

- 3 **1.8** Listen again and complete sentences 1–8 with a word or a short phrase.

- Jen was interested in the experiment because she was writing a(n) \_\_\_\_\_ about the same topic that semester.
- During the experiment, Jen learnt that some of the people often did \_\_\_\_\_.
- Jen thought that a \_\_\_\_\_ might be part of the next step in the experiment.
- Jen found the second part of the experiment very \_\_\_\_\_ as she had so little time to make judgments.
- Her friend had a different \_\_\_\_\_ in the second part.
- Jen's friend was given a \_\_\_\_\_ time to get her impression.
- Jen felt \_\_\_\_\_ when she found out that some of the information was false.
- Jen thought the fact that our first impressions are based on physical appearance alone was quite \_\_\_\_\_.

- 4 Put the stages of the experiment in the correct order.

- The volunteers were divided into two groups. ☐
- They looked at the faces again and categorised them as trustworthy or untrustworthy. ☐
- The researchers chose some photos of various people and added some info about each person. ☒ 1
- They had volunteers study the faces and the descriptions and try to remember as much as possible. ☐
- The team explained the background to the test. ☐

- 5 **SPEAKING** Discuss the questions.

- Would you like to participate in such a study?
- Were you surprised by the results? Why?/Why not?
- If you were a scientist, would you carry out this experiment in the same way?

## WORD STORE 1F Collocations

- 1.9** Complete WORD STORE 1F with the words in the box. Then listen and check.
- Complete the sentences with the collocations in WORD STORE 1F.
  - He often volunteers for various kinds of \_\_\_\_\_.
  - He got into trouble with the police and ended up with a(n) \_\_\_\_\_.
  - My aunt's life changed in a(n) \_\_\_\_\_ when she met her future husband: it was love at first sight!
  - I thought of her as a(n) \_\_\_\_\_ and was shocked when she was arrested.
  - She was arrested for the \_\_\_\_\_ of shoplifting.
  - I had no reason to distrust him but I just did. It was a(n) \_\_\_\_\_.
- Think of characters or real people who match the descriptions in Exercise 7. Tell your partner.
- 1.10** Complete the table with the correct form of the words in the recording. Then listen and check.

NOUN	VERB	ADJECTIVE
1 <u>coincidence</u>	coincide	_____
2 _____	contradict	_____
3 <u>impression</u>	_____	_____
4 _____	_____	long
5 <u>volunteer</u>	_____	_____

- 10 **SPEAKING** Think of the last new person you met and discuss the questions.

- Where did you meet?
- What was your first impression? Why did you think this?
- Has your opinion of this person changed since you met? Why?/Why not?

## 1.6

## SPEAKING

Speculating about appearance

*I can introduce and justify my speculations about a person's appearance.*

- 1 Look at the photos and descriptions. Which person best fits each description? What other words or phrases would you use to describe the people?

- free and easy
- pensive and melancholic
- takes himself/herself too seriously
- aloof and distant
- introspective and thoughtful
- has got all the time in the world
- uptight and anxious
- fun-loving and content

A



B



- 2 **SPEAKING** Compare your answers in Exercise 1 with a partner. Were they similar? Give reasons for your answers if they were different.
- 3 **1.11** Listen to Chris and Jess talking about one of the photos. Which one is Jess describing? Which phrases does she use from Exercise 1?

- 4 **1.11** Read the SPEAKING FOCUS and complete the text with one word in each gap. Then listen to Jess again and check.

Well, she <sup>1</sup> \_\_\_\_\_ a bit of a mystery. I mean, kind of aloof and distant, not really the free and easy type. I can't really see much of her because of the low light but I can just make out her facial expression. At first <sup>2</sup> \_\_\_\_\_, I thought she looked a bit pensive and melancholic or even as if she might be angry or upset. But, on closer <sup>3</sup> \_\_\_\_\_, I'd say, although she looks introspective and thoughtful at the same time she seems happy ... or maybe content is the right word. <sup>4</sup> \_\_\_\_\_ by the sunset, I'd say she's at the end of a long, relaxing walk on the beach. It's not really her facial expression that makes me think she's content, it's <sup>5</sup> \_\_\_\_\_ to do with the setting and the way she seems to be lost in herself, like she's got all the time in the world and is deep in thought ...

But <sup>6</sup> \_\_\_\_\_ again, I could be wrong about all of that. I mean, it isn't a very natural shot. It's <sup>7</sup> \_\_\_\_\_ to say but it almost seems a bit staged. I mean she's posing, isn't she? And there's <sup>8</sup> \_\_\_\_\_ about the angle, as if the photographer wanted to get the lighting just right ...

## SPEAKING FOCUS

## Offering initial thoughts

When I first saw the photo, ...

At first glance, ...

She/He looks quite + adj/a bit of a + noun

It looks to me as if ...

My initial impression was ...

## Justifying your speculations

I'm assuming he's/she's ... because ...

It's more than just his/her ...

It's something to do with ...

There's something about the ...

Judging by the way he's/she's ...

## Rethinking your ideas

On closer inspection, I'd say ...

Having said that, he/she may be ...

Mind you/Then again, I could be wrong.

## Hedging

It's hard to say but ...

I can't be certain but ...

I'm only guessing but ...

Going purely on appearance, I'd say he/she ...

I could be wrong but my gut feeling is that ...

- 5 **SPEAKING** Look again at Photo A and with your partner choose the options that you think best describe the person. Give reasons for your answers using details from the photo.

- 1 She is a(n) actress / student / artist.
- 2 She's distant / fun-loving / content and generally pretty uptight / sociable / chatty.
- 3 She enjoys spending time with friends / reading / discussing current affairs.
- 4 She also likes spending time in the countryside / at a spa / at a trendy café and doing yoga / working out / cooking.

- 6 **SPEAKING** Talk about the person in Photo B. Use the SPEAKING FOCUS and the questions below to help you.

- 1 What do you think he does for a living? Why?
- 2 What kind of personality does he have? Why?
- 3 What does he enjoy doing? What makes you think that?
- 4 Would you like to meet him? Why?/Why not?





## WRITING

A formal email/letter

*I can write a formal email/letter of invitation with appropriate register and conventions.*

**1 SPEAKING** Look at the photos on the poster and discuss the questions.

- 1 What are the people doing in each of the photos?
- 2 How important is it for families to spend free time together? Why?
- 3 What places, events and activities are popular with families wanting to spend time together in your country?

**2 SPEAKING** Look at the poster again and read the information. Discuss the questions.

If you were to organise such an event at your school,

- when and where would you hold it?
- what kind of entertainment would you opt for? Why?
- who would you contact to ask for help?

**3** Read the email written by Julia, one of the students involved in organising Family Day, and answer the questions.

- 1 Why is Julia writing?
- 2 Who is Mrs Lund?
- 3 What does Julia want her to do?
- 4 How might Mrs Lund benefit?

**4 SPEAKING** Discuss how the sections in purple could be changed to make the email sound more formal.

*1 The writer should use full forms rather than contractions.*

# FAMILY DAY

Join us for Family Day and have fun while supporting the work of organisations that assist disadvantaged families in our region. Profits from the day will be used to help further their efforts. The event has been proudly conceived and organised by our enterprising final year students and their teachers.

**Brownswood Secondary School**  
**Saturday 21st May**  
**10 a.m. – 4 p.m.**

Entry  
£2 per adult.  
Kids under 12  
free!



To: Mrs Lund

Subject: Family Day

Dear Mrs Lund,

My name is Julia Spritely and <sup>1</sup>*I'm* a student at Brownswood Secondary School, in Lancaster. I am <sup>2</sup>*getting in touch* on behalf of my classmates and our teachers to inform you that we are <sup>3</sup>*putting together* a charity event at the school and to ask if <sup>4</sup>*you'd like to help us with our plans*.

We want to <sup>5</sup>*sort of* provide a fun day out for local families and at the same time to tell people more about the troubles of the disadvantaged living in the city, and of the charitable work undertaken by organisations such as the one you represent.

<sup>6</sup>*We've got our fingers crossed* that Family Day will attract <sup>7</sup>*loads of* visitors and that the money raised will be used to help families in need deal with problems caused by low income, illness and disability.

<sup>8</sup>*Anyway*, as you are a local MP and the chairperson of the charity Families First, we would be happy if you would think about being our guest of honour on the day. <sup>9</sup>*Do you want to help us?* We would appreciate it if you could give a short talk during our opening ceremony. <sup>10</sup>*Actually*, we would also like you to be there throughout the day and would like to invite you to come with your own family and enjoy the fun.

If you are willing to be involved in the day, <sup>11</sup>*that would be awesome* and we would happily donate all our proceeds to Families First. <sup>12</sup>*It sounds like a good deal, doesn't it?*

Yours sincerely,

Julia Spritely

- Family entertainment: waterslide, races and competitions, DJ, face-painting
- Food and drinks stalls
- Summer market
- Concert and special guests
- Educational exhibitions



- 5 Read the **WRITING FOCUS** and compare the rules with your ideas from Exercise 4.

### WRITING FOCUS

#### Formal style

- Use full forms rather than contractions.  
*I am NOT I'm*  
*you would NOT you'd*
- Choose single verbs rather than phrasal verbs or colloquial phrases.  
*writing NOT getting in touch*  
*organising NOT putting together*
- Avoid colloquial phrases and question tags.  
*It is hoped that ... NOT We've got our fingers crossed that ...*  
*We would be greatly honoured ... NOT that would be awesome*  
*I think both your charity and our community will benefit from your participation. NOT It sounds like a good deal, doesn't it?*
- Use formal quantifiers and qualifiers.  
*numerous/a significant number of NOT lots of/loads of*  
*partially/in part NOT sort of*
- Avoid spoken discourse markers.  
*well/anyway/actually*
- Address the reader less directly.  
*Should you agree to help us ... NOT Do you want to help us?*

- 6 **USE OF ENGLISH** Rewrite the sentences so they are more formal. Use the words in capitals and the **WRITING FOCUS** to help you.

- 1 There are lots of charitable ventures which have become major annual events. **NUMBER**
- 2 I'm writing to ask if you'd like to join in. **PARTICIPATE**
- 3 We can't wait to see you on the day. **FORWARD**
- 4 We want to raise money for the local orphanage. **AIM**
- 5 We'll be so grateful if you help us. **SHOULD**

- 7 Complete the **LANGUAGE FOCUS** with the less formal underlined words and phrases in Julia's email.

### LANGUAGE FOCUS

#### Formal vocabulary

- 1 fellow students – classmates
- 2 deliver a speech – \_\_\_\_\_
- 3 value your presence – \_\_\_\_\_
- 4 the aim of the event is to – \_\_\_\_\_
- 5 contend with – \_\_\_\_\_
- 6 raise awareness of – \_\_\_\_\_
- 7 attend – \_\_\_\_\_
- 8 be willing to collaborate with – \_\_\_\_\_
- 9 extremely grateful – \_\_\_\_\_
- 10 plight – \_\_\_\_\_
- 11 consider – \_\_\_\_\_
- 12 in this venture – \_\_\_\_\_

- 8 Rewrite Julia's email to make it more formal. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

### SHOW WHAT YOU'VE LEARNT

- 9 Complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

You are a volunteer at a local youth centre that organises events and activities for teenagers aged from fourteen to sixteen during the school holidays. You have been asked to invite some guest speakers with interesting or unusual jobs to come to the centre and talk to the teenagers. Write a letter to someone you feel would be suitable. You should explain:

- the reasons for organising a series of speakers,
- why you think teenagers would be interested in this person,
- the details of the event.



## VOCABULARY

### 1 Replace the underlined phrases with words with a similar meaning including the words in brackets.

They say I <sup>1</sup>bear a resemblance to (take) my grandfather both in looks and personality. He was a very kind and tolerant person who <sup>2</sup>was never critical of (word) anybody. He was also very generous. I remember he would often take me and my siblings out for dinner and pay the huge restaurant bill without <sup>3</sup>showing any surprise or concern (batting). On the other hand, he <sup>4</sup>was very firm (foot) if any of his grandchildren were badly behaved. Looking at old photographs of family gatherings always <sup>5</sup>reminds me (conjures) of the fun we had together. I do miss him. He lived to the <sup>6</sup>advanced (ripe) age of ninety and when I think back to my grandfather I'm reminded that old people should be <sup>7</sup>honoured and respected (looked) because they have gained a lot more experience and wisdom than us.

### 2 Choose the correct option.

- The police have decided to get tougher on minor citizens / crimes / records in the future.
- In this job you sometimes have to make decisions in a split / fair / dizzy second.
- Having a criminal praise / record / insight can seriously jeopardise your future prospects.
- Be careful dealing with Matt. He's had more than his fair share / shift / second of trouble with the law.
- Paula must be a good role model – Jon's always singing her stature / praises / manner.
- My gut / split / alert reaction was to run. What can I say? I'm a coward.
- Everybody should aspire to be a(n) compelling / captivating / upstanding citizen – the world would be a better place.

### 3 Complete the sentences with the prepositions in the box. Some prepositions can be used more than once.

(in into of on with)

- Williams's portrayal offers us a fascinating insight \_\_\_\_\_ the world of a single mother.
- I'll be there on time, I promise. Don't worry, you can count \_\_\_\_\_ me!
- Did you know that twins are often envious \_\_\_\_\_ each other?
- We should encourage children to associate \_\_\_\_\_ people from other backgrounds.
- I know Jake's on my side – he was nodding \_\_\_\_\_ approval the whole time I was speaking.
- Honesty and respect are the two major facets \_\_\_\_\_ a good friendship.
- The poverty-stricken are often faced \_\_\_\_\_ problems that we can't even begin to imagine.

## GRAMMAR

### 4 Choose the correct option.

Sam and I <sup>1</sup>have known / have been knowing each other since we were at primary school. We <sup>2</sup>met / were meeting at a friend's birthday party and immediately <sup>3</sup>had discovered / discovered we had a lot in common. In fact, we <sup>4</sup>were talking / had been talking for so long that it was difficult to get us home. I remember that for weeks before the party my mother <sup>5</sup>had told / had been telling me to be more sociable so she got her wish! Anyway, from that time on we <sup>6</sup>are spending / have been spending most of our free time together. By this time next month, we <sup>7</sup>will have been going / will be gone around together for six years. I hope that in six years from now we <sup>8</sup>will still be doing / will still have done that.

### 5 Complete the sentences with the correct form of the verbs in the box.

(attend finish play see speak  
study walk want)

- We \_\_\_\_\_ each other for over a month when she called it off.
- We \_\_\_\_\_ together in the same band for a year now. We'll be bigger than The Beatles one day!
- It's the first time we \_\_\_\_\_ actually. He's really nice, isn't he?
- Let's start heading home. Hopefully, the match \_\_\_\_\_ by the time we get back. I can't stand football.
- I \_\_\_\_\_ to be in the choir for years. So when I finally got accepted I was over the moon!
- The test is tomorrow morning and I've got so much to revise. At this rate I \_\_\_\_\_ till midnight.
- When I last saw Sarah she \_\_\_\_\_ down the High Street arm in arm with Jake.
- This time next Friday we \_\_\_\_\_ this chess club regularly for exactly two years.

## USE OF ENGLISH

### 6 Complete the sentences with one word in each gap. The first letter of each word is given.

- They said they were **g**\_\_\_\_\_ to be here early but it's already 9:30!
- I was **s**\_\_\_\_\_ to referee the match but it was cancelled.
- Did you expect that they **w**\_\_\_\_\_ make up and become friends again?
- He was nervous as the concert was **s**\_\_\_\_\_ in a few minutes. It was his first ever gig.
- We weren't able to finish our conversation. We had to take our seats as the plane was **a**\_\_\_\_\_ to take off.
- Sorry, some friends called just as I was on the **v**\_\_\_\_\_ of leaving. That's why I'm late.

7 Read the text. Choose the correct answer, A, B, C or D.

My best friend is called Zach. We attended the same primary school and we've grown up together. What can I tell you about him? He comes from a rather privileged <sup>1</sup> \_\_\_\_\_, his manner is gentle and <sup>2</sup> \_\_\_\_\_ and he always sees the best in people. He's very open-minded and is one of the most <sup>3</sup> \_\_\_\_\_ people I know when it comes to dealing with others. Another reason why we get on with each other so well is that we have a lot in common. He often comes over to my house and we spend hours just <sup>4</sup> \_\_\_\_\_ out and talking. There's definitely a strong <sup>5</sup> \_\_\_\_\_ between us and I know I can depend on him. If I'm having a hard time, I usually try to <sup>6</sup> \_\_\_\_\_ on a brave face and pretend nothing is wrong. But he knows when I'm hiding something and encourages me to talk about it. Even if we go our separate ways after college, I know we will always <sup>7</sup> \_\_\_\_\_ in touch with each other. I really do believe there's a(n) <sup>8</sup> \_\_\_\_\_ tie between us.

- |                 |                 |               |               |
|-----------------|-----------------|---------------|---------------|
| 1 A history     | B background    | C upbringing  | D house       |
| 2 A unconfident | B unassuming    | C insecure    | D unworried   |
| 3 A acceptable  | B irreverent    | C thankful    | D considerate |
| 4 A hanging     | B going         | C walking     | D staying     |
| 5 A link        | B chain         | C bond        | D knot        |
| 6 A place       | B put           | C pose        | D set         |
| 7 A keep        | B continue      | C get         | D carry on    |
| 8 A devoted     | B unconditional | C unbreakable | D obstinate   |

8 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and six words in each gap, but do not change the word in capitals.

- The plan was that we should be at the station at four but we didn't get there in time.  
We \_\_\_\_\_ at the station at four but we didn't get there in time.  
**DUE**
- Next September, it will be four years since my family came to live here.  
By next September my family \_\_\_\_\_ four years. **BEEN**
- It was well known that they were rivals and it had been years since they'd agreed about anything.  
It was well known that they were rivals and that they \_\_\_\_\_ for years. **DISAGREEING**
- My grandmother was going to come over in a taxi but in the end she walked.  
My grandmother had \_\_\_\_\_ in a taxi but in the end she walked here. **PLANNING**
- It's two weeks since Maria and her cousin quarrelled and they're still not speaking.  
Maria and her cousin \_\_\_\_\_ ago and they haven't spoken since then. **FELL**

## LISTENING

9 **1.12** Listen to a talk about arguing. Complete the notes with information from the talk. Use a word or a short phrase. You will hear the recording twice.

- Arguments-as-proof are meant to prove or disprove a \_\_\_\_\_.
- Arguments-as-presentation need a(n) \_\_\_\_\_.
- The speaker considers arguing to be a(n) \_\_\_\_\_ outcome of interacting with some of the people we meet.
- People who argue with friends or family are often \_\_\_\_\_ towards other people.
- One of the benefits of arguing is that people have longer \_\_\_\_\_.
- People who do not express their feelings can be compared to a/an \_\_\_\_\_.
- The speaker suggests that an argument is equivalent to \_\_\_\_\_.
- As long as you avoid \_\_\_\_\_, a good argument can actually create stronger bonds between people.

## WRITING

10 Read the advertisement from a website. Write an email in reply.

One of the most important and yet least understood areas of psychology concerns the role of friends in our lives. To help us with our research into friendship, we invite readers to write and tell us why their close friends are important to them, how they maintain their friendships and if the nature of their friendship has changed over time.



# EXTRA PRACTICE

## 1.1 Vocabulary

**R** Complete the sentences with one or two words from Lesson 1.1. The first letter is given.

- It wasn't very c\_\_\_\_\_ of you to tell Mia that she has no taste in music!
- Even though he was heartbroken, he put on a b\_\_\_\_\_ f\_\_\_\_\_ and continued working.
- At only 1.52 metres tall, the actor was famous for his d\_\_\_\_\_ s\_\_\_\_\_.
- 'I will never agree to this! Not in a million years!' was her o\_\_\_\_\_ and unreasonable answer to my simple request.
- Under mum's loving care, our family pet cat reached the r\_\_\_\_\_ o\_\_\_\_\_ age of twenty-six!
- I have never been able to b\_\_\_\_\_ o\_\_\_\_\_ the memory of having to spend my sixth birthday on my own.

## 1.2 Reading

**T1** Complete the sentences with a word in the box. There are two extra words.

(privileged shift compelling envious alert  
insight praises portrayal)

- The study offers some \_\_\_\_\_ into what makes relationships last.
- I think this is a very accurate \_\_\_\_\_ of what life must have been like at the time.
- How can you sing your friend's \_\_\_\_\_ one day and brand him an idiot the next?
- Coming from a \_\_\_\_\_ background, they had never had to struggle to make ends meet.
- The article on the new series of my favourite show began with the words 'spoiler \_\_\_\_\_!' so I didn't read it.
- A \_\_\_\_\_ story is the first building block of a best-seller!

## 1.3 Grammar

**T1** Complete the sentences with the correct form of the verbs in brackets.

- I \_\_\_\_\_ to see Ashley at the reunion but apparently he's too busy to attend. (expect)
- She \_\_\_\_\_ the aquarium when she started having second thoughts. (buy, already)
- The play \_\_\_\_\_ by the time we get to the theatre so they won't let us in. (start)
- They \_\_\_\_\_ forward to going out to dinner but they had to change their plans. (look)
- I've calculated that by 3 p.m. it \_\_\_\_\_ for a solid 24 hours! (rain)
- They're talking about marriage even though they \_\_\_\_\_ for more than two months! (not go out)

## 1.4 Use of English

**T1** Re-write the sentences using the words in capitals.

- They were getting ready for bed when the phone rang.  
**ABOUT**  
*They were about to go to bed when the phone rang.*
- When I met him, he was very close to quitting. **VERGE**
- We had to leave early in the morning, so we packed our suitcases the night before. **WERE**
- Their plan was to get married in spring, but that changed. **GOING**
- She didn't buy the tickets because she forgot. **SUPPOSED**
- I wanted to read all the books I had taken with me on holiday. **INTENDING**
- They told me that the package would arrive on Monday. **DUE**

## 1.5 Listening

**T1** Match the words in box A with words in Box B to make collocations. Then match them to the definitions.

A (charity criminal gut minor split upstanding)

B (second reaction citizen work crime record)

- something you feel instinctively
- an official list of crimes somebody committed
- a good and honourable person
- unpaid work, in support of a good cause
- an offence that is not serious
- a very short period of time

## 1.7 Writing

**T2** Complete the sentences so that they make sense. Use up to three words in each gap.

- We would be \_\_\_\_\_ if you could attend our fundraising event.
- \_\_\_\_\_ agree to participate, we will be more than happy to provide accommodation.
- There is \_\_\_\_\_ projects in need of a co-ordinator.
- Our aim is to raise \_\_\_\_\_ the problems caused by the lack of green spaces in the city centre.
- We are \_\_\_\_\_ to receiving your answer, as we value your opinion.
- I am writing to ask if you would be \_\_\_\_\_ assist in the organisation of the event.



## 1.1 Vocabulary

**T1** Replace the underlined words with the correct form of a word or expression from Lesson 1.1.

- 0 Her quick-witted response made us all laugh.  
*Her sharp response made us all laugh.*
- 1 We all experience difficulties – it's how you react that makes a difference.
- 2 He fulfilled the strange request without showing his shock.
- 3 They would have made the wrong decision if I hadn't asserted my feelings strongly.
- 4 The aroma of the spice brought back images from his trip to India.
- 5 We need you to say yes before we proceed.
- 6 His direct way of speaking is often misunderstood for rudeness.

## 1.2 Reading

**I** Write your own sentences with the words given. You can change the form if necessary.

- 1 unconditionally
- 2 feign
- 3 shortcomings
- 4 insignificant
- 5 appreciate
- 6 complex

## 1.3 Grammar

**T2** Read the text and complete the sentences.

Kat is meeting her friend, Paul, for lunch. Kat arrived at the café at 1 p.m. It is 1.30 now. Paul has just texted to say that he is very sorry he is late. He's in the car and the app on his phone says that he will arrive at the café at 2 p.m. Kat is starving. She didn't have time for breakfast today.

Kat is thinking:


- I <sup>1</sup> \_\_\_\_\_ for half an hour, now. By the time Paul gets here, I <sup>2</sup> \_\_\_\_\_. Oh, dear! I'm starving!
- I <sup>3</sup> \_\_\_\_\_ last night. I'll order something to eat now.
- Hmm ... This means that by the time Paul gets here
- <sup>4</sup> \_\_\_\_\_. That's not a problem; I'll be having dessert while <sup>5</sup> \_\_\_\_\_. It's very unusual, though. Paul
- <sup>6</sup> \_\_\_\_\_ before. He's always on time.

## 1.4 Use of English

**I** Write sentences about the situations using a Future in the Past structure.

- 0 Something that you wanted to do but someone else did for you.  
*I was going to buy a new hoodie, but my friend bought me one for my birthday.*
- 1 An arrangement that didn't go according to plan.
- 2 Someone's intentions in order to achieve something.
- 3 Something you wanted to do but changed your mind.
- 4 You were seconds from doing something but someone stopped you.
- 5 A timetable was not followed.

## 1.5 Listening

**I**  **1.8** Listen again. Answer the questions.

- 1 Explain how the judgements made by the two groups (the author's and her friend's) were different.
- 2 Do you believe that one of the two groups made a more accurate judgement than the other?

## 1.7 Writing

**I** Look at the poster for the school fair. Write an email to a local business owner to persuade them to donate goods or services that can be given as prizes in the raffle (around 220 words).



**SCHOOL FAIR**

Join us at the school fair where we will be raising funds for the repair and extension of the sports facilities. There will be lots of prizes to be won in the raffle so why not come along.

**Sunnyside Secondary School**  
Saturday 24th June  
2 p.m.-4 p.m.

# 3

## Let's eat

*One cannot think well,  
love well, sleep well,  
if one has not dined well.*

Virginia Woolf, *A Room of One's Own*

### DOCUMENTARY VIDEO



THE FUTURE OF FOOD

**3** Watch the documentary video.  
For the worksheet, go to page 114.

## VOCABULARY

3.1

Cooking and eating • food • kitchen/dining  
sounds • collocations

*I can talk about food and cooking.*

### SHOW WHAT YOU KNOW

- 1 SPEAKING** Describe the following to your partner.
  - your favourite snack
  - your biggest food dislike
  - your unhealthiest treat
  - your favourite local dish
- 2** Based on the information you found out in Exercise 1, what would you cook if your partner came round for dinner?

## TOP CHEFS' PET HATES

### 1 MICHAEL WIGNALL

It might be a bit controversial, but my pet hate is made-up customer ailments. Over the past five years, the number of ridiculous dietary requirements you get is mad. We've had someone who doesn't eat anything with four legs! Another who said they'd eat nothing that flies! I read that one in ten special diets is a legitimate special diet. It's getting ridiculous. We bend over backwards for customers, it's important, but when you get people who don't eat **shellfish**, but eat **lobsters** and **oysters** – surprise, surprise, the most expensive thing on the menu – it can be a bit tiresome. We take allergies seriously, but sometimes people claim they're allergic when they just don't like something.

### 2 MICHEL ROUX JR

My pet hate in the kitchen is untidiness. I just can't stand chefs that work in an untidy way and don't put things away properly. It really annoys me. There's a salt pot in our kitchen and it's been in its particular corner since 1981, and if it's not there, I have a fit. I get very, very upset and everybody knows that. If you want to annoy me at work, move that salt pot. Everything should have its place. Sometimes it does take over my life – at least my wife says so.

- 3 **SPEAKING** Read the list of foods that some top chefs refuse to eat. Which do you agree with? What foods do you refuse to eat?



## Top Chefs' Foods to Avoid

Here are some of the things that even top chefs refuse to have on their plates.

- **Nutmeg** – it overpowers everything.
- **Okra** has a **slimy** texture – tasteless and **glutinous**.
- **Coriander** is too **perfumed**.
- The taste of **smoked mackerel** – I can't stand it.
- The texture and the taste of **kidneys** or **liver** – yuck!
- **Chewy** or overcooked meat.
- **Capers** – like licking an aluminium saucepan.

- 4 **SPEAKING** Discuss why famous chefs might dislike the following things. Then read the three texts and check your ideas.

( fussy eaters    hushed dining rooms    untidiness )

## 3 TOM KERRIDGE

- 25 I hate hushed dining rooms. It's that term 'fine dining'. The idea of sitting in a country-house hotel, where  
30 all you hear is the clink of cutlery and chinking of glasses and everyone – including the overbearing waiters – speaking in hushed tones, is my worst  
35 nightmare. Eating out is surely about having fun and being able to talk to each other, rather than worrying about using the wrong knife and fork. But that is changing. You  
40 only have to look at Pollen Street Social. It's a Michelin-starred restaurant, but it's also fun and buzzy. Of course, there are still places doing the full-on starched tablecloth thing. But it shouldn't be about the dining room's own ego.



## WORD STORE 3A Food

- 5 **1.24** Complete WORD STORE 3A with the words in red in the texts. Then listen and check.
- 6 Follow the instructions.
- Prepare one shopping list each in your own language with eight items from WORD STORE 3A.
  - Take turns to dictate your lists and translate your partner's words into English.
  - Check your lists.

## WORD STORE 3B Kitchen/dining sounds

- 7 **1.25** Complete WORD STORE 3B with the words in the box. Then listen and check.
- 8 **SPEAKING** Discuss how you feel about each sound in WORD STORE 3B. Use the verbs below and your own ideas.
- I adore/don't mind/cringe at/detest ...  
*I cringe at the constant hum of traffic.*

## WORD STORE 3C Collocations

- 9 **1.26** Complete WORD STORE 3C with the underlined collocations in the texts. Then listen and check.
- 10 **SPEAKING** Complete the questions with the collocations in WORD STORE 3C. Then ask and answer the questions.
- 1 Where would you go to enjoy \_\_\_\_\_?
  - 2 Do you have any particular \_\_\_\_\_? Why can't you eat these things?
  - 3 Where might you find people talking in \_\_\_\_\_?
  - 4 What might your siblings or parents do that would make you \_\_\_\_\_?
  - 5 Do you have a \_\_\_\_\_? What is it and why don't you like it?
  - 6 Have you ever eaten off a table covered in a \_\_\_\_\_? Where?

## WORD STORE 3D EXTRA Collocations

- 11 **1.27** Complete WORD STORE 3D with the words in the box. Then listen and check.
- 12 **SPEAKING** Michel Roux Jr says that he takes tidiness very seriously. What things do you take seriously? Discuss your own attitudes towards the things below.
- cleanliness
  - clothing
  - diet
  - health
  - good manners
  - freshness of food
  - tidiness



## 3.2

### Multiple choice

*I can identify key information and understand specific details in an article.*

1 **SPEAKING** Some people say the food we eat can influence our mood. Do you agree? Discuss what you tend to eat when you are:

- disheartened after a hard day.
- anxious about your exams.
- fatigued by a long journey.
- content with your achievements.

2 Read quickly through the article on the psychological effect of food on humans. Choose the most appropriate topic for each paragraph.

- a The effect of food that tastes good
- b A focus on food in all its aspects
- c The health benefits of homegrown food
- d The importance of cooking for yourself and others
- e The connection between smell, taste and memory
- f A psychological consequence of eating junk food

3 Read the article again. For questions 1–6, choose the correct answer A, B, C or D.

1 In Paragraph 1, what is the writer's opinion about the 'burning questions' he/she mentions?

- A They are all equally important.
- B They only affect some people.
- C They are not discussed frequently enough.
- D They don't take account of physical effects.

2 Why does the writer use the example of Proust's madeleine?

- A To emphasise the effect on Proust's mood.
- B To highlight the way the brain controls feelings.
- C To compare its taste to the taste of strawberries.
- D To illustrate the link between taste and memory.

3 In Paragraph 3, the writer suggests that eating

- A can contribute to research into happiness.
- B rarely forms an element of happiness.
- C warm food is responsible for our well-being.
- D anything produces feelings of pleasure.

4 What does Andrew Smith think the results of his study show?

- A Chocolate is clearly unhealthy.
- B Eating any snacks encourages depression.
- C Our opinions affect our moods.
- D Snacks are often consumed secretly.

5 What does the writer conclude is the main importance of cooking to happiness?

- A It takes our minds off our own health problems.
- B It provides a focused activity.
- C It is an important life skill.
- D It is central to human social relations.

6 The writer promotes growing our own food because

- A being outdoors is highly rewarding.
- B the activity adds to the positive effects of home cooking.
- C homegrown food tastes good and is healthy.
- D picking homegrown food is pleasurable.

## WORD STORE 3E Collocations

4 Complete WORD STORE 3E with the nouns in the box. Use the article to help you if necessary.

5 Write example sentences using one adjective-noun collocation from each set in WORD STORE 3E.

6 Complete the list of psychological terms used in the article with translations into your own language. Use a dictionary if necessary.

cognitive difficulties =

emotional response =

neuroscience =

occupational therapy =

reward system =

7 Complete the table with the adjectives in blue in the article and their noun forms.

ADJECTIVE	NOUN
1 influential	influence
2	
3	
4	
5	
6	
7	
8	

8 **SPEAKING** Complete the sentences with the adjectives or nouns in Exercise 7. Do you agree with the statements? Why?/Why not?

1 Good is essential to good health – we are what we eat!

2 Rage is a very powerful, far stronger than love, for example.

3 I think it's fascinating to study the factors behind our dietary choices.

4 One of pleasure is said to be taste.

5 Memories can have a hugely effect on our emotional and physical well-being.

6 My room, my books, my music – that's my ! I don't need anything more.

7 I like to keep busy; having no makes me anxious.

8 I feel that the most thing to remember about food is that it makes you happy.

9 **SPEAKING** Discuss traditional dishes from the cuisine of your country and answer the questions.

1 How healthy are the dishes as food choices?

2 What associations do they have for you?

1 It seems that food is an unavoidable topic of conversation these days. Whether you're browsing online, flicking through a magazine, zoning out in front of the TV or chatting away to friends, someone will almost certainly be discussing food in one form or another. Favourite talking points include whether we are over- or underweight because of the type of food we eat; whether we eat too much junk and processed food; whether we ought to eat meat or not; and exactly which superfood or diet is going to save our lives and give us the body we want. These are all burning questions for those of us fortunate enough to be able to choose what we eat, and while diet-related issues such as obesity are undoubtedly serious and potentially life-threatening, the effects of eating are not only physical. Recent research has been looking at how food affects our moods as well as our bodies.

2 First and foremost, flavour is a powerful conductor of memories and emotions. Strawberries may evoke a very special summer, a birthday cake may conjure a childlike wonder. In Proust's *Remembrance of Things Past*, for example, the narrator depicts the 'powerful joy' that a tea-soaked madeleine awakes in him when he is 'dispirited after a dreary day, with the prospect of a depressing morrow'. It isn't so much that the sweet cake tastes lovely, but that it transports him to his innocent youth, when his aunt in the country would feed him the very same treat on Sunday mornings. But the single most **influential** sense in flavour appreciation is the sense of smell. Unlike the other senses, smell is processed in a part of the brain that deals with strong **emotional** responses and memory. A particular smell can trigger both a memory of the time we first experienced it and a repetition of the feelings we had then. So, for each of us, particular memories and feelings become associated with certain smells. These are just some of the many ways in which food can make us happy.

3 Of course, it does help if these foods are toothsome, delectable or in other words delicious. 'Tasty food is one of the most **universal** routes to pleasure,' reads an academic paper by the Oxford psychiatrist Morten Kringelbach on our understanding, so far, of the neuroscience of happiness. This is why eating forms the basis of much scientific experimentation into the mechanics behind that elusive, warm, fuzzy sense of well-being. Pleasure is widely viewed as an **essential** component of happiness. Food excites the reward system in the brain, stimulating desire and anticipation, and when we eat something we enjoy, it releases hormones which produce the sensation of pleasure.

4 However, such pleasures are fleeting, and overconsumption of tasty but unhealthy foods may interfere with your reward system, encouraging uncontrollable cravings and binges. You may also feel guilty. Psychologist Andrew Smith of Cardiff University suspects that our attitudes and beliefs about these foods cause us to feel low after consuming them. In a study he carried out, one group were given crisps and chocolate (foods we tend to consider unhealthy and only to be consumed secretly or as special treats!) for their teatime snack over the course of ten days, while another group ate fruit. The results associated chocolate with greater depression, and those who ate chocolate and crisps reported greater cognitive difficulties and fatigue, whereas the fruit group had lower anxiety, depression and distress.

5 Alongside pleasure, another contributor to happiness and well-being is a sense of meaningfulness and this is where cooking, as opposed to eating food, comes in. Cooking is in fact an established **occupational** therapy for depression. According to Mark Salter, a consultant psychiatrist in Hackney, London, 'The preparing, sharing and

consuming of food is so precious,' he says, 'because it lies slap at the heart of what it means to be human – to love, to relate, to plan, to feed, to enjoy and to share. It isn't only a pleasure,' Salter says, 'but a life skill. It's **elemental**, caring for yourself and others.' When choosing ingredients, combining flavours and creating a dish, you are imagining the health-giving or pleasurable impact it will have on those who will consume it. Cooking takes the focus away from yourself.

6 Combine the power of cooking to make us happy with the tendency for home-cooked food to be healthier, and you have a **nutritional** and **psychological** jackpot. Apart from being healthy, eating home-prepared food is also followed by more intense, positive emotions and less anxiety than consuming food away from home. If you go one step further and grow some food of your own, then you do even better. What with the established positive health effects of being active rather than sedentary, being outside and working with nature rather than cooped up inside all day, together with the satisfaction of growing food and the deliciousness of freshly harvested produce, the happy-making potential of eating is enormous.



# 3.3

## GRAMMAR

Transitive and intransitive phrasal verbs

*I can identify and use transitive and intransitive phrasal verbs and separable and inseparable phrasal verbs.*

- 1 **SPEAKING** Look at the pictures from an online advice column that specialises in food issues. Discuss what the problem is in each case.



- 2 **SPEAKING** Match extracts a–c with pictures 1–3. Were your guesses in Exercise 1 right? Decide what advice you would give each person.

a We're really hopeless at **stocking up on** food at home. We're forever running out of the basics – you know, stuff like meat or vegetables – so we always **end up** having to **dine out**. It's getting really expensive! I guess we just need to learn to **plan ahead**.

b Recently I've been trying to **cut back on** snacks, things like chocolate and crisps, but I'm finding it really difficult to **give** them **up**. I've tried leaving fruit and other healthy food on the kitchen table so that I can **snack on** that instead. But it just doesn't **fill me up**!

c Our cat used to have a really healthy appetite – as soon as we put her food in her bowl, she'd **wolf it down** – but recently she just **picks at** it.

- 3 Read the GRAMMAR FOCUS and look at the phrasal verbs in blue in Exercise 2. Are they transitive or intransitive, separable or inseparable?

### GRAMMAR FOCUS

#### Phrasal verbs

##### Transitive vs intransitive

- Transitive phrasal verbs have an object.  
*Can you **do without** chocolate?* (NOT *Can you do without?*)
- Intransitive phrasal verbs do not have an object.  
***Hang on**, the kettle's boiling!*
- Some phrasal verbs can be both transitive and intransitive.  
*They're **closing** the cafeteria **down**.*  
*The cafeteria is **closing down**.*

##### Separable vs inseparable

- Some phrasal verbs are separable, i.e. the object can come between the verb and the particle.  
*They **put** the lunch **off** till Tuesday.*  
*They **put off** the lunch till Tuesday.*  
**Note:** When the object is a pronoun (*it*, *them*, etc.), it must come between the verb and the particle.  
*They **put** **it** **off**.* (NOT *They put off it.*)
  - Other phrasal verbs are inseparable, i.e. the object must come after the particle.  
*I wouldn't **go for** the prawns.* (NOT *I wouldn't go the prawns for.*)
- Note:** Three-word phrasal verbs are transitive and inseparable.  
*I can never **get round to** cooking a proper meal after work.*

- 4 Read the sentences. Where is the object (*it*, *them* or *me*) missing? Add it where necessary.

- I used to love milk. However, I gave up when I became lactose-intolerant. **gave it up**
- I really didn't want to eat pizza again but guess where we ended up!
- I ate a lot of meat when I was younger but then I just decided to do without.
- My dentist said I was eating too many sweets so I'm trying to cut back on.
- I hate it when she plays with her food and picks at instead of eating it normally!
- A few biscuits used to be enough for me but they don't fill up anymore.

- 5 Answer the questions using phrasal verbs.

- Do you tend to **pick at** your food or **wolf it down**?
- What kind of food do people generally try to **cut back on**? Why?
- What kind of foods do you tend to **snack on** when you're studying?
- Do you **plan ahead** when you **dine out** or do you **end up** going to any old place?

- 6 Compare your answers with a partner. Are they similar?

Grammar pages 127–128



# 3.4

## USE OF ENGLISH

Particles in phrasal verbs

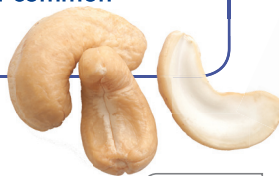
I can identify the meaning of common particles in phrasal verbs.



cassava



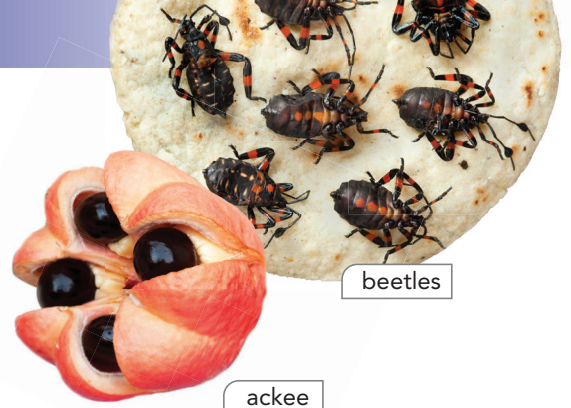
grasshopper



cashews



baby octopus



beetles

ackee

### 1 SPEAKING Look at the photos and discuss the questions.

- 1 Have you ever eaten any of these foods?
- 2 Where do you think they might be eaten?
- 3 Which ones do you think might be dangerous to eat?

### 2 1.29 Listen to a podcast about dangerous food and check your answers in Exercise 1. Then answer the questions below.

- 1 Which of the dangerous foods surprised you? Why?
- 2 Do you know of any other foods that can make people ill?

### 3 1.29 Complete the extracts with the correct form of the phrasal verbs in the box. There is one extra verb. Then listen again and check.

(carry on chop off ~~gobble up~~ hand out take out)

- 1 You can **gobble up** insects like fried beetles in Thailand.
- 2 The thing is alive even when you \_\_\_\_\_ its tentacles ...
- 3 ... they \_\_\_\_\_ moving and can even stick to your mouth.
- 4 ... when someone \_\_\_\_\_ a bowl of cashews.

### 4 Match the phrasal verbs in Exercise 3 with their definitions.

- |                            |                     |
|----------------------------|---------------------|
| a give to many people      | d divide from       |
| b eat quickly              | e remove or extract |
| c continue to do something |                     |

### 5 Complete the LANGUAGE FOCUS with appropriate particles using the phrasal verbs in Exercise 3.

#### LANGUAGE FOCUS

##### Particles in phrasal verbs

Certain particles maintain their meanings when used in phrasal verbs.

- The particle <sup>1</sup> **on** can combine with *carry, drag, go, keep* and *struggle* to talk about actions continuing or going forward.
- The particle <sup>2</sup> \_\_\_\_\_ can combine with *break, chop, cut, take* and *slice* to talk about dividing or separating something into parts.
- The particle <sup>3</sup> \_\_\_\_\_ can combine with *dish, hand, pour* and *spread* to talk about giving something to people or extending something.
- The particle <sup>4</sup> \_\_\_\_\_ can combine *clean, drink, eat/gobble, tidy, use* and *wash* to talk about completing an action.

**Note:** Some particles have multiple meanings.

For example, *up* can also mean:

- 1 'increasing' (Prices have **gone up**.)
- 2 'moving towards' (**Come up to** my desk.)

*Out* can also mean 'remove' (They are steamed to **take** the toxins **out**.)

### 6 Choose the correct option.

- 1 In my family, one person cooks dinner and the other washes **out** / **up**.
- 2 I struggled **off** / **on** for many kilometres but I couldn't finish the race.
- 3 When I poured **up** / **out** the juice, I realised there wasn't enough for everybody.
- 4 I didn't need all the string so I only cut **off** / **on** the part I needed.

### 7 Complete the sentences with the correct form of the phrasal verbs from the LANGUAGE FOCUS so they have a similar meaning to the phrases in brackets.

- 1 The meeting \_\_\_\_\_. It was midnight when it finished. (continued for a long time)
- 2 Can you \_\_\_\_\_ the map on the table? I can't see it otherwise. (open fully)
- 3 We got \_\_\_\_\_ in the middle of the call – it was so annoying. (lost connection)
- 4 If you \_\_\_\_\_ the crust, the baby will be able to eat the bread. (remove)
- 5 To celebrate, they \_\_\_\_\_ cake to all the guests. (served)
- 6 He \_\_\_\_\_ talking for so long that people started falling asleep. (continued)
- 7 \_\_\_\_\_ your coffee! We have to get back to work. (finish)

### 8 Read the sentences. What is the meaning of **up** in each case?

- a complete
- b increase
- c move towards

- 1 You need to **pay up**. We're closing. ☐
- 2 He **came up to** me and asked me for directions to the station. ☐
- 3 Sorry, can you **speak up**? I can't hear you! ☐
- 4 Prices have really **shot up** recently. ☐

### 9 Follow the instructions below.

- Look at the sentences in Exercise 8. Discuss in what contexts you might hear them.
- Write your own sentences using different phrasal verbs. Discuss the context for each.
- Read out your sentences to the class. Can other students guess the context?

Use of English pages 128–129

# 3.5

## LISTENING

### Matching

*I can recognise speakers' feelings, points of view and opinions in monologues.*

- 1 Look at the photos and match them with the food words in the box.

(burger crepes fish and chips oyster tacos)

- 2 **SPEAKING** Discuss the questions.

Which food in the photos can be:

- veggie, turkey or bison?
- served raw and alive?
- wrapped in newspaper?
- made from buckwheat flour?
- garnished with guacamole?

- 3 **1.30** Listen to five people talking about problems they had with food. Match the speakers with the photos and write down at least one adjective each of them uses to describe the food.

Speaker 1 ☐ \_\_\_\_\_ Speaker 4 ☐ \_\_\_\_\_  
 Speaker 2 ☐ \_\_\_\_\_ Speaker 5 ☐ \_\_\_\_\_  
 Speaker 3 ☐ \_\_\_\_\_

### EXAM FOCUS Matching

- 4 **1.30** Listen again. Match speakers 1–5 with feelings A–H. There are three extra feelings.

Speaker 1 ☐ Speaker 3 ☐ Speaker 5 ☐  
 Speaker 2 ☐ Speaker 4 ☐

- A shocked at the price of the food  
 B not entirely surprised by what happened  
 C regretful that they didn't go to the restaurant earlier  
 D appalled by the standard of the service  
 E unhappy about their outdoor dining experience  
 F upset by the food's smell  
 G disappointed that expectations of the food were not met  
 H disillusioned with making food for themselves

Listen again. Match speakers 1–5 with statements A–H. There are three extra statements.

Speaker 1 ☐ Speaker 3 ☐ Speaker 5 ☐  
 Speaker 2 ☐ Speaker 4 ☐

- A Regular customers should receive better treatment.  
 B It's always good to try new things.  
 C It's sometimes best to return to old habits.  
 D A country's food is inferior when eaten abroad.  
 E Some dishes can be cooked better at home.  
 F It's a good idea to avoid food prepared outdoors.  
 G You can't count on things to remain the same forever.  
 H It's always a good idea to ask the waiter about specific ingredients.

A

B

C

D

E



- 5 **SPEAKING** Discuss the questions.

- 1 Have you ever had problems with food similar to those in the recordings?
- 2 What happened exactly?

### WORD STORE 3F Adjectives

- 6 **1.31** Complete WORD STORE 3F with the adjectives in the box. Then listen and check.

- 7 Look at the list of food items. Write descriptions using the adjectives in WORD STORE 3F and any others you can think of.

(broccoli cake chips croissants curry  
 lettuce pizza rice sardines steak squid)

*I like chips when they are nice and crispy, but not when they are greasy.*

- 8 **SPEAKING** Look at your partner's answers to Exercise 7. Do you agree? Why?/Why not? Then describe a food item and see if your partner can guess what it is.
- 9 **SPEAKING** Decide which places in your town have the best street food/takeaway. Consider food quality, price, location and atmosphere. Report back to the class.



# 3.6

## SPEAKING

Responding appropriately in conversation

*I can use language flexibly and effectively for social purposes.*

### 1 SPEAKING Look at the cartoon and discuss the questions.

- 1 What do you think is happening in the cartoon?
- 2 What is the relationship between the people?
- 3 What do you think the atmosphere is like? Why?

### 2 1.32 Listen to some extracts from the dinner conversation in the cartoon. Were your guesses in Exercise 1 correct?

### 3 1.32 Listen again and complete the conversation with one word in each gap. Then check your answers with the SPEAKING FOCUS.

#### Extract 1

**Father:** So Todd, Sarah <sup>1</sup> \_\_\_\_\_ me that you're in the football team.

**Todd:** Erm, yes, that's right, I am.

**Sarah:** Well actually, he's the captain, Dad ...

**Father:** Hmm, is that so? And I <sup>2</sup> \_\_\_\_\_ you also play rugby.

**Todd:** Er, well that's not quite <sup>3</sup> \_\_\_\_\_ I'm afraid. It's actually American football.

**Father:** American football?

**Sarah:** Yes, and last weekend they beat a visiting American team, didn't you Todd?

**Father:** You don't <sup>4</sup> \_\_\_\_\_ ! Well, I always like to see the Americans get beaten, especially at one of their own silly sports.

#### Extract 2

**Mother:** Will you have a little more meat, Todd?

**Todd:** Er, thank you for the <sup>5</sup> \_\_\_\_\_, Mrs Cooper, but I'm already full.

**Mother:** Oh go on, just a little.

**Todd:** That's very <sup>6</sup> \_\_\_\_\_ of you but I couldn't <sup>7</sup> \_\_\_\_\_ eat another bite. It was absolutely delicious though. We hardly ever sit down together to a roast beef dinner, and certainly not as good as this.

**Mother:** Well, I'm very glad you've enjoyed it, Todd, although to be completely <sup>8</sup> \_\_\_\_\_ this is actually roast pork.

#### Extract 3

**Mother:** Sarah <sup>9</sup> \_\_\_\_\_ that you're starting university next year.

**Todd:** Well, yes, <sup>10</sup> \_\_\_\_\_ of, though not exactly university ...

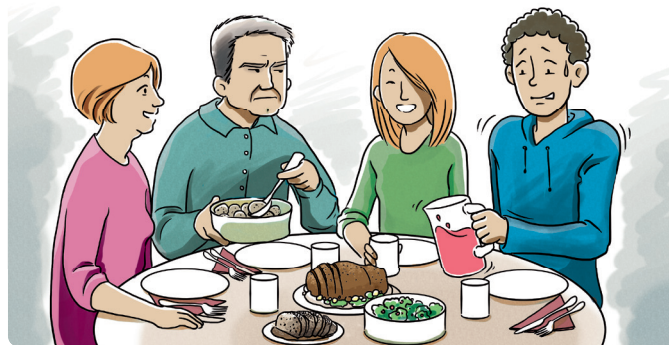
**Sarah:** As a <sup>11</sup> \_\_\_\_\_ of fact, he's going to theatre school.

**Mother:** Oh, really? Theatre school?

**Todd:** Erm, yes, RADA actually ... the Royal Academy of Dramatic Art, you know, in London.

**Mother:** Wow! I'm <sup>12</sup> \_\_\_\_\_. Good for you! You know, I was quite the actress in my day.

**Father:** Don't believe a word she says, Todd. She was in one school production and she fell off the stage!



### SPEAKING FOCUS

#### Introducing a new subject

So, I hear/understand/gather that ...  
 (Sarah) tells/informs me ...  
 (Sarah/you) mentioned that ...  
 Did/Didn't I hear (Sarah/you) say that ...?

#### Correcting someone politely

Well, (yes) almost/sort of/in a way, though not exactly ...  
 That's not quite right/true/correct, (I'm afraid ...)  
 To be completely accurate ...

#### Emphasising a piece of information

Well, actually, ... As a matter of fact, ...  
 Yes, in fact ...

#### Refusing an offer politely

Thanks for/I appreciate the offer, but ...  
 I couldn't possibly ...  
 That's very kind/generous/thoughtful (of you) but ...

#### Showing interest

Is that so?/Oh really?/You don't say!  
 I'm impressed.  
 That sounds interesting/intriguing/fascinating.

### 4 SPEAKING Look at the prompts. Take turns to create appropriate responses using phrases from the SPEAKING FOCUS.

- 1 You have been invited to a party but can't attend because you are busy.
- 2 Someone tells you about an interesting trip they took to Brazil.
- 3 You want to emphasise that you've just been accepted into a university.
- 4 You want to change the subject to someone's new job.
- 5 Someone thinks you want to study literature but you want to take journalism.
- 6 You need to refuse a dish because of allergies.

### 5 Write a short dialogue with your partner using one of the situations below and phrases from the SPEAKING FOCUS.

- starting a new class
- babysitting for the first time
- joining a new team
- staying with a host family
- meeting a friend's family

### 6 Act out your conversation for the class. Can they guess the situation?





## WRITING

A proposal

*I can write a proposal presenting the current situation and recommending future action.*



## Health-promoting schools



**A health-promoting school is a healthy place to learn, work and play. It:**

- 🍏 provides access to healthy and nutritious food in the school.
- 🍏 teaches nutrition and health education.
- 🍏 provides opportunities for regular physical education and recreation in a safe environment.
- 🍏 promotes a friendly atmosphere, emphasising understanding and respect among students, parents and teachers.
- 🍏 enables students to take an active role in decision-making and activities, for example through a Students' Council.
- 🍏 works with parents and the local community (media, businesses, etc.) to communicate the importance of health promotion.

**1 SPEAKING** What is a health-promoting school? Read the leaflet to find out. Then discuss the questions.

- 1 Do you think health promotion is important in schools? Why?/Why not?
- 2 How well do you think your school performs in each of the areas listed?
- 3 Make three suggestions for improvement.

**2** Read the task. List the information it asks you to include.

You have read a post online about the importance of promoting healthy eating habits in schools. As a member of the Students' Council, write a proposal for the Head Teacher explaining why you think the school needs to pay more attention to this issue, outlining the main problem areas and making proposals for improvement.

**3** Read the proposal and answer the questions.

- 1 Why does the writer think the school needs to make improvements?
- 2 What are currently the main problem areas?
- 3 What negative results does the writer mention?
- 4 What two recommendations does the writer make?
- 5 How does the writer justify these recommendations?
- 6 How does the writer summarise the benefits of his/her recommendations?

### Proposal to promote healthy eating at school

#### INTRODUCTION

Healthy eating habits **are important for** young people's growth, health and educational achievement. **In my view**, the quality of food and catering facilities are currently unsatisfactory. **The purpose of this proposal is to** identify the main problem areas and recommend improvements.

#### CURRENT SITUATION

**We face several challenges when it comes to** the catering facilities. The canteen serves hot meals, but the food is poor quality and **does not meet** recommended nutritional **standards**. The place itself is dark and unwelcoming and has long queues with the result that many students are discouraged from eating there. Instead, they eat junk food such as sweets and salty snacks bought at nearby shops, which might have a negative effect on their ability to concentrate in class.

#### RECOMMENDATIONS

**I propose that** the school **should** adopt policies that regulate which foods can be served at school. The canteen should offer more fresh produce, including salads, fruit and vegetables, and freshly made sandwiches. The school shop should only sell snacks that are low in sugar, fat and salt. **This would ensure that** students **have** access to healthy food during the school day. **I would also recommend refurbishing** the canteen to create an attractive social and physical environment. **In this way**, students will be less likely to go off-site for lunch where they might choose less healthy food options.

#### CONCLUSION

**These recommendations will help to** improve the health and academic performance of our students. **Therefore I urge** the Head Teacher to take immediate steps to implement them.

- 4 Read the **WRITING FOCUS** and make a list of phrases in purple in the proposal for the points below.

### WRITING FOCUS

#### A proposal

##### Title

- Include a neutral title.

##### Introduction

- Introduce the issue and say why it is important.
- State the aim of the proposal.

##### Current situation

- Present the current situation.
- Provide any information needed to explain why you are going to recommend changes.

##### Recommendations

- State your recommendations.  
Recommendation 1:  
*I would recommend that ... should ...*  
Recommendation 2:  
*Another suggestion would be to ...*
- Give reasons. (There may be more than two.)  
Reason 1: *This would enable/encourage ... to ...*  
Reason 2: *This would mean that ... could ...*

##### Conclusion

- Summarise the benefits of your recommendations.
- Persuade the reader to take the recommended action.

- 5 Read the introduction from a proposal. Rewrite the recommendations replacing the underlined words. Use the **WRITING FOCUS** to help you and make any changes necessary.

### Proposal to promote physical activity among students

#### INTRODUCTION

Some students give up physical activity at school and focus only on academic studies. However, it is well known that the brain is more alert after exercise, enabling students to focus better on their classwork. This proposal aims to suggest ways of encouraging students to be more active.

- 1 I suggest that a fitness week for new students should be organised. In this way, teachers could assess their fitness.
- 2 Another suggestion would be to buy recreational equipment for students to use during breaks. This would ensure that they could engage in physical activity more regularly.
- 3 It would be a good idea to invite local sport associations to provide training after school. This would provide opportunities for students to develop the skills of teamwork.

- 6 Read the **LANGUAGE FOCUS**. Which of the structures can you find in the proposal?

### LANGUAGE FOCUS

#### Expressing cause and effect

##### • Linking phrases

Students feel they have no say in school affairs. **As a result,** / **The result of this is that** they lose interest in school. → Students feel they have no say in school affairs, **with the result that/so that** they lose interest in school.

##### • A comment clause

Some students become disengaged from school. This has a negative effect on their behaviour. → Some students become disengaged from school, **which has a negative effect on their behaviour**.

##### • A participle clause to express a result

Healthy schools promote the well-being of students. This results in/leads to improved learning outcomes. → Healthy schools promote the well-being of students, **resulting in/leading to improved learning outcomes**.

- 7 **USE OF ENGLISH** Rewrite each pair of sentences as one sentence. Include the words in capitals and use the **LANGUAGE FOCUS** to help you.

- 1 A healthy school teaches nutrition and health education. As a result, students' ability to make positive lifestyle choices is greatly improved. **WITH THE RESULT**
- 2 Incidents of bullying are on the increase. This affects students' ability to concentrate. **AFFECTING**
- 3 A healthy school promotes respect for others. This results in a decrease in bullying. **WHICH**
- 4 Some schools do not have a Students' Council. This means students have very little say in what goes on at school. **SO THAT**
- 5 A healthy school encourages participation in decision-making. This leads to increased student engagement. **LEADING**

### SHOW WHAT YOU'VE LEARNT

- 8 Complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

Your school has decided to promote health. Your class teacher has led a workshop to assess the current situation. You have been asked to write a proposal setting out the main problems your class identified and proposing actions the school should undertake.





## VOCABULARY

### 1 Use the words in capitals to replace the underlined phrases and make any other changes necessary.

- The thing I dislike most is cleaning the pots and pans after cooking a meal. **PET**
- I have an irresistible urge for some chocolate. **CRAVING**
- It's not every day you get to eat in a posh restaurant and enjoy such exquisite food. **DINING**
- I know I shouldn't eat cake but do allow me a temporary joy once in a while. **PLEASURE**
- It's not always easy to think in advance when cooking but it can be important. **PLAN**
- You know there's a power cut when the continuous noise of the fridge stops. **HUM**
- I can barely hear what the waiter says. He speaks in such a quiet voice. **HUSHED**
- If your parents knew you had started smoking, they'd be shocked and angry. **FIT**

### 2 Match the sentence halves.

- To give your soup an extra bite add one large clove
- Before putting your veggies into the oven, add a knob
- To sweeten your tea, dump in a large spoonful
- To increase the boiling point of water add a pinch
- My sister's a health freak and is always munching on a stick
- Decorate it by placing a sprig
- I don't put milk in my tea but I like to add a drop

- |                   |               |              |
|-------------------|---------------|--------------|
| a of honey.       | d of parsley. | f of salt.   |
| b of celery.      | e of garlic.  | g of butter. |
| c of lemon juice. |               |              |

### 3 Complete the sentences with the words in the box. There is one extra word.

(bland crispy greasy savoury stodgy stringy)

- I can't eat any more pierogi. They're so \_\_\_\_\_ they fill me up in no time.
- I think we need to add some spices to this curry. It's rather \_\_\_\_\_ at the moment.
- I love chips but the doctor told me I should avoid \_\_\_\_\_ food.
- We'll need some \_\_\_\_\_ snacks for the party. Can you pick up some crisps and nuts?
- This meat is rather \_\_\_\_\_, isn't it? It's started to make my jaws ache!

## GRAMMAR

### 4 Write sentences from the prompts.

- we / got / Have / any / snack / crisps / to / on / ?
- on / trip / We / ahead / go / a / planning / can't / without
- will / dry / go / weather / The / the / price / means / fruit / of / vegetables / up / and
- them / the / We / sandwiches / down / and / grabbed / wolfed
- always / me / Chocolate / up / cake / fills
- I / food / the / picked / hungry / at / I / wasn't / just / so
- ended / go / out / We / to / home / but / we / up / eating / at / wanted

### 5 Choose the correct option. Sometimes both are correct. Then find one intransitive verb.

- Please tell Jack not to *wolf down his food* / *wolf his food down*. He'll make himself ill.
- Why don't you have a proper meal? One banana won't *fill you up* / *fill up you*.
- Stop *picking your cabbage at* / *picking at your cabbage*.
- The dietician told me to think about *giving up bread* / *giving bread up*. Empty calories apparently.
- If we're going to have a party, we really need to *plan it ahead* / *plan ahead*.
- My mum's *stocking up on food* / *stocking food up on* as if the third world war is imminent!
- I've decided to *cut back on chocolate* / *cut chocolate back on*. It's giving me spots.

## USE OF ENGLISH

### 6 Match the particles with their meanings.

- If you cut/break/chop something **off**,
  - If something goes **up**,
  - If you use/tidy/clean/drink something **up**,
  - If you drag/keep/go/carry **on**,
  - If you spread/hand/pour something **out**,
- a you might be finishing an action.  
b you might be moving ahead with an action.  
c you might be distributing or extending something.  
d you might be separating one thing from another.  
e it might be moving higher.





7 Read the text. Choose the correct answer, A, B, C or D.



This is the <sup>1</sup> \_\_\_\_\_ question occupying the minds of food scientists today: there will be nine billion people walking the earth by 2050 and, if our current food production systems don't change, how are we going to feed them? This problem has <sup>2</sup> \_\_\_\_\_ a technological revolution in the food industry: the development of synthetic or lab-grown food. What <sup>3</sup> \_\_\_\_\_ would it have on your appetite to know that the steak <sup>4</sup> \_\_\_\_\_ in the pan was grown in a lab, and that the mouth-watering <sup>5</sup> \_\_\_\_\_ omelette that will accompany it is made from 'eggs' developed from plant protein? Probably very little if you do some research. First and <sup>6</sup> \_\_\_\_\_, we should be aware that there's little or no difference in the <sup>7</sup> \_\_\_\_\_ value of these foods as compared to the goodness contained in naturally produced food. In fact, many of the foods we regard as fresh, homegrown or natural have been treated with artificial substances to make sure they are not actually <sup>8</sup> \_\_\_\_\_ before we get to buy them. So, as the change-the-world technology evangelists would say, bring it on and let's feed the world!

- |                 |               |             |             |
|-----------------|---------------|-------------|-------------|
| 1 A burning     | B flaming     | C bursting  | D heating   |
| 2 A handled     | B rocketed    | C triggered | D invented  |
| 3 A impact      | B crash       | C threat    | D pressure  |
| 4 A crunching   | B clinking    | C popping   | D sizzling  |
| 5 A slimy       | B starched    | C savoury   | D soggy     |
| 6 A last        | B the most    | C final     | D foremost  |
| 7 A influential | B nutritional | C emotional | D universal |
| 8 A off         | B on          | C out       | D over      |

8 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and six words in each gap, but do not change the word in capitals.

- There are so many things Karl won't eat that it's hard to prepare anything for him. **FUSSY**  
It's hard to prepare anything for Karl because he is such \_\_\_\_\_.
- My nose is very sensitive to smells and I can tell what somebody is cooking a mile off. **SENSE**  
I have an incredibly strong \_\_\_\_\_ and I can tell what somebody is cooking a mile off.
- Children's health is put at risk if poor quality food is served in schools. **RESULTS**  
Serving poor quality food in schools \_\_\_\_\_ being put at risk.
- It is better to be outside and active instead of staying inside all day at your desk. **COOPED**  
Rather than \_\_\_\_\_ inside all day at your desk, it is better to be outside and active.

## LISTENING

9 **1.33** Listen to five short extracts about a sporting or fitness activity. Match speakers 1–5 with reasons A–H. There are three extra reasons.

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

- A needing purpose and motivation  
B being encouraged by family members  
C wishing to become part of a team  
D wanting something less monotonous  
E looking for a change of location  
F seeking a new challenge  
G fulfilling a personal ambition  
H being affected by a health issue

Listen again. Match speakers 1–5 with inspirations A–H. There are three extra inspirations.

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

- A the support of like-minded people  
B the intense excitement  
C the benefits of increased self-knowledge  
D the hope of future success  
E the feeling of making a difference  
F the change in people's attitude  
G being in an outdoor environment  
H the sense of achievement

## WRITING

10 Read the writing task and write a proposal.

Your local youth centre is planning to replace the current youth centre café with a new one and is asking for recommendations from people who use the centre. Write a proposal outlining the main problems with the current café and proposing improvements.

# EXTRA PRACTICE

## 3.1 Vocabulary

**R** Complete the sentences. The first letter is given.

- 1 They spoke in h\_\_\_\_\_ t\_\_\_\_\_ because they didn't want to be heard.
- 2 The sight of s\_\_\_\_\_ s\_\_\_\_\_ in the pan reminded him how hungry he was.
- 3 The only snack I'm allowed with this diet plan is two s\_\_\_\_\_ of celery and a carrot.
- 4 When we booked the restaurant, they asked us if we had any specific d\_\_\_\_\_ r\_\_\_\_\_.
- 5 Her mouth was dry, so she had a few s\_\_\_\_\_ of w\_\_\_\_\_ before starting her speech.
- 6 I like most spices except n\_\_\_\_\_.

## 3.2 Reading

**T1** Match the words in box A with words in Box B to make collocations. Complete the sentences with the correct form of one of the collocations.

A (eating fleeting processed sensitive special sugar )

B (binges craving foods pleasure question treat )

- 1 A piece of fruit can satisfy \_\_\_\_\_ when you are trying to eat more healthily.
- 2 \_\_\_\_\_ are usually high in salt and additives, which may be harmful if consumed in big quantities on a daily basis.
- 3 Eating fatty, sugary foods such as dessert is but a \_\_\_\_\_ so we want to repeat it.
- 4 Frequent \_\_\_\_\_ will certainly result in weight gain.
- 5 Asking people how much they weigh is considered a \_\_\_\_\_ as some people have issues with their weight.
- 6 Don't completely abandon your favourite foods. You can still have a small portion of pudding as a \_\_\_\_\_ once a week.

## 3.3 Grammar

**T1** Choose the correct option. In some cases, both options are correct.

- 1 I can't depend on them. They *have let me down* / *have let down me* far too often.
- 2 She *put her coat on* / *put on her coat* and she went out.
- 3 Why are you *picking your food at* / *picking at your food*? Don't you like it?
- 4 We shouldn't go through with the meeting. *Call it off* / *Call off it* while there is still time.
- 5 They are *closing down the business* / *closing the business down* because it is not profitable.
- 6 It's not difficult to *cheer up her* / *cheer up Maria*; just offer her some ice cream.

## 3.4 Use of English

**T1** Complete the phrasal verbs with the correct particle: **off, on, out, up**.

- 1 'Come on, eat \_\_\_\_\_ and go!' my mum said, as she started to clear the table. 'You'll be late for school!'
- 2 I had a bar of chocolate in my bag so I broke \_\_\_\_\_ a piece and gave the rest to my friends.
- 3 It was after midnight, but she carried \_\_\_\_\_ baking; she had 100 cupcakes to make.
- 4 After the volunteers had finished dishing \_\_\_\_\_ the food, they washed \_\_\_\_\_ and cleaned the kitchen.
- 5 This pan is shallow and duck produces a lot of fat as it roasts, so make sure you pour it \_\_\_\_\_ every half an hour or it's going to overflow.
- 6 The rising cost of living means that prices have gone \_\_\_\_\_ again.

## 3.5 Listening

**T1** Complete the sentences with words in the box. There are two extra words.

(bland crispy greasy off savoury soggy stodgy stringy)

- 1 When I opened the carton, the awful stench made it clear that the milk was \_\_\_\_\_.
- 2 Jane doesn't use spices. She has a delicate stomach so she prefers her food to be \_\_\_\_\_.
- 3 The \_\_\_\_\_ meal he'd had sat heavily in his stomach and made him feel drowsy.
- 4 The top of the cake was nicely browned but the bottom was \_\_\_\_\_, so she returned it to the oven.
- 5 To make fried chicken less \_\_\_\_\_, let it sit on some absorbent kitchen paper for a few minutes before serving it.
- 6 The beef was so \_\_\_\_\_ that it was almost unchewable, but it had made a delicious soup.

## 3.7 Writing

**T2** Complete the sentences.

Cause: There are not enough tables in the canteen.

Effect: There is a long wait.

- 1 There are not enough tables in the canteen, \_\_\_\_\_ the result that there is a long wait.
- 2 There are not enough tables in the canteen. \_\_\_\_\_ a result, there is a long wait.
- 3 There are not enough tables in the canteen. The result \_\_\_\_\_ is a long wait.
- 4 There are not enough tables in the canteen, \_\_\_\_\_ results in a long wait.
- 5 There are not enough tables in the canteen, \_\_\_\_\_ in a long wait.

## 3.1 Vocabulary

**T2** Complete the text with one word.



My job as a food critic takes me to all kinds of places. I enjoy <sup>1</sup> \_\_\_\_\_ dining at Michelin star restaurants with immaculate starched <sup>2</sup> \_\_\_\_\_ as much as hitting all the stalls that sell local street food delicacies when I'm travelling. On the rare occasions when the weather is nice, I love to sit at a <sup>3</sup> \_\_\_\_\_ café and bask in the sunshine while snatches of my neighbours' conversations waft to my ears together with the lull of <sup>4</sup> \_\_\_\_\_ cutlery.

I wouldn't say I am fussy about what I eat – I like to think I approach anything edible with an open mind. After all, it is my job to have a go at everything, however exotic. Having said that, I have one <sup>5</sup> \_\_\_\_\_ hate and that is <sup>6</sup> \_\_\_\_\_ of parsley used as decoration. I have been known to have the occasional <sup>7</sup> \_\_\_\_\_ about it on particularly disappointing restaurant visits, and only my wife's stern disapproval can bring me back in line.

One more thing, while we are on the subject: I will eat all <sup>8</sup> \_\_\_\_\_, except lobster. I think it is both overrated and overcooked most of the time.

Before I go, I'll share with you a tip a famous chef once gave me, which has served me well whenever I am faced with a rather dull dish. There's very little that can't be improved with a <sup>9</sup> \_\_\_\_\_ of salt or a <sup>10</sup> \_\_\_\_\_ of lemon juice. Enjoy!

## 3.2 Reading

**1** Replace the underlined words. Think of as many different combinations as you can. Then choose two combinations for each word and write your own sentences.

- 1 festive treat, *occasion, mood,...*
- 2 emotional difficulties
- 3 fuzzy sense of something
- 4 aesthetic pleasures
- 5 burning question
- 6 spending binge

## 3.3 Grammar

**1** Respond using a suitable phrasal verb from 3.3 and pages 127–128.

0 We need to follow a healthier lifestyle.

*I agree. To begin with, we need to cut back on chocolate.*

- 1 He got a £20,000 loan to buy a car, even though he is expecting to lose his job.
- 2 You still haven't read the book I gave you for your last birthday!
- 3 I remember Francis was really awful at tennis. Has she improved at all?
- 4 There was a pizza in the oven ten minutes ago and now it's gone! Who ate it?
- 5 It's really hot in here! Have you got air-conditioning?
- 6 Have you managed to close the deal?
- 7 Are you excited about being offered a place at the university of your choice?
- 8 I heard there was a robbery at the bank where your dad works. Did they take much?

## 3.4 Use of English

**T2** Match all the phrasal verbs that you can make by combining the verbs (A) and the particles (B). Then write all the definitions you find for each phrasal verb.

A (bring go take work)

B (apart back off through over up)

*bring back: to reintroduce something*

## 3.5 Listening



**1** **1.30** Listen again. What can you deduce about the speakers' characters and attitude towards food?

## 3.7 Writing

**1** The local council is looking to improve the lives of young people in your area. They have invited anyone who is between the ages of 12 and 18 to write a proposal identifying the main problems their age group faces and proposing actions that the council should undertake (around 250 words).



## LISTENING

- 1  Audio 1  Video 1 Listen to the audio or watch the video. For questions 1–8 choose the correct answer A, B or C.
- Big grocery stores are obliged by law
    - not to sell food too close to its expiration date.
    - to give away food that they would have thrown away.
    - to offer their workers a two-hour lunch break.
  - What additional benefits does the supermarket have from donating food? Choose all that apply.
    - They save on labour to get rid of waste.
    - NGOs pay a small amount of money for the food they get.
    - The store doesn't need to have a large stock.
    - They pay less tax.
  - The French Federation of Food Banks
    - owns some of the largest grocery stores.
    - introduces food donors to charities.
    - collects and distributes the donated food.
  - How does a Salvation Army distribution centre work?
    - People can walk in and pick up the food they need.
    - They cook and deliver meals to those who need them.
    - They sort out the donated food and give NGOs the ingredients to cook meals.
  - The law has received criticism for
    - not enforcing penalties on those who break it.
    - having very high fines.
    - giving out too many penalties.
  - Some of the businesses that donate food
    - do not inform NGOs what the expiration date is.
    - do not take advantage of the tax benefits.
    - use the system for their own personal gain.
  - According to Manon Cuillé, one of the problems is that
    - the government's goal should have been set at zero waste.
    - the law only targets a small part of those who create food waste.
    - the government have no plans beyond 2025.
  - The thing that Manon Cuillé and Guillaume Garot (MP) agree on is that they need
    - to make other countries follow France's example.
    - to get more businesses, industries and individuals involved in the scheme.
    - more ambitious goals.

## READING

- 2 Read the text. Answer questions 1–6.
- At the time the article was written,
    - both Erasmus and the Turing Scheme were operating in the UK.
    - the UK had not left the EU.
    - the Turing Scheme had not started yet.
  - Which group of students will get the highest monthly grant?
    - Disadvantaged students on a short placement.
    - Non-disadvantaged students on a long placement.
    - Disadvantaged students on a long placement.
  - Write four different words the author uses to refer to money given to students. Write the number of the paragraphs they appear for the first time.
  - Which factor does not influence how much money a student on the Turing Scheme can receive as a grant?
    - How expensive it is to live in the country where they study.
    - How far the country they study in is.
    - Whether they come from a disadvantaged background.
  - Write E for Erasmus, T for Turing or B for both.  
Based on information you can find in the text, which of the two programmes
    - is open to students who have not completed their studies?
    - is open to students who have recently finished their studies?
    - covers up to a year of studying abroad?
    - does not accept applications from individual students?
    - reimburses all travels costs without exceptions?
  - For each of the following statements, indicate whether it matches the text. Write *yes* or *no* after each number.
    - Students in the Erasmus programme can only study in European countries.
    - The Turing Scheme aims to be more financially generous than the Erasmus programme.
    - Students participating in programmes similar to Turing and Erasmus do not have to pay tuition fees.
    - Under the Turing Scheme, someone who studies in Japan will receive less financial support than someone studying in Europe.
    - Secondary school students can use the Turing Scheme.

# The Turing Scheme could help students see the world: here's how it works *by Ewan Somerville*

1 The £110 million Turing Scheme was established as a replacement to the Erasmus study exchange programme following Brexit. Before the UK left as an EU member, about 15,000 British students a year used Erasmus to travel, study and work with universities in Europe for three- to 12-month intervals in their degree. Now the Department for Education has quietly released details about how the Turing Scheme will work. With 35,000 places available for students, here's what you need to know.

## 2 What is the Turing Scheme?

Named after Alan Turing, the World War Two codebreaker, the Turing Scheme promises to provide study placements across the world as part of the 'global Britain' vision post-Brexit. The scheme primarily caters for higher education students, those in sixth forms, colleges or other further education, as well as vocational education and training courses. The higher education placements will last for between four weeks and 12 months. The further education and vocational placements will last between 10 days and 12 months.

## 3 How is it different from Erasmus?

The key difference between the two schemes is that Erasmus catered for mostly European Union countries, whereas the Turing Scheme includes countries across the globe. The main draw of Erasmus was that it provided funding towards living costs up to €420 for students studying in Europe with Erasmus Programme Countries. For placements in Partner Countries (typically outside Europe) the European Commission paid students' travel costs of up to £1,315, and cost of living grants of up to €700 per month.

4 The Turing Scheme website says it will provide grants to help cover travel expenses and costs of living, and administrative funding for delivering the projects. The rates provided will be broadly in line with what has been on offer under Erasmus. Its application guide states that university students on placements between four and eight weeks will receive cost of living grants of up to £136 per week, and those on longer placements up to £380 per month. The exact amount will depend on which of three groups of countries they visit, listed by the average living cost there. Disadvantaged students can receive higher grants of up to £163.50 per week, or on longer placements £490 per month.

5 The key difference between Erasmus and Turing is that only disadvantaged students will now receive reimbursement for travel expenses. This is up to £480 for European countries, or up to £1,360 for countries further afield, staggered by their distance in kilometres.

6 While little is mentioned about tuition fees, a DfE (Department for Education) spokeswoman said that as is typical for all HE student mobilities, including outside of Erasmus, they expect tuition fees to be waived. Another difference is that universities and colleges are now under pressure to strike deals independently with other institutions.



## 7 Where can I go?

The list of global destinations falls into three groups:

- Group 1 countries with a 'high cost of living', including the US, Australia and Japan
- Group 2 countries with 'medium cost of living', including most European countries
- Group 3 countries with 'low cost of living', featuring much of the Middle East and South America.

## 8 Who can apply?

The scheme mostly caters for university students and those in further education or on vocational training courses. However, it also offers work placements or traineeships abroad for those in higher education, including for graduates within a year of leaving university. Schools can take part too, including partnering with a school abroad for short-term placements of between three days and two months. Pupils aged above 14 can go on an exchange programme with a partner school for two to six months.

## 9 How do you apply?

Universities, colleges, schools and other eligible organisations will apply for funding through the Turing Scheme's online form, as opposed to students themselves. The form will ask organisations to provide an overview of their project, including details about the project activities, how participants will be chosen, the project budget and organisation details, such as legal name and address, to prove eligibility. Students are encouraged to design projects with their learning provider, based on the official guidance. If there is still funding available after the first round of applications, the Turing Scheme says it will consider opening for applications a second time.

## 10 Who will benefit most?

The Turing Scheme says it will offer 'life-changing experiences' and help social mobility. Critics have been quick to claim the scheme offers far less support for students than Erasmus, especially those from disadvantaged backgrounds. But the Department for Education said that they wanted this scheme to address the barriers that prevent some students, particularly those from less advantaged backgrounds, from studying overseas and making life-changing opportunities across the world accessible to everyone studying in the UK. Once in action, any student can take part if their education setting meets the criteria.



# POLITICAL SYSTEMS IN THE UK AND US

Even though the British and US systems of government seem very different, they actually have a lot of similarities.

The UK is a Constitutional Monarchy. This means that the monarch (king or queen) is the head of state, but the ability to make and pass legislation lies with the Prime Minister, who is head of government, and an elected Parliament.

The US is a Federal Republic. This means that it is made up of a group of 50 states which have their own elected government and can make some of their own laws, but there is also an elected national government which makes laws that apply to everyone. In the US, the head of the federal government is the President, who is also the head of state; and laws are made by Congress.

In both countries, there are three main branches of government – the executive, the legislative (UK legislature) and the judicial (UK judiciary). Each branch acts like a kind of check and balance on the other branches. In the UK, the executive branch is made up of the monarch plus the Prime Minister and the Cabinet, while in the US, the executive consists of the President, the Vice-President and the Cabinet.

Both countries also have a legislative branch made up of two parts. In the UK, this is the House of Commons and the House of Lords. In the House of Commons there are 650 Members (MPs). Each MP represents a particular geographic area, called a constituency. There are two main political parties in the UK – Labour and the Conservatives (Tories) – and a number of smaller parties, including the Scottish National Party, the Liberal Democrats, Plaid Cymru and the Democratic Unionist Party.

The members of the House of Lords, called peers, are not elected. In the past, the House of Lords was made up of people who inherited their position and religious leaders from the Church of England, but today most peers are chosen by the Prime Minister and appointed by the monarch. Peers are appointed for life and many have expertise in areas like science, medicine, the arts or business. There are still around 90 hereditary peers in the House of Lords, along with 26 bishops and archbishops of the Church of England, who are called the Lords Spiritual.

Because peers do not have a constituency and do not represent a political party, they have more freedom to question government decisions. It is their job to look over proposed laws and suggest changes.

In the US, the legislative branch is Congress, which is made up of two parts – the Senate and the House of Representatives. Every state has two senators, who represent the interests of the state. The number of representatives, who represent the local population, varies – the larger the population, the more representatives. Almost all representatives come from the two main parties, the Democratic Party (Democrats) and the Republican Party (Republicans).

The President is elected every four years and stays in office for the full term, unless there are exceptional circumstances (e.g., death or ill health). Federal elections always happen on the Tuesday after the first Monday in November. Many people think that the President is elected by a popular vote. However, the President is actually elected by a group of 538 people called electors. The number of electors for each state is the same as the number of senators plus the number of representatives for that state. The first candidate to get 270 of the 538 total electoral votes wins.

This strange system was the result of a compromise made when the founders of the US were trying to decide on an electoral system. Some of the founders distrusted the idea of a popular vote and thought Congress should choose the President, but others did not trust Congress. So, they came up with the electoral college as a compromise.

Although this may sound unusual, in the UK people do not directly vote for their head of government either. They vote for their local Member of Parliament (MP) and the leader of the party with the most MPs becomes the Prime Minister (PM). Even though elections for Parliament only happen every five years or so, the PM can be replaced at any time if their party decides to do this.

One of the biggest differences between the government in the UK and US is that while the US has a written constitution that sets out the country's fundamental laws and rights, the UK constitution is not a single document – it is made up of hundreds of laws, conventions, legal decisions and treaties. This means that the laws in the US Constitution are very difficult to change, but the UK Parliament can change UK constitutional law very easily – just by making a new law.

Buckingham Palace

The White House





The US Capitol Building

- 1 Which country do you associate these words with: the UK or the US? Discuss in pairs. Then read the article and check your answers.

President \_\_\_\_\_ Prime Minister \_\_\_\_\_  
 Senate \_\_\_\_\_ House of Lords \_\_\_\_\_  
 Congress \_\_\_\_\_ Democratic party \_\_\_\_\_  
 Republican Party \_\_\_\_\_ Tory Party \_\_\_\_\_  
 Labour Party \_\_\_\_\_ MP (Member of Parliament) \_\_\_\_\_

- 2 Read the article again and complete the fact files.

	UK
Head of state	1 _____
Head of government	2 _____
Main parties	3 _____, _____
Executive branch:	4 _____, _____, _____
Legislative branch:	5 _____, _____
Elections	every 6 _____ years

	US
Head of state	1 _____
Head of government	2 _____
Main parties	3 _____, _____
Executive branch:	4 _____, _____, _____
Legislative branch:	5 _____ (it consists of _____ and _____)
Elections	every 6 _____ years

- 3 In pairs, answer the questions based on what you've read.

What is the difference between

- 1 MPs and peers?
- 2 life peers and hereditary peers?
- 3 senators and representatives?
- 4 the conditions under which the Prime Minister and the President can be replaced?

- 4 Complete the table with words from the article.

VERB	NOUN	ADJECTIVE
elect	1 _____, _____	elective, 2 _____, _____
execute	executor, execution	3 _____
legislate	4 _____, _____	5 _____, _____
inherit	inheritance	6 _____, _____
-	constitution	7 _____
judge	judge, justice	8 _____, _____

- 5 Complete the sentences with words from exercise 4.

- 1 The freedom of speech is protected in the First Amendment of the US \_\_\_\_\_.
- 2 In an interview before the trial, the famous actor restated his faith in the \_\_\_\_\_ system.
- 3 Existing \_\_\_\_\_ protects people from discrimination based on gender, race and ability.
- 4 The \_\_\_\_\_ title passes from father to son so James will one day become a Duke.
- 5 The company is managed by two \_\_\_\_\_ directors, who run the daily business.
- 6 After her party was defeated in the last \_\_\_\_\_, she decided to resign from politics.

- 6 Audio 4 In pairs, read the quiz and decide if the sentences are true or false. Then listen and check.

## Check your knowledge: the Houses of Parliament



- 1 MPs sit on benches facing each other to protect themselves from being attacked. ☐
- 2 The Speaker is dragged to his chair to symbolise that it's a challenging job. ☐
- 3 These days, the monarch is not allowed to enter the House of Commons. ☐
- 4 An MP is 'kidnapped' during a state opening to 'protect' the MPs. ☐
- 5 There is a lot of shouting because MPs are forbidden to show support in a different way. ☐
- 6 MPs vote in secret by putting their vote into a box. ☐
- 7 MPs cannot call each other by their name during a debate. ☐
- 8 Members of the public cannot be present during a debate in either House. ☐

- 7 In small groups, compare the political system in the Netherlands and in the UK. What are the similarities? What are the differences?



An opinion essay: main paragraphs and conclusions

*I can write well developed main paragraphs and conclusions and express my opinion using academic vocabulary.*



1 **SPEAKING** Look at the photos. What type of holiday do they illustrate?

2 **SPEAKING** Read the task and discuss the questions.

The demand for all-inclusive holidays has increased over the last few years. Despite their popularity, all-inclusive resorts have received criticism for their impact on local communities. Is it time such holiday models were reviewed? Write an essay presenting your opinion on the topic.

- 1 What is an all-inclusive resort?
- 2 What do you find attractive about spending a holiday at this type of resort? What would put you off?
- 3 How do you imagine the locals benefit from the operation of all-inclusive resorts in their area?
- 4 How do resorts of this size and type impact the environment?

3 **Read the essay.** Did you mention the points the author makes in your answers in Exercise 2?

The convenience and affordability of all-inclusive holidays make them an attractive option for many people. On the downside, all-inclusive resorts are accused of taking more from local communities than they give. In my opinion, this is unfair as well as **unsustainable**. I would like to believe that, with some effort, the current situation can change for their **mutual benefit**.

- 5 The first aspect to consider is the **impact** all-inclusive resorts have on the local **economy**. Even though resorts of this scale can be very profitable, little of the **economic** activity they **generate** involves the local community. On a **traditional** all-inclusive holiday, all the customers' needs are met **on-site**, which makes them reluctant to venture out of the **confines** of the resort and explore what the wider area has to offer. **Consequently**, this business
- 10 model benefits the resorts but not the locals, who depend on tourism for their livelihood. This is compounded by the fact that dining **options** in all-inclusive resorts are usually **confined** to 'international cuisine', with cheap ingredients flown in from all over the world rather than bought locally. Fortunately, businesses learn to **adapt** to their customers' changing
- 15 **attitudes**. For instance, following a shift in customers' expectations, some resorts now offer their **residents** the option of dining at local restaurants. In addition, more resort residents expect now to sample local ingredients **sourced** from nearby producers in the menu. If one of the **criteria** for buying an all-inclusive holiday is how much the resort gives back to the community, locals will soon see a **significant** benefit.

A second important **issue** arising from the way all-inclusive resorts operate is the harmful

- 20 effect it has on the environment. At the height of the season, due to the **concentration** of large numbers of people in a relatively small space, the **consumption** of water and electricity rises steeply. What's more, the increased human activity produces huge amounts waste. Sewage as well as general waste end up polluting the surrounding land and sea. However, like everyone else, resort **residents** are becoming increasingly sensitive to environmental
- 25 issues. As I see it, the only way forward is for resorts to **invest in** renewables, water purification systems and waste management. Apart from doing what's morally right for the environment, such a move will vastly **enhance** their **image**.

Taking everything into account, the only way forward for the all-inclusive tourist industry is to invest in local communities and the efficient management of **resources** and waste. In my view,

- 30 this should not be left to their good will alone. Paying customers, who 'vote with their feet' could pressure these businesses to adopt new practices for the benefit of everyone **involved**.

- 4 Read the **WRITING FOCUS**. Look at main paragraphs 1 and 2 and the conclusion in the model essay. Quote the parts that illustrate the points 1–4 in bold.

### WRITING FOCUS

#### Main paragraphs

- \*Brainstorm ideas.
- \*Choose two or three points you want to make.
- \*Make sure you have a clear opinion on them.
- \*Write a separate paragraph for each different point.
- \*Start with the most important one.

Think of each main paragraph as a mini essay:

<sup>1</sup>**Introduce** your point: use one or two topic sentences to state the main idea of the paragraph.

Develop your argument: explain what you mean and/or give examples.

<sup>2</sup>**Round up**: indicate how the point you have made in the paragraph relates to the overall argument.

#### Conclusion

<sup>3</sup>**Summarise** the main points and <sup>4</sup>**restate** your opinion using different words.

- 5 Read the tips. Write **DO** or **DON'T**.

- 1 **DON'T** introduce new ideas in the conclusion.
- 2 \_\_\_\_\_ only make statements you can support.
- 3 \_\_\_\_\_ use logical arguments.
- 4 \_\_\_\_\_ use emotive language.
- 5 \_\_\_\_\_ include a different, related topic.
- 6 \_\_\_\_\_ use formal register.

- 6 Imagine that someone wants to include these statements in their essay. The topic is the same as in the model essay. In pairs, discuss why they are unsuitable.

- 1 If you ask me, what they're doing is wrong but what can we do?
- 2 All-inclusive resorts are responsible for local families living in poverty.
- 3 I would never go to an all-inclusive holiday because I think they're boring.
- 4 How selfish would it be to take away the only option poor, hard-working people have to go on holiday?

- 7 Look at the words in blue in the essay on page 111M. Which words do you already know?

### LANGUAGE FOCUS

#### Using academic vocabulary

We use the term Academic Vocabulary for words that usually appear in academic texts. They range from general words to words that are specific for individual subjects.

Whereas you can say the same thing in simpler words, even in the same register, the use of academic vocabulary improves the quality of your writing as well as the accuracy of your expression.

- 8 Match the definition with the correct words in blue in the essay.

- 1 \_\_\_\_\_: (noun) a supply of something you have or can easily find when you need it
- 2 \_\_\_\_\_: (verb) to be included in an activity
- 3 \_\_\_\_\_: (noun) the way we feel or think about someone or something
- 4 \_\_\_\_\_: (noun) the general impression the public have of somebody or something
- 5 \_\_\_\_\_: (verb) to make something, bigger, better or more important.
- 6 \_\_\_\_\_: (verb) to change so that you can function in new conditions
- 7 \_\_\_\_\_: (noun) something good that happens to help us
- 8 \_\_\_\_\_: (noun) an important topic or problem

- 9 Replace the underlined words with the correct form of words in blue in the essay. Add any other words necessary.

- 1 They should be prepared to put money into advertising.
- 2 There is a very big increase in summer reservations.
- 3 Ball games can only be played in the fenced areas.
- 4 New ideas are created through brainstorming.
- 5 Our choices seem to be very limited.
- 6 There are too many chemicals in the water.
- 7 Both parties have the same interest in the business.
- 8 The use of petrol decreases when prices rise.
- 9 They get the olive oil from local producers.
- 10 Flying in ingredients cannot be continued.

### SHOW WHAT YOU'VE LEARNT

- 10 Complete the writing task below. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

Travel bloggers have a big influence on social media. What does that mean for their followers and how does it affect their holiday choices? Write an essay presenting your opinion on the topic.



## 1 Remarkable relationships



### BEFORE YOU WATCH

#### 1 SPEAKING Discuss the questions.

- Which animals are said to have the strongest bond with people?
- Do animals ever try to communicate with people? How do they do this?

### WHILE YOU WATCH

#### 2 1 Why do animals give gifts to people or other animals? Make a list of reasons. Then watch the video and check your ideas.

#### 3 1 Match 1–6 with a–f to make phrases and collocations used in the video. Then watch the video again and check your answers.

- |                       |                          |
|-----------------------|--------------------------|
| 1 avid                | <input type="checkbox"/> |
| 2 amass               | <input type="checkbox"/> |
| 3 figment of one's    | <input type="checkbox"/> |
| 4 cement              | <input type="checkbox"/> |
| 5 cunning             | <input type="checkbox"/> |
| 6 heartfelt           | <input type="checkbox"/> |
| a ways                |                          |
| b imagination         |                          |
| c offerings           |                          |
| d collector           |                          |
| e a bond/relationship |                          |
| f a collection        |                          |

#### 4 SPEAKING Complete the questions using the correct form of the phrases and collocations in Exercise 3. Then discuss the questions with a partner.

- Did you \_\_\_\_\_ of objects or toys when you were a child?
- Has anyone ever tried to convince you that something you believe is just a/an \_\_\_\_\_?
- Do you know anyone who uses \_\_\_\_\_ to get what they want?
- Why might someone give a/an \_\_\_\_\_?
- How can pet owners \_\_\_\_\_ with their pets?
- Do you know anyone who is a/an \_\_\_\_\_ of stamps, comic books or other items?

#### 5 1 Answer the questions. Then watch the video again and check your answers.

- How does Gaby describe her relationship with the crows?
- When did the crows start giving Gaby gifts?
- According to Professor Marzluff, what's impressive about Gaby's collection?
- What can increase your chances of bonding with a crow?
- What are crows able to do that most other species are not?
- What does Professor Marzluff think about the fact that Gaby's gifts are getting more human?

### AFTER YOU WATCH

#### 6 SPEAKING Discuss the questions.

- Do you know of any other animals that give gifts to humans?
- What are the main reasons people give gifts in your country? Are gifts always given in good faith?
- What do you know about gift giving in other cultures? Is it similar to your country?

### FOCUS ON LIFE SKILLS

Communication: non-verbal communication strategies

#### 7 SPEAKING 'Actions speak louder than words'. How far do you agree with the statement when it comes to effective communication?

#### 8 Look at the non-verbal communication strategies. What effect do they have on a conversation? Do you use them when communicating?

- |   |                          |
|---|--------------------------|
| 1 speaking at an appropriate volume               | <input type="checkbox"/> |
| 2 pausing and using sentence stress               | <input type="checkbox"/> |
| 3 making sounds e.g. <i>mmm</i> , <i>uh-huh</i>   | <input type="checkbox"/> |
| 4 sitting up straight and not slouching (posture) | <input type="checkbox"/> |
| 5 moving your hands as you talk (gestures)        | <input type="checkbox"/> |
| 6 smiling or neutral face (facial expressions)    | <input type="checkbox"/> |
| 7 nodding or shaking your head                    | <input type="checkbox"/> |
| 8 maintaining an appropriate distance             | <input type="checkbox"/> |
| 9 making eye-contact instead of avoiding it       | <input type="checkbox"/> |

#### 9 Mark each strategy in Exercise 8 S (the speaker should do it), L (the listener should do it) or B (both speaker and listener should do it).

#### 10 SPEAKING Work with a partner. Choose one of the topics in the box and write a dialogue. Practise the dialogue using the strategies in Exercise 8.

(apologising to your teacher   doctor's appointment  
job interview   resolving a misunderstanding)

#### 11 SPEAKING Choose two strategies in Exercise 8 to deliberately ignore when acting out your dialogue. Perform your dialogue to another pair. Give each other feedback on the non-verbal communication strategies.

3 The future of food



BEFORE YOU WATCH

- 1 **SPEAKING** Discuss the questions.
- 1 What's the strangest thing you've ever eaten?
  - 2 Do you know where the food you eat comes from? Is it important to know?
  - 3 What do you think the future holds for food production? Think about scientific discoveries, health, climate change, cost and taste.

WHILE YOU WATCH

- 2 **3** You will watch a video about an insect farm. Complete the sentences with the numbers in the box. Then watch the video to check your ideas. There are two extra numbers.

2 4 6 6 hundreds of 6,000 10,000  
1 million 30 million

- 1 More than \_\_\_\_\_ crickets live in one barn.
- 2 \_\_\_\_\_ crickets live in each cardboard box.
- 3 Crickets have \_\_\_\_\_ times as much protein as beef.
- 4 A family of \_\_\_\_\_ would save \_\_\_\_\_ litres of water per year by eating insects once a week instead of meat.
- 5 It takes \_\_\_\_\_ weeks for a cricket to fully mature.
- 6 The farm produces \_\_\_\_\_ different flavours of crickets.

- 3 **3** Watch the video again and answer the questions.
- 1 What is significant about Jarrod's farm?
  - 2 What kind of environment do the crickets like to live in?
  - 3 Why are crickets such a sustainable and environmentally-friendly food?
  - 4 How are Jarrod's crickets used?
  - 5 According to Angela, what are the similarities between crickets and lobsters?
  - 6 How does Angela describe the taste of crickets?

AFTER YOU WATCH

- 4 **SPEAKING** Discuss the questions.
- 1 Should eating meat be banned? Why?/Why not?
  - 2 Would you be prepared to eat insects to help save the planet?
  - 3 How could insects be incorporated into traditional dishes from your country?
  - 4 How creative do chefs need to be when introducing a new food trend?

FOCUS ON LIFE SKILLS

Creativity

- 5 **SPEAKING** Discuss the questions.
- 1 What does creativity mean for you? Are you creative?
  - 2 What characteristics do creative people have?
  - 3 Do you think it is important to be creative at school/ at work? Why?/Why not?
  - 4 Do you associate the following jobs with creativity? Why?/Why not?

(actor artist hairdresser lawyer plumber  
software developer teacher translator)

- 6 **SPEAKING** Read the list of strategies that can be used when faced with a creative task. Discuss why these strategies might help with creativity.
- Brainstorm as many ideas as possible before deciding what to do.
  - Think about the problem/task from different viewpoints.
  - Research the topic.
  - Ask other people what they think.
  - Keep an open mind.
  - Use your intuition.
  - Experiment and take risks.
  - Don't be afraid of getting it wrong.

- 7 **SPEAKING** Work in groups of four. You are responsible for a marketing campaign encouraging people in your country to switch to a new, more sustainable food trend. Choose a trend and a campaign type from the list below or use your own ideas. Use the strategies in Exercise 6 to plan your campaign.

FOOD TRENDS	CAMPAIGN TYPE
insects	poster
lab-grown meat	viral video
food in a tablet	news report
vegan diet	peaceful demonstration
	flash mob

- 8 **SPEAKING** Present your campaign to the class. Which campaign do you think is most effective? Which campaign shows the most creativity? Give reasons for your answers.

### 1.3 Tense and aspect

**Tense** refers to the time when an action or event takes place: present, past and future.

**Aspect** refers to how we regard the duration of the action or event being described – whether it is in progress or complete. We have two aspects: the continuous (also known as 'progressive') and the perfect (also known as 'perfective'). There is no simple aspect. Each tense (or time) can be expressed in the continuous and the perfect aspect. The tense forms in each different aspect share common characteristics.

#### Continuous aspect

##### Present Continuous/Past Continuous/Future Continuous

The continuous aspect shows that actions or events are in progress during a particular period of time. The actions are temporary and/or of limited duration and occur in present time, past time or future time. The actions are not necessarily completed.

#### Perfect aspect

##### Present Perfect/Past Perfect/Future Perfect

The perfect aspect creates a link between two time periods. It shows:

- the connection between an action happening in one time and an action happening in another time.
- the connection between an action happening in one time and another point in time.

The continuous and perfect aspects combine to show that an action has been, was or will be in progress before a point in time. (Present Perfect Continuous, Past Perfect Continuous and Future Perfect Continuous).

#### Simple tense forms

##### Present Simple and Past Simple

These tenses perform similar functions when referring to present time (Present Simple) and past time (Past Simple). Both these tenses are used to talk about:

- routines and habits:  
Present Simple: *They walk to college every day.*  
Past Simple: *They walked to college every day.*
- states and permanent situations:  
Present Simple: *He feels angry.*  
Past Simple: *He felt angry.*  
Present Simple: *They live in the USA.*  
Past Simple: *They lived in the USA.*

##### Note:

The Present Simple is always used when we refer to general truths.  
*The Earth travels round the Sun.*

##### Future forms

The Future is not expressed by a single tense. Depending on what exactly we want to express about the future we can use:

- the Present Continuous (for agreed arrangements):  
*I'm seeing Jo and Tony at the café later.*

- *going to* + verb (for intentions and predictions for which there is present evidence):  
*He says he's going to travel for a year before going to university.*  
*Look at their expressions! It's obvious they're not going to be friends!*
- *will* + verb (for future facts, sudden decisions and general predictions):  
*He'll be eighteen next year.*  
*OK. I'll tell him!*  
*I'm sure they'll get on with each other in the end. Just give them time!*
- the Present Simple (for timetabled events; after certain time adverbials when describing a future event):  
*The party starts at eight.*  
*I'll call you as soon as they arrive.*

#### Continuous tense forms

##### The Present Continuous, Past Continuous and Future Continuous

The continuous forms are used to talk about:

- Actions in progress at the time of speaking in the present (NOT repeated actions):  
Present Continuous: *I'm watching the film right now.*
- Actions in progress at a particular time in the past:  
Past Continuous: *I was watching the film then.*
- Actions in progress in the future:  
Future Continuous: *This time tomorrow I'll be flying to Paris!*
- Temporary actions or situations:  
Present Continuous: *He's working for his dad for the time being.*  
Past Continuous: *He was working for his dad when I met him.*  
Future Continuous: *He'll be working for his dad for a while.*

##### Note:

The Present and Past Continuous tenses can be used with repeated actions and an adverb of frequency to show annoyance at the repeated action:

*He is/was always forgetting to lock the door!*

##### Stative and dynamic verbs

Verbs expressing emotions (e.g. *hate, like, love*), states of mind (e.g. *believe, know, need, prefer, remember, seem, think, understand, want*) or senses (e.g. *feel, hear, see*) are called **stative** or **state** verbs and are not usually used in any continuous tense (unlike **dynamic** or **action** verbs).

Some verbs can be both stative and dynamic, for example:

- *think*  
*I think you're wrong.* (= believe, have an opinion – stative verb)  
*I'm thinking about the situation.* (= consider, be involved in the process of thought – dynamic verb)
- *have*  
*She has three dogs.* (= own, possess – stative verb)  
*She's having lunch now.* (= eat – dynamic verb)



- see  
I **see** what you mean. (= understand – stative verb)  
I'm **seeing** the director tomorrow. (= meet – dynamic verb)
- be  
Tom **is** a very critical person. (= permanent quality – stative verb)  
Tom **is being** very critical of everything today. (temporary behaviour – dynamic verb)

We sometimes use stative verbs in continuous forms while talking about things/events which last for a short period of time:

- I like my job a lot. (= permanent state – simple form)  
How are you liking your new job? (= short time – continuous form)  
I love rock concerts. (= permanent state – simple form)  
I'm loving this concert. (= short time – continuous form)

Some stative verbs can be used in continuous forms only in certain tenses. For example, *need*, *want* and *mean* can have future or present perfect progressive uses:

- Will you be needing your laptop tomorrow?  
He's been wanting a new phone for a while now.  
I've been meaning to tell you about it since Monday.

## Perfect tense forms

The perfect forms are used to link one time to another time:

Past → Present

Past ← Past

Present → Future

## The Present Perfect, Past Perfect and Future Perfect

The Present Perfect is used to link an action in the past to the present time, or to refer to the present result of that past action:

- We haven't finished the book yet. (We started it in the past and we're still reading it.)  
I've lost my keys (past action), so I can't get into the house. (present result)

The Past Perfect is used to link an action in the past to a previous action in the past:

- They had left by the time we arrived. (We arrived. Previous to our arrival, they left.)

The Future Perfect is used to link a present situation to an action that will be completed in the future:

- Let's start now and we'll have finished by next Tuesday.

Perfect Simple forms also indicate:

- that an action is complete:  
Present Perfect: *They have already said that.*  
Past Perfect: *They had already told them.*  
Future Perfect: *They will have done that before we arrive.*
- that an action is repeated:  
Present Perfect: *I have told you not to do that at least five times!*  
Past Perfect: *It was only after we had phoned several times that someone answered.*  
Future Perfect: *My granddad will have told Mum and Dad the story at least five times by the time we get there.*

- that a situation may be regarded as permanent:

Present Perfect: *Fran and Doug have lived in a small town since they married.*

Past Perfect: *People had become so dependent on computer friendships that they found it difficult to relate to each other on a face-to-face basis.*

Future Perfect: *By the end of next year we will have lived here for ten years.*

## Perfect continuous forms

### The Present Perfect Continuous, Past Perfect Continuous, Future Perfect Continuous

Perfect continuous forms link one time to another in the same way as the simple forms.

We choose to use a perfect continuous form if we want to emphasise that a situation/action is temporary/in progress at a particular period of time.

Present Perfect Continuous: *They've been playing video games all day today! Tell them to stop.*

Past Perfect Continuous: *I had been waiting for two hours before he finally arrived!*

Future Perfect Continuous: *They'll have been sitting there and chatting all morning by the time I get there.*

### Note:

Since the emphasis is on the duration of the activity we do not specify how many times an action happened:

*I've been trying to write my blog all day.* NOT *I've been trying to write my blog three times.*

## 1 Complete the sentences with the correct form of the verbs in brackets. Use extra words where necessary.

- As children \_\_\_\_\_ (grow up) they tend to lose their dependence on their parents.
- Jack \_\_\_\_\_ (always/fall out) with us over petty things. It's so annoying!
- Supporting friends while they \_\_\_\_\_ (have) a run of bad luck is part of what friendship is.
- Before we got our pet dog we \_\_\_\_\_ (not realise) what a strong bond you can form with an animal.
- While we \_\_\_\_\_ (help) Rose pack, her grandmother was collecting some food for her to take with her.
- At that time people \_\_\_\_\_ (live) in small communities and everyone knew each other.
- Don't worry, by the time you get back, we \_\_\_\_\_ (solve) the problem.
- Mick's irreverent attitude meant he \_\_\_\_\_ (laugh) at people in authority for years.
- I grew up with the kids in the neighbourhood; by the time I leave for university next year I \_\_\_\_\_ (hang out) with them for nearly sixteen years!
- I'm so excited! The plane lands at five p.m. and all my friends \_\_\_\_\_ (wait) at the airport to welcome me back home!
- When I reached the ship's rails the dolphins \_\_\_\_\_ (already/disappear). I was so disappointed!

## 1.4 Future in the past

The future in the past (or 'the future seen from the past') can be expressed by putting any of the forms used to talk about the future into the equivalent past form. The exception is the Present Simple for future.

Future form	Function	Future in the past
Present Continuous	arrangements	Past Continuous
<i>am/is/are going to</i>	intentions/plans/predictions based on observed fact	<i>was/were going to</i>
<i>will (+ infinitive/ have + Past Participle/be + -ing)</i>	predictions/promises	<i>would (+ infinitive/ have + Past Participle/be + -ing)</i>

### The Past Continuous

- To talk about arrangements in the future, we use the Present Continuous:  
*We **are meeting** our friends for lunch tomorrow.*
- To talk about an arrangement made in the past for what was then the future, we use the Past Continuous:  
*We **were meeting** our friends for lunch the following day.*
- If the verb *be* is emphasised in the Past Continuous, this can imply that the arrangement was made, but did not happen:  
*We **were meeting** our friends for lunch (but something came up and they couldn't make it).*

### Was/were going to

- To talk about plans/intentions in the future, we use *am/is/are going to*:  
*We're **going to** spend a year travelling around the world. I'm **going to** tell you your marks in the next lesson.*
- To talk about plans/intentions/decisions made in the past for what was then the future, we use *was/were going to*. This use usually indicates that the event did not happen:  
*We **were going to** spend a year travelling around the world, but we changed our minds. I **was going to** tell you your marks this lesson, but I'm not ready yet.*  
However, it is possible to use *was/were going to* when the intention was actually fulfilled:  
*'Thanks for mailing the package.' 'That's fine. I **was going to** mail my letters anyway.'*

### Would

- To make predictions or promises in the future, we usually use *will*:  
*It **will be** a wonderful opportunity to meet the artist in person.*  
*We know they **will be working** when we arrive.*  
*By next week, they **will have bought** all the books they need.*

- To talk about predictions or promises made in the past for what was then the future, we use *would*:

*It **would be** a wonderful opportunity to meet the artist in person.*  
*We knew they **would be working** when we arrived.*  
*By the following week, they **would have bought** all the books they needed.*

### Other ways of expressing the future in the past

- Verbs used to express plans  
These verbs are often used to express plans made for the future at a point in the past. We don't necessarily know whether or not the action happened:  
*plan to/on*  
*We **planned/were planning to leave/on leaving** the following day.*  
*intend to*  
*Rosie **intended/was intending to meet** us in Italy.*
- was/were to*  
This structure is often used to talk about official arrangements, or things destined to happen:  
*The meeting **was to take place** in two days' time.*  
(We don't know if it happened or not)  
BUT  
*The meeting **was to have taken place.** (but it didn't)*
- was/were due to*  
This structure is often used to talk about plans that were part of a timetable, or things that were expected to happen at a certain time:  
*Our friends **were due to arrive** at ten that night.*  
(we don't know if it happened or not)  
BUT  
*Our friends **were due to have arrived** at ten that night.*  
(but they didn't)
- was/were supposed to*  
This structure is often used to talk about things that were arranged, but didn't happen:  
*You **were supposed to** give that to me.*
- was/were about to/on the point/verge of*  
These structures are often used to talk about things that were to happen very soon:  
*I **was on the point/verge of** leaving when he phoned me.*  
*Oh, what a coincidence! I **was just about to** call you.*

## 1 Complete the sentences with the correct form of the words in brackets.

- We \_\_\_\_\_ (plan/go) on a trip round the harbour, but the weather was too bad to go out.
- I \_\_\_\_\_ (going/finish) my project tonight, but Fran called and we started talking!
- They told me I \_\_\_\_\_ (not be/tell) him about the surprise party when I saw him.
- Just as I \_\_\_\_\_ (point/phone) her, Gran called me!
- The students \_\_\_\_\_ (supposed/meet) outside the town hall yesterday.
- A year later the situation \_\_\_\_\_ (will/be) quite different, so it came as no surprise when they accepted the offer.
- I \_\_\_\_\_ (do) my Spanish oral exam later that afternoon, so I couldn't go to the beach.
- We \_\_\_\_\_ (not going/wake) you, but the dog started barking and you got up.
- They \_\_\_\_\_ (due/have) the exam interview at 10:30, but they didn't get there in time.
- Susie \_\_\_\_\_ (intend/apply) for a university abroad, but in the end she applied locally.
- We didn't have time to waste because the coach \_\_\_\_\_ (about/leave) any minute.

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

- Was he flying to Madrid that week? **INTEND**  
Did he \_\_\_\_\_ to Madrid that week?
- The doctor was going to see the patient last night but got stuck in surgery. **HAVE**  
The doctor \_\_\_\_\_ the patient last night but got stuck in surgery.
- They were buying their air tickets tonight. **GOING**  
They \_\_\_\_\_ their air tickets tonight.
- Did you know beforehand the party was going to be a huge success? **WOULD**  
Did you know beforehand the party \_\_\_\_\_ a huge success?
- It was her intention to study medicine. **ON**  
She \_\_\_\_\_ medicine.
- I was expecting your call. **SUPPOSED**  
You \_\_\_\_\_ me.
- He was about to make a decision that day. **VERGE**  
He \_\_\_\_\_ a decision that day.
- They were planning on opening the new restaurant last month. **DUE**  
They \_\_\_\_\_ the new restaurant last month.

## 2.3 Speculating

We use modal verbs to show if we believe something is almost certain/highly likely, probable or possible (or not) in the present, past or future.

### Speculating about the present

- We use **must** + infinitive to show we are sure something is true and we have present evidence for our belief:  
*You've had a long journey. You **must be** tired.*
- We use **must** + **be** + **-ing** to show we are sure something is now in progress:  
*He's got a very good job. He **must be earning** a lot of money.*
- We use **will** + infinitive to say that we think something is highly probable or true in the present:  
*Oh, there's the doorbell. That **'ll be** John – he said he was coming at eight.*  
*The thieves **will be** out of the country by now.*
- We use **may/might/could** + infinitive or **may/might/could** + **be** + **-ing** to show something is possible in the present, but not certain. **Might** and **could** indicate a lesser degree of likelihood than **may**:  
*What you say **may be** true.*  
*He **may win** the tournament.*  
*Mary **might be working** at home today. (Perhaps she is working at home, I'm not sure.)*  
*You **could be** right, I'm not sure. (It's possible.)*
- We use **may/might well** + infinitive to strengthen the possibility expressed:  
*What you say **may well be** true.*
- We use **may/might not** + infinitive (**NOT could not**) in negative sentences:  
*The situation **may/might not be** as bad as it looks.*
- We use **can** + infinitive to make general statements about things that are theoretically possible and sometimes happen:  
*Temperatures in winter **can reach** –40 degrees. (Sometimes temperatures reach –40 degrees in winter, but not always.)*
- We use **can't** + infinitive (**NOT mustn't**) to show something is impossible:  
*That **can't be** John – he's too tall!*

### Speculating about the past

- We use **must** + **have** + Past Participle to make logical deductions about the past and **must** + **have been** + **-ing** to make logical deductions about an activity in progress in the past.  
*He passed the exam with flying colours. He **must have had** a good teacher. He **must have been revising** for weeks.*
- We use **will** + **have** + Past Participle to express presumptions about the past:  
*As you **will have noticed**, the report contains some factual mistakes. (You have probably noticed./I'm sure you have noticed.)*
- We use **may, could, might** + **have** + Past Participle and **may, could, might** + **have been** + **-ing** to speculate about possibility in the past:



### 3.3 Phrasal verbs

Phrasal verbs are meaning groups made up of a single verb and a particle (usually an adverb). A phrasal verb is a combination which takes on a new meaning independent of the original meaning of the verb:

We **ran out of** the house. (The meaning of the verb does not change and *out of* refers to the house.)

We **ran into** Mark on Saturday. (The meaning has changed.)  
→ *run + into* means 'meet')

Phrasal verbs are frequently used in English. They tend to be used in less formal contexts than single verbs:

We need to **sort out** the problem. (less formal)

We need to **resolve** the problem. (more formal)

Phrasal verbs do not always have a single verb equivalent (*resolve* = *sort out*), but whenever they do, we choose the single verb over the phrasal verbs in formal English, and the phrasal verb over the single verb in neutral and informal contexts.

#### Transitive and intransitive phrasal verbs

Phrasal verbs can be **transitive** (used with an object) or **intransitive** (used without an object):

It's cold, **put** your jacket **on**. (your jacket = object, *put on* is a transitive phrasal verb)

The policeman **let** him **off** with a fine. (him = object, *let off* is a transitive phrasal verb)

The realisation of the disaster slowly began to **sink in**.  
(no object, *sink in* is an intransitive phrasal verb)

I'm sure the price of some vegetables will **go down**.  
(no object, *go down* is an intransitive phrasal verb)

Some phrasal verbs can be both transitive and intransitive:

**Cheer up!** I'm sure everything will be all right in the end.  
(intransitive)

My best friend always knows how to **cheer me up** when I am upset.  
(transitive)

Sometimes the same verb can be used transitively and intransitively, but with a difference in meaning:

It took years to **pay off** the loan. (= give the money back, transitive)

In the end, eating carefully and avoiding fatty foods **paid off**.  
(= produce good results, intransitive).

Transitive phrasal verbs can be **separable** or **inseparable**.

In separable phrasal verbs, the particle can be separated from the verb: the object can come between the verb and the particle, or it can come after the particle:

The nutritionist said I should **give** bread **up**. (the object bread separates the verb from the particle)

The nutritionist said I should **give up** bread. (the object bread comes after the particle *up*)

When the object is a pronoun, it always comes between the verb and the particle:

The nutritionist said I should **give it up**. (the object *it* is a pronoun, it comes between the verb and the particle)

We do not place an adverb or a passive object between the verb and the particle:

She backed up their ideas **forcefully**. (NOT ~~She backed forcefully up their ideas.~~)

The plan for the food festival was put forward **by the promoters**. (NOT ~~The plan for the food festival was put by the promoters forward.~~)

Some examples of transitive separable verbs are: *let down*, *lay off*, *back up*, *bring up*, *pay off*, *blow up*, *call off*, *turn on*, *turn off*.

In inseparable phrasal verbs, the verb and the particle are never separated: the object always comes after the particle:

As delicious as pancakes are, you can't **live on** pancakes alone. (the object *pancakes* comes after the particle)

As delicious as pancakes are, you can't **live on** them alone. (the object *them* comes after the particle)

Some examples of transitive inseparable verbs are: *look for*, *look into*, *break into*, *call for*, *fall for*, *get over*, *go through*.

#### Three-word phrasal verbs

Three-word phrasal verbs are made up of a verb + adverb particle + preposition, and are also known as phrasal-prepositional verbs. They are transitive (used with an object) and inseparable. The object always follows the final preposition:

He **put up with** the pain for as long as he could but finally asked for a painkiller. (the object *the pain* comes after the final preposition *with*)

A modifying adverb can only be placed between the adverbial particle and the preposition:

He put up **bravely** with the pain for as long as he could, but finally asked for a painkiller.

OR

He put up with the pain **bravely** for as long as he could, but finally asked for a painkiller.

Common examples of three-word phrasal verbs are: *back out of*, *catch up on*, *catch up with*, *drop in on*, *face up to*, *get down to*, *look down on*, *make away with*, *stand up for*.

## 1 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and four words in each gap.

- Someone entered their house last night and stole some valuables. **INTO**  
Their house \_\_\_\_\_ last night.
- I always have to endure my mum's constant nagging about eating breakfast. **PUT**  
My mum's constant nagging about eating breakfast is something that I always have \_\_\_\_\_.
- They had very little water left by the time they reached a creek in the forest. **RUN**  
They had almost \_\_\_\_\_ by the time they reached a creek in the forest.
- I used to like sushi, but I'm not keen on it any more. **OFF**  
I used to like sushi, but I have \_\_\_\_\_.

## 2 Liz is talking to her friend Tom about her ideas for a festival. Complete their conversation using the words in brackets in the correct order. Make changes to the verbs if necessary.

**Liz:** Will you <sup>1</sup> \_\_\_\_\_ (back/up/me) when I suggest putting on a festival? I will need someone to <sup>2</sup> \_\_\_\_\_ (me/stand/up/for) as I'm sure some people will <sup>3</sup> \_\_\_\_\_ (objections/bring up/a lot of). I've decided that <sup>4</sup> \_\_\_\_\_ (back/not/I/down) though! I haven't <sup>5</sup> \_\_\_\_\_ (fully/my ideas/think/through), but I've been <sup>6</sup> \_\_\_\_\_ (into/an international food festival/look)

**Tom:** We can <sup>7</sup> \_\_\_\_\_ (out/the best way to present/sort) these ideas when we meet. Healthy eating is important and the way for it to <sup>8</sup> \_\_\_\_\_ (add/on/be to/catch) some international glamour.

**Liz:** Do you think <sup>9</sup> \_\_\_\_\_ (take/the idea/off)? Can we <sup>10</sup> \_\_\_\_\_ (it/people/talk/into)?

**Tom:** I feel confident that we can. It's time we all <sup>11</sup> \_\_\_\_\_ (the fact/to/up/face) that our eating habits need reviewing!

**Liz:** Don't <sup>12</sup> \_\_\_\_\_ (me/down/let)!

## 3.4 Particles in phrasal verbs

Since phrasal verbs take on a meaning which is often completely unrelated to the original verb, it is difficult to find the meaning of the phrasal verb by looking at the verb. The meaning usually needs to be taken from context. It is worth noting that the same phrasal verb can have a completely different meaning depending on the context in which it appears:

*The fire was **put out** quickly.* (= extinguished)

*He looked very **put out** when I suggested a change of plan.* (= annoyed)

However, the particle can sometimes help (but not always) to indicate the **general** meaning of the phrasal verb.

Particle	Meaning(s)	Example
across	from one point to another	get/put across = communicate come across = find, encounter by chance
apart	separate	take apart = separate into pieces set apart = place away from, separate from
aside	to one side for future use	set aside = save (money, time) for a special purpose put aside = save
away	move to another point/somewhere else	give away = reveal, give to another person put away = tidy, put in the correct position, eat take away = take from one place to another
back	move to a previous point	take back = retract bring back = return cut back = reduce to a lower/previous level
down	not working as it should/moving to a lower point/older to younger	break down = machine not working cut down = reduce hand down = pass from an older to a younger person let down = disappoint by not doing something you should
forward	move to the next point/a point ahead	bring forward = move to an earlier date/introduce (e.g. a plan) put forward = suggest
in	within/inside/from an outside point towards the centre	bring in = earn hand in = give /return take in = absorb, understand, make smaller, give shelter
off	separation/separating into parts/leaving/stopping/moving out from a point	cut off = separate from set off = start a journey turn off = stop something working give off = emit
on	progressing/continuing/covering/performing/operating	come on = progress carry/go on = continue put on = wear, produce (a performance), operate take on = accept responsibility

out	moving towards the outside/ removing/bringing to a conclusion/ giving something to people/ extending	cut out = stop the use of carry out = do and complete bring/come out = become available put out = trouble/annoy
over	down/from one position across to another	knock over = knock down take over = assume responsibility for
through	move from one point to another/ complete	put through = successfully complete a process think through = think about all aspects
round	from the start back to the original position	bring round = persuade, help sb to regain consciousness hand round = give to all/ distribute
together	join	put together = make something into one piece get together = meet, gather together
up	completing/ introducing/ increasing/moving towards	break up = end bring up = introduce a new point go up = increase

## Note:

Some phrasal verbs can be made into nouns. They are usually formed by joining the verb and the particle.

*break down* → *breakdown*

*break in* → *break-in*

*turn out* → *turnout*

In some cases the particle is moved before the verb.

*break out* → *outbreak*

*put in* → *input*

*spill over* → *overspill*

## 1 Choose the correct option.

- He took *in* / *on* / *apart* the coffee machine to see what was wrong with it.
- They're giving *off* / *away* / *up* a free croissant with every coffee sold!
- She came *across* / *through* / *up* a 100-year-old cookbook in the attic.
- Our car broke *out* / *off* / *down* on the way to the food festival, so we didn't go.
- He knocked *aside* / *over* / *up* the glass salad bowl and it shattered on the floor.
- The organisers are bringing *round* / *forward* / *up* the cooking competition by a week.
- I haven't seen my friends in ages – it's time we got *away* / *over* / *together* for coffee.
- He completed the job application form and handed it *out* / *in* / *up* to the café manager.

## 2 Complete the sentences with the correct particles. Then choose the correct meaning of the phrasal verb.

- I'm sorry. I was wrong. I take \_\_\_\_\_ everything I said about diet not being important.  
a deceive b retract
- The food stall has been so successful they're going to carry \_\_\_\_\_ having it.  
a manage b continue
- You can't run a restaurant if suppliers promise to bring you fresh vegetables but then always let you \_\_\_\_\_!  
a don't do what they agree to  
b excuse you from punishment
- Some new people have taken \_\_\_\_\_ the coffee shop down the road.  
a started to manage b started to build
- That fish is giving \_\_\_\_\_ a disgusting smell. Is it fresh?  
a returning b emitting
- Can you hand \_\_\_\_\_ the leaflets; one to each person?  
a distribute b hold
- If you want to lose weight, you'll need to completely cut \_\_\_\_\_ sugar from your diet.  
a reduce b remove
- It's difficult to put \_\_\_\_\_ the advantages of vegetarianism to people who really enjoy eating meat.  
a communicate b leave
- A healthy eating programme in schools is an interesting idea, but I'll need to think it \_\_\_\_\_ carefully.  
a suggest b consider
- The meeting broke \_\_\_\_\_ before we'd agreed on whether to include a separate vegan menu or not.  
a started b finished
- There are so many different views on healthy eating. I can't take them all \_\_\_\_\_!  
a absorb b return
- Mick wants to start his own restaurant and he's been setting \_\_\_\_\_ money for it for a year now. He'll soon have enough!  
a accept b save



## Unit 1 The ties that bind 4.1

accurate portrayal  
aloof  
anxious  
appreciate  
ascend the throne  
associate with sb  
at first glance  
avenge  
back each other  
be about to do sth/be on the point of doing sth  
be in dire need of sth  
be on the verge of doing sth  
be realistic  
be stuck in a rut  
be supposed to do sth  
befriend sb  
birthday treat  
blind  
blot out memories  
bond (with/between sb)  
captivating narrative  
carefree  
caste  
catch sb's imagination  
charitable/charity work  
chatty  
cluttered  
coincide  
coincidence  
coincidental  
come across sb/sth  
compelling story  
complex  
compromise  
conceive  
condone an idea  
confide in sb/one's problems to sb  
conjure up memories  
considerate/thoughtful  
content (adj)  
contradict sth  
contradiction  
contradictory  
count on sb  
deaf  
deep in thought  
depend on sth  
devoted  
diminutive stature  
disadvantaged  
disrespectful/irreverent  
distant  
distrust  
down-to-earth/practical  
endure  
enterprising  
envious of sb/sth  
equanimity  
evolve  
facet  
facial expression  
faithful/loyal  
fall out with sb

feign  
flatter  
forthright manner  
free and easy  
free will  
fun-loving  
get on  
get on with sth  
go out with sb  
go through a rebellious phase  
grow up  
gruelling  
gut reaction  
have a criminal record  
have all the time in the world  
home-baked treat  
honoured  
idealistic  
impetuous  
imposing stature  
impractical  
impress  
impressionable  
impressive  
inseparable  
introspective  
iron will  
length  
lengthen/elongate  
lifelong bond  
live up to sth  
lofty heights  
look after sb  
look up to sb  
lose one's sight  
melancholic  
minor crime  
miss out  
modest presence/unassuming manner  
more than one's fair share  
nod in approval  
not bat an eyelid  
not have a bad word to say about sb  
nuclear family  
obstinate/stubborn  
offer insight into sth  
on closer inspection  
part  
pensive  
plead with sb to do sth  
possess  
poverty-stricken  
privileged background  
proceeds  
protagonist  
put on a brave face  
put one's foot down  
put sth together  
put up with sb/sth  
quick-witted/sharp  
reach the dizzy heights  
redress  
require approval  
resentment  
resistance to sth  
see the best in people

shift  
shortcoming  
sing sb's praises  
slip by  
split second  
split up  
spoiler alert  
staged  
stand by sb  
succour  
suffer/face hardships  
sustain  
take after sb  
take oneself too seriously  
take up with sb  
thankful  
ripe old age  
through thick and thin  
touched  
trait  
trust sb with sth  
trustworthy/untrustworthy  
unbreakable  
unconditionally  
undying friendship  
unfold  
unprejudiced  
unwavering  
upset  
upstanding citizen  
uptight  
vagabond  
voluntary  
volunteer (n, v)

## Unit 2 Learning for life 4.2

a calm comes over me  
a fair amount  
a first-class knowledge of sth  
a weight has been lifted  
acclimatise  
actively  
adjust to sth  
all of a sudden  
all the books under the sun  
allowance  
argue on a topic  
bankruptcy  
be a case in point  
be a great help  
be at a disadvantage  
be faced with sth  
be in a hurry  
be in the same boat  
be out of one's depth  
be swimming in sth  
break the monotony  
break up the routine  
breeze through sth  
broaden  
brush up on sth  
bundle of nerves  
butterflies in one's stomach  
character building  
clear a debt

clear one's head  
coach  
coherent  
come by sth  
commence  
committed to sth  
community of practice  
condense  
considerable  
constantly  
content (n)  
contentment  
contribute to sth  
cook up an excuse  
culture shock  
decent  
dismiss an idea  
draw closer  
easy/hard to come by  
entrepreneur  
ever-reliable/dependable  
exorbitant  
familiarise  
feel an affinity with sb  
flit between subjects  
frazzled/exhausted  
gauge  
get a good night's sleep  
get a grip  
get cold feet  
get put off  
give sth serious thought  
go through the roof  
hammer sth into sb  
have a good understanding of sth  
have a moment to spare  
have reservations  
head  
homeschooling  
hurdle  
improvised  
in a while  
internship  
invaluable  
justification  
keep one's composure  
keep things in perspective  
kick in  
lap sth up  
lead up to sth  
leap into the unknown  
lighten up  
looming  
madness  
make a point of doing sth  
make a slightly impulsive decision  
manic  
massively  
meet the deadlines  
memorise  
minefield  
mishap  
module  
muster the energy  
my heart is pounding

my mind goes blank  
narrow sth down  
nervous wreck  
not have a clue/a hope  
notch up a win/a score  
offer guidance  
online video tutorial  
overseas  
paperwork  
past papers  
perfect a skill  
persuasively  
pile up  
plagiarism  
plastered in sth  
prime/striking/extreme/graphic/  
notable example  
prod  
prospect of sth  
rambling  
rational  
recognition  
register for sth  
regurgitate  
repay/pay off a loan  
repeatedly  
reread  
restrict  
retain information  
revise  
revision  
saddled with debt  
sail through exams  
scribble  
set sth out  
share one's expertise  
share the same concerns as sb  
socialisation  
solely  
stand out from the crowd  
step outside one's comfort zone  
substantially  
summary  
summon up the courage  
take a proactive approach  
take sth in one's stride  
tangible  
teeter on the edge  
the odds of sth  
the world is your oyster  
thoroughly  
to hand  
top up a phone  
top up sb's drink  
tutor  
type sth up  
underestimate  
unparalleled  
upcoming  
use common sense  
use one's initiative  
utilise pre-existing networks  
value sth over sth  
vary  
venture further afield  
weigh sth up

worth one's while  
write sth off

## Unit 3 Let's eat 4.3

ackee  
adopt a policy  
aesthetic pleasure  
ailment  
anticipation  
appalled by sth  
appreciation  
apricot  
associations  
at the heart of something  
baby octopus  
basil  
beetle  
beetroot  
bend over backwards  
bland/tasteless  
buckwheat  
burning/key/sensitive questions  
buzzy  
capers  
carry on  
cashew  
cassava  
chewy  
chinking/clinking  
chop sth off  
clam  
clove of garlic  
cod  
cognitive/emotional/learning difficulties  
conductor  
conjure  
consume  
contributor to sth  
cooped up  
coriander  
crepe  
cringe (at sth)  
crispy  
crunchy  
cuisine  
cut back on sth  
cut sth off  
cutlery  
delectable/processed/toothsome food  
deliciousness  
desire  
desperate/uncontrollable cravings  
dietary/food choices  
dietary requirements  
dine out  
discourage sb from doing sth  
dish sth out  
disheartened  
disillusioned with sth  
distress  
drink sth up  
drop of (lemon juice)  
eat sth up  
eating/spending/uncontrollable binges  
element

elemental  
 elusive/fuzzy/keen sense of sth  
 emotion  
 emotional response  
 emphasise  
 end up (doing sth)  
 essence  
 essential  
 factor  
 fatigue  
 fatigued  
 feel low  
 fibre  
 fill sb up  
 fine dining  
 fleeting/simple pleasures  
 freshness  
 full-on  
 fussy eater  
 garnish  
 gather  
 give sth up  
 glutinous  
 gobble sth up  
 good manners  
 goose  
 grasshopper  
 greasy  
 hand sth out  
 harvest  
 have a fit  
 health promotion  
 homegrown food  
 hum  
 hushed  
 impact  
 implement  
 inferior  
 influence  
 influential  
 interfere with sth  
 kidneys  
 knob of (butter)  
 leek  
 legitimate  
 lick  
 life-threatening  
 liver  
 lobster  
 lump of (cheese)  
 mackerel /'mæʃkərəl/  
 madeleine  
 meaningfulness  
 neuroscience  
 nutmeg  
 nutrition  
 nutritional  
 obesity  
 occupation  
 occupational therapy  
 off  
 okra  
 overbearing  
 overconsumption  
 overcooked  
 oyster

paprika  
 parsley  
 perfumed  
 pick at sth  
 pinch of (salt)  
 plan ahead  
 popping  
 pour sth out  
 precious  
 produce  
 promote healthy eating habits  
 proposal  
 psychological  
 psychology  
 rage  
 rare/special/festive treat  
 reward system  
 roast beef  
 saffron  
 salt pot  
 sardine  
 savoury  
 sb's pet hate  
 sedentary  
 sensation of pleasure  
 shellfish  
 sip of (water)  
 sizzling  
 slice sth off  
 slimy  
 smoked  
 snack on sth  
 soggy  
 spoonful of (honey)  
 sprig of (parsley)  
 squid  
 starched tablecloth  
 stick of (celery)  
 stock up on sth  
 stodgy  
 stringy  
 struggle on  
 sugar craving  
 take sth over  
 tea-soaked  
 tidiness/untidiness  
 tidy up  
 trigger  
 unavoidable  
 universal  
 universe  
 unwelcoming  
 veal  
 venison  
 wash up  
 well-being  
 wolf sth down  
 wrap  
 yuck!  
 zone out

accomplished  
 accomplishment  
 add to sth  
 advance  
 advantage sb  
 aerodynamic  
 affluence  
 affluent  
 alter  
 alternate (v)  
 alternate (n)  
 alternative (n, adj)  
 amongst  
 apparent  
 approach (n)  
 approach sth  
 arguably/presumably  
 as a matter of fact  
 ascendancy  
 ascendant  
 assimilate  
 attach a file/a photo  
 authentic  
 authenticity  
 aware  
 awareness  
 backlash against sth  
 better  
 bookmark a website/a homepage  
 bring out/release  
 capitalise on sth  
 careless  
 carelessness  
 cassette  
 cheapen  
 come into prominence  
 commercial flop  
 composite  
 compromise sth for convenience  
 concise  
 consistency  
 consistent  
 contactless debit card  
 copyright  
 cue  
 current-day  
 deter  
 diligence  
 diligent  
 download  
 download an app/an attachment  
 downturn in sth  
 draw the line  
 effectiveness  
 enhance performance/interest  
 enjoy a resurgence  
 enlarged  
 enrich  
 enterprise  
 erase  
 ever-better  
 exercise bike  
 expend  
 expense  
 extensive  
 fall by the wayside

## Unit 4 The new thing



4.4

abundance  
 abundant  
 accomplish



Word building

1 Complete the text with the correct form of the words in capitals.

The burden of being the favourite child

A new study suggests those who are considered the 'favourite' child in the family pay a high price for their preferred status. Researchers from Purdue University in Indiana found that feeling a heightened obligation to please parents and being the target of sibling rivalry both take their toll: an increased risk of depression. The <sup>0</sup> weight of expectation that comes with being the favoured child can feel like conditional attention – the child believes it's necessary to keep achieving <sup>1</sup> \_\_\_\_\_ high standards in order to avoid falling out of favour. Growing up as the star of the family often leaves these children with a <sup>2</sup> \_\_\_\_\_ need to be the centre of attention and an expectation of unconditional love. In addition, when their <sup>3</sup> \_\_\_\_\_ siblings fail the family, they feel they have to compensate their parents for that by being even more responsible and mature. Psychologists recognise this behaviour as the Hero Child syndrome. The Hero Child works hard to help the family <sup>4</sup> \_\_\_\_\_ through being a conscientious student and hard worker.

WEIGH

POSSIBLE  
LIFE

RESPECT

SUCCESS

Key word transformation

2 Complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals. Do not change the word given.

- 0 We didn't expect people to envy us our success. **BE**  
We didn't think people would be envious/jealous of our success.
- 1 The plane was on the verge of taking off when one of the engines caught fire. **ABOUT**  
The plane \_\_\_\_\_ off when one of the engines caught fire.
- 2 By the end of the year, it will be ten years since we first met. **EACH**  
By the end of the year, we \_\_\_\_\_ ten years.
- 3 The aim of the campaign was to make people more aware of the problem of poverty. **RAISE**  
The campaign was \_\_\_\_\_ about the problem of poverty.
- 4 Katherine first went abroad when she was sixteen. **NEVER**  
By the time she turned sixteen, \_\_\_\_\_.

WORD STORE 1A | Personality adjectives

- 1 tolerant = unprejudiced
- 2 stubborn = \_\_\_\_\_
- 3 quick-witted = \_\_\_\_\_
- 4 disrespectful = \_\_\_\_\_
- 5 thoughtful = \_\_\_\_\_
- 6 practical = \_\_\_\_\_
- 7 loyal = \_\_\_\_\_

WORD STORE 1B | Collocations

- 1 top position = dizzy heights
- 2 experience difficulties = \_\_\_\_\_
- 3 modest presence = \_\_\_\_\_
- 4 homemade goodies = \_\_\_\_\_
- 5 bring back images = \_\_\_\_\_
- 6 strength and determination = \_\_\_\_\_
- 7 lack of height = \_\_\_\_\_
- 8 show their acceptance = \_\_\_\_\_

WORD STORE 1C | **EXTRA** Collocations

- approval

hardships

heights

manner

memories

stature

treat

will
- 1 birthday treat
  - 2 blot out \_\_\_\_\_
  - 3 face \_\_\_\_\_
  - 4 forthright \_\_\_\_\_
  - 5 free \_\_\_\_\_
  - 6 imposing \_\_\_\_\_
  - 7 lofty \_\_\_\_\_
  - 8 require \_\_\_\_\_

WORD STORE 1D | Common phrases

- 1 remain calm/not show any shock = not bat an eyelid
- 2 finds the good things about sb = \_\_\_\_\_
- 3 a disproportionate amount = \_\_\_\_\_
- 4 asserts sth strongly = \_\_\_\_\_
- 5 carried on as normal = \_\_\_\_\_
- 6 behaved as if sth did not worry her = \_\_\_\_\_
- 7 a very old age = \_\_\_\_\_

WORD STORE 1E | Word pairs

- accurate

**captivating**

compelling

condone

offer

poverty-

privileged

sing

spoiler
- 1 captivating narrative
  - 2 \_\_\_\_\_ portrayal
  - 3 \_\_\_\_\_ insight
  - 4 \_\_\_\_\_ story
  - 5 \_\_\_\_\_ an idea
  - 6 \_\_\_\_\_ sb's praises
  - 7 \_\_\_\_\_ background
  - 8 \_\_\_\_\_ alert
  - 9 \_\_\_\_\_ stricken

WORD STORE 1F | Collocations

- citizen

crime

reaction

record

second

**work**
- 1 charity work
  - 2 criminal \_\_\_\_\_
  - 3 gut \_\_\_\_\_
  - 4 minor \_\_\_\_\_
  - 5 split \_\_\_\_\_
  - 6 upstanding \_\_\_\_\_

Multiple-choice cloze

1 Read the text and and choose the correct answer A, B, C or D.

The UK’s first waste food wedding

With an estimated fifteen million tonnes of food discarded yearly in the UK, every single action aimed at reducing food waste seems praiseworthy. A shining example of how to take a stand against this problem has <sup>0</sup>been set by one couple from London, who decided to serve only waste food at their wedding. There is a popular misconception that waste food is unsafe to eat, whereas much of what gets thrown away from the markets and shops is actually perfectly edible. In fact, the food is only waste because it is declared waste, mostly <sup>1</sup>\_\_\_\_\_ of fussy shoppers being obsessed with freshness and perfection. It is hardly surprising that the organisers of arguably the UK’s first waste food wedding succeeded <sup>2</sup>\_\_\_\_\_ a real feast where the food both looked amazing and tasted absolutely delicious. Even though the whole point was to have an entirely ethical wedding, it also <sup>3</sup>\_\_\_\_\_ out to be a money-saving idea. The newlyweds said it was great value compared to what <sup>4</sup>\_\_\_\_\_ cost them for a caterer with non-waste food.

- |                    |               |                 |              |
|--------------------|---------------|-----------------|--------------|
| 0 A been giving    | B been set    | C followed      | D taken      |
| 1 A as a result    | B in spite    | C on behalf     | D regardless |
| 2 A about creating | B in creating | C on creating   | D to create  |
| 3 A brought        | B came        | C found         | D turned     |
| 4 A could it have  | B it had      | C it would have | D would it   |

Key word transformation

2 Complete the second sentence so that it has a similar meaning to the first. Use between two and six words including the word in capitals. Do not change the word given.

- 0 The research has shown that food significantly affects our mood. **IMPACT**  
The research has shown that food has a significant impact on our mood.
- 1 Everyone promised to help, but eventually I had to clean up after dinner all by myself. **ENDED**  
Although everyone promised to help, \_\_\_\_\_ clean up after dinner all by myself.
- 2 We really appreciated the invitation to their summer house. **GENEROUS**  
It \_\_\_\_\_ us to their summer house.
- 3 People say the government should introduce cookery lessons in schools. **URGED**  
The government \_\_\_\_\_ cookery lessons in schools.
- 4 Obesity is often caused by eating too much and not taking exercise. **RESULT**  
Overeating and a lack \_\_\_\_\_ obesity.



WORD STORE 3A | Food

- 1 **Fruit and vegetables:** apricots, beetroots, leeks, capers, \_\_\_\_\_
- 2 **Herbs and spices:** basil, paprika, parsley, saffron, \_\_\_\_\_, \_\_\_\_\_
- 3 **Fish and seafood:** clams, cod, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 4 **Meat:** goose, veal, venison, \_\_\_\_\_, \_\_\_\_\_
- 5 **Smells, flavours and textures:** \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

WORD STORE 3B | Kitchen/dining sounds

(buzzy ~~chinking~~ clinking crunchy)  
hum popping sizzling

- 1 the chinking noise when I stack glasses in the dishwasher
- 2 cafés that are really \_\_\_\_\_
- 3 the \_\_\_\_\_ sound that crisps and biscuits make
- 4 the constant \_\_\_\_\_ of traffic in the street
- 5 the sound of a balloon \_\_\_\_\_ when pricked with a pin
- 6 the sound of sausages \_\_\_\_\_ in a pan
- 7 knives and forks \_\_\_\_\_ in the school canteen

WORD STORE 3C | Collocations

- 1 top quality food and service = fine dining
- 2 become furious = \_\_\_\_\_
- 3 stiff material = \_\_\_\_\_
- 4 thing that you dislike intensely = \_\_\_\_\_
- 5 things you can't eat = \_\_\_\_\_
- 6 a soft quiet way = \_\_\_\_\_

WORD STORE 3D | **EXTRA** Collocations

(a pinch of a stick of ~~a knob of~~  
a lump of a sip of a clove of  
a spoonful of a drop of a sprig of)

- 1 a knob of butter
- 2 \_\_\_\_\_ lemon juice
- 3 \_\_\_\_\_ garlic
- 4 \_\_\_\_\_ cheese
- 5 \_\_\_\_\_ salt
- 6 \_\_\_\_\_ water
- 7 \_\_\_\_\_ honey
- 8 \_\_\_\_\_ parsley
- 9 \_\_\_\_\_ celery

WORD STORE 3E | Collocations

(binges cravings difficulties ~~food~~  
pleasures questions sense treat)

- 1 delectable/processed/toothsome food
- 2 festive/rare/special \_\_\_\_\_
- 3 eating/spending/uncontrollable \_\_\_\_\_
- 4 desperate/sugar/uncontrollable \_\_\_\_\_
- 5 cognitive/emotional/learning \_\_\_\_\_
- 6 elusive/fuzzy/keen \_\_\_\_\_ of sth
- 7 aesthetic/fleeting/simple \_\_\_\_\_
- 8 burning/key/sensitive \_\_\_\_\_

WORD STORE 3F | Adjectives

(bland crispy **greasy** off savoury)  
soggy stodgy stringy

- 1 prepared with a lot of oil = greasy
- 2 containing tough fibres (esp. meat) = \_\_\_\_\_
- 3 unpleasantly heavy = \_\_\_\_\_
- 4 wet and soft = \_\_\_\_\_
- 5 tasting of salt, not sweet = \_\_\_\_\_
- 6 tasteless = \_\_\_\_\_
- 7 hard and dry on the outside = \_\_\_\_\_
- 8 bad or not fresh = \_\_\_\_\_

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## Focus Netherlands Edition Level 5 Student's Book

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