

## VOCABULARY

## AGE



**1 A** Correct B's sentences by changing one word.

- 1 A:** I'm going to play on the swings ...  
**B:** Behave your age! They're meant for kids.
- 2 A:** Mina seems very sensible for a sixteen-year-old.  
**B:** I'm continually surprised by her maternity.
- 3 A:** I can't believe he's seventy!  
**B:** Yes, he looks very young than his age.
- 4 A:** What are you doing this weekend?  
**B:** We're visiting an elder aunt of Simon's.
- 5 A:** I think Hugh is too young to become a manager.  
**B:** Careful – that could be seen as age judgement.
- 6 A:** In her forties, Madonna is attracting even more crowds.  
**B:** Yes, she's definitely in her time.
- 7 A:** You could say that social networking sites have 'grown up'.  
**B:** I agree – they've certainly reached of age now.
- 8 A:** I can't believe what he just said!  
**B:** Yeah, he's so immature. He really needs to grow up.

**B** Are the age-related phrases in B's responses positive (+), negative (-) or neutral (N)?

## GRAMMAR

## MODAL VERBS AND RELATED PHRASES

**2** Complete the article with the words and phrases in the box. You do not need to use one of the words or phrases.

can could are able being able to managed to couldn't  
 should had to don't have to are supposed to made  
 wasn't allowed let

## WHAT WAS LIFE LIKE BEFORE THE INTERNET?

- 1** If you wanted to keep in touch with friends, you <sup>1</sup> \_\_\_\_\_ just visit a social networking site. You <sup>2</sup> \_\_\_\_\_ phone or talk to friends face to face.
- 2** To sell something, you paid for an advert in the local paper. These days you <sup>3</sup> \_\_\_\_\_ to reach thousands of potential buyers through sites such as Craigslist or eBay. Before you buy you <sup>4</sup> \_\_\_\_\_ read the conditions thoroughly. If someone else is bidding for you, don't <sup>5</sup> \_\_\_\_\_ them bid without giving them a limit.
- 3** Online encyclopedias didn't exist. As a student, once I only <sup>6</sup> \_\_\_\_\_ find information for an assignment by spending two days in a library.
- 4** Music came from shops in the form of CDs. Nowadays it <sup>7</sup> \_\_\_\_\_ be downloaded online. Obviously a good thing? Well, you <sup>8</sup> \_\_\_\_\_ pay for it but many people download illegally.
- 5** Before life online, as a kid I was <sup>9</sup> \_\_\_\_\_ to write long thank-you letters for birthday presents instead of <sup>10</sup> \_\_\_\_\_ send a quick email. My parents were really strict. I <sup>11</sup> \_\_\_\_\_ to play with any new toys until I'd written to everyone.
- 6** You used to go to friends' homes to watch their holiday videos. Thankfully, you <sup>12</sup> \_\_\_\_\_ do this anymore. A quick look on a video-sharing site is enough!

**3** Complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word given.

- 1** There's no obligation for the company to provide training. **HAVE**  
 The company \_\_\_\_\_ training.
- 2** It's impossible to force kids to eat vegetables. **MAKE**  
 You \_\_\_\_\_ vegetables.
- 3** We weren't able to see the supervisor. **MANAGE**  
 We \_\_\_\_\_ see the supervisor.
- 4** He was allowed to go after he'd been questioned for three hours. **LET**  
 The police \_\_\_\_\_ after he'd been questioned for three hours.
- 5** I'm afraid I can't make the meeting. **ABLE**  
 I'm afraid I \_\_\_\_\_ make the meeting.
- 6** This area is forbidden. Get out immediately. **SUPPOSED**  
 You \_\_\_\_\_ in this area.  
 Get out immediately.

## LISTENING

## 4 A How would you answer questions 1–8?

## WHAT'S THE BEST AGE ...



- 1 to choose a career?
- 2 to get married?
- 3 to have a baby?
- 4 to start a sport?
- 5 to learn a musical instrument?
- 6 to learn a new language?
- 7 to become president or prime minister?
- 8 to retire?

**B** 6.1 Listen to four speakers. Which question above does each person answer?

- Speaker 1: \_\_\_\_\_  
 Speaker 2: \_\_\_\_\_  
 Speaker 3: \_\_\_\_\_  
 Speaker 4: \_\_\_\_\_

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

- Speaker 1
- 1 What age does the speaker think is best?
  - 2 What three factors are important?
- Speaker 2
- 3 What does the speaker think the minimum and maximum age should be?
  - 4 What two factors need to be balanced?
- Speaker 3
- 5 Why do you need to understand yourself and your relationship?
  - 6 What is the wrong age, according to the speaker?
- Speaker 4
- 7 When does the speaker think it's OK for a young person to make a choice?
  - 8 What advice does the speaker give to other people?

**D** Match the phrases in bold with the meanings a)–e).

- 1 I don't think there's any **hard and fast** rule.
- 2 She's **still going strong** now she's over seventy.
- 3 You have to **strike a balance** between maturity and energy.
- 4 It **has to do with** giving yourself enough time to get to know yourself.
- 5 That **worked for me**.

- a) was successful
- b) choose a moderate way, compromise
- c) fixed, definite
- d) is connected to
- e) continuing to be successful

## VOCABULARY PLUS

## WORD-BUILDING: PREFIXES

**5 A** Put the words in the correct group according to the negative prefix they take.

realistic satisfied behave secure familiar  
 predictable logical patient mortal willing  
 interpret relevant healthy

- 1 un: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2 im: \_\_\_\_\_  
 \_\_\_\_\_
- 3 mis: \_\_\_\_\_  
 \_\_\_\_\_
- 4 il: \_\_\_\_\_
- 5 ir: \_\_\_\_\_
- 6 dis: \_\_\_\_\_
- 7 in: \_\_\_\_\_

**B** Complete the text with the negative form of words in Exercise 5A. You do not need three of the words.

## Dealing with difficult students

Students are motivated to learn by a variety of factors. Some look for a sense of personal achievement while others enjoy being involved as a member of a learning group.

Teachers sometimes make the mistake of having <sup>1</sup>\_\_\_\_\_ expectations of students. It is better to be patient with their progress rather than being <sup>2</sup>\_\_\_\_\_ because being <sup>3</sup>\_\_\_\_\_ to let students learn from their own mistakes can be demotivating.

Students often have a lot to deal with, particularly if they are moving from an environment they know to an <sup>4</sup>\_\_\_\_\_ learning environment. They may feel unsure and <sup>5</sup>\_\_\_\_\_ because they are not used to the new systems and may become <sup>6</sup>\_\_\_\_\_ with their new school and way of life. These feelings can take many forms of expression such as sadness or attention-seeking and a tendency to <sup>7</sup>\_\_\_\_\_.

Whatever form of behaviour this takes the teacher can show understanding by responding to students using expressions such as 'I understand why you feel like that, but ...'. The teacher should pay attention to what the student is really saying, even if it sometimes seems to be <sup>8</sup>\_\_\_\_\_ and unconnected to the subject.

It is easy to <sup>9</sup>\_\_\_\_\_ the new students' actions and statements so it is important to keep listening and communicating with them and letting them know that you are there to support them and not simply to judge them. Start by telling them this and your relationship will soon change from an <sup>10</sup>\_\_\_\_\_ and harmful one into one that is happy and motivating.

**C** Write the negative form of words in Exercise 5A in the correct group according to the stress pattern.

- oooOo \_\_\_\_\_  
 ooOoo \_\_\_\_\_  
 oOoo \_\_\_\_\_  
 oOo \_\_\_\_\_  
 \_\_\_\_\_  
 ooO \_\_\_\_\_  
 ooOo \_\_\_\_\_

**D** 6.2 Listen and check. Then listen and repeat.

## READING

**1 A** Read the article. Which of the following topics are not mentioned?

work transport clothes food relationships shopping  
energy social networking newspapers radio and television

**B** Six sentences have been removed from the article. Complete the article with sentences a)–f).

- a) Work comes to you.
- b) Now the restaurant's bioprinter starts to produce the raw ingredients for the restaurant AIPA to cook and bring to the table.
- c) Some do accounting, some write letters.
- d) You have instant video chat, internet browsing and can do many other things you needed a smartphone for previously.
- e) You control what happens in the whole house from here, so you remotely switch on the lights and the shower and tell the kitchen you'll be ready for breakfast in 20 minutes.
- f) Computers inside your car take away the need for manual driving.

**C** Read the article again. Are the statements true (T), false (F) or is the information not given (NG)?

- 1 You are woken up early because of an important news bulletin.
- 2 Your artificially intelligent personal assistant has checked your health.
- 3 Your clothes are newly made as soon as you have decided what to wear.
- 4 Cars are designed to be energy efficient.
- 5 The ingredients for your food are produced at the restaurant by a bioprinter.
- 6 Flying machines make deliveries to your home.
- 7 Smart glasses save everything you do during the day so that you can play it back later.
- 8 Your own home contributes fifteen per cent of the electricity you use.

## 2030 VISION

**Smartphones are museum pieces and cable TV – well what was that? The world will be very different in the future but what will everyday life be like in 2030?**

**06.45**

You're gently woken up in your sleep pod – you don't sleep in a bed, they've developed dramatically into sleep pods. <sup>1</sup> \_\_\_\_\_ Meanwhile your artificially intelligent personal assistant (AIPA) has started work monitoring your body functions and making sure you're fit and well for the day ahead.

**07.50**

You're ready for work but you don't need to go anywhere. <sup>2</sup> \_\_\_\_\_ You enter your virtual office and greet co-workers from around the world in your virtual work environment. You and your colleague in Singapore look at the live data feeds and make real-time decisions about your work. Then a workmate nearby asks for a face-to-face meeting over lunch. You decide what to wear and an army of nanobots make the clothes for you.

**12.30**

Your journey is still by car – but you don't drive it. It drives. <sup>3</sup> \_\_\_\_\_ They talk to the smart road which is regulating the flow of traffic so that cars are travelling at maximum speed and efficiency. You know there won't be a delay because of a car accident – there hasn't been a car crash for ten years now.

**12.45**

You arrive for your meal. Your car has already suggested a menu – beef goulash. <sup>4</sup> \_\_\_\_\_ During the meal your workmate mentions her new smart glasses and this reminds you that a drone will deliver yours later today.

**15.30**

Work's finished. You have a lot more leisure time now because AIPAs can do a lot of the work for us and a lot quicker. <sup>5</sup> \_\_\_\_\_ Not all AIPA's have human form, some are simply computer programmes with human-like intelligence and understanding. Right on time the drone arrives with your smart glasses.

**19.00**

In the evening you see what your new smart glasses can do. Smart glasses have replaced the smartphone because they are a lot easier to use and have a lot more functions. <sup>6</sup> \_\_\_\_\_ Even better, they record every minute of your day for you so that you can watch your day again – speeded up this time.

**22.00**

As you sleep the smart electricity grid and your smart electrical appliances are saving electricity and sending it to where it is needed most. In fact, it has been doing this 24/7 but at night it becomes very noticeable as your fridge powers down and the street lights dim. We can finally see the stars from our cities again.



## GRAMMAR

## FUTURE PERFECT AND CONTINUOUS

## 2 Underline the correct alternative.

- Nine o'clock's too late to arrive. The concert *will start/will be starting/will have started* by then.
- You can use my desk. I *won't use/won't be using/won't have used* it tomorrow as I'm away.
- Dr Sawali will be happy to lead a discussion during the conference as she'll *attend/'ll be attending/'ll have attended* it anyway.
- Will you still *need/be needing/have needed* me when I'm sixty-four?
- Your two-day visit *will involve/will be involving/will have involved* a factory tour and several meetings.
- By this time tomorrow the championship draw *will happen/will be happening/will have happened* and we'll know who we're playing.

## 3 A Complete the predictions made in the 1950s about life in 2020. Use the future perfect or future continuous.

- The world / experience / mini ice-age / at that time.  
*The world will be experiencing a mini ice-age at that time.*
- The average weight / adult male / go down / to seventy kilos.  
\_\_\_\_\_
- Smoking / ban / completely / in all public areas.  
\_\_\_\_\_
- Everyone / drive / flying cars.  
\_\_\_\_\_
- Men and women / wear / same clothes.  
\_\_\_\_\_
- Poverty and famine / halve.  
\_\_\_\_\_

**B** Which predictions above have already come true (✓), which may well come true (?) and which are unlikely to come true (x)?

## VOCABULARY

## OPTIMISM/PESSIMISM

## 4 Write letters to complete the words.

- feel good about a future event  
= look \_\_\_\_\_
- have good and bad experiences  
= have u \_\_\_\_\_
- make no progress = \_\_\_\_\_
- have emotions which are both positive and negative  
= have m \_\_\_\_\_ f \_\_\_\_\_
- see the positive side of things  
= \_\_\_\_\_ side
- positive = up \_\_\_\_\_
- fear = dr \_\_\_\_\_
- create a feeling of hopelessness  
= fill with de \_\_\_\_\_

## WRITING

## AN INFORMAL EMAIL; LEARN TO FOCUS ON INFORMAL STYLE

## 5 A Complete the sentences with the words in the box.

for all about to know rather get 'd let be

- April is a *great time* \_\_\_\_\_ visiting Budapest – the spring festival is on.
- Now, \_\_\_\_\_ your idea of travelling to New York. I \_\_\_\_\_ love to come along.
- Sheila was *happy to* \_\_\_\_\_ an email from her friend in Indonesia.
- It'd \_\_\_\_\_ *great* if we could get free tickets to the concert. I'll \_\_\_\_\_ you know when it starts.
- I'm really excited about planning our holiday together, I *can't wait* \_\_\_\_\_ meet again and plan it in more detail. See you again soon. \_\_\_\_\_ *the best!*
- Do you \_\_\_\_\_ which is the closest airport to Brighton? I'd \_\_\_\_\_ land as near to the city as possible.

**B** Complete the emails words and phrases in *italics* from Exercise 5A.

Hi Levent!

I was really <sup>1</sup> \_\_\_\_\_ your text. I can't believe you're finally coming to Liverpool! I knew the information <sup>2</sup> \_\_\_\_\_ the music festival, in fact I was planning to go myself. If you're going too, why don't we go together? It'd <sup>3</sup> \_\_\_\_\_ to hang out for a while. In fact, you could come earlier and stay with us for a few days. You always said you'd like to spend some time in the city and this would be <sup>4</sup> \_\_\_\_\_ it. What do you know about Liverpool – <sup>5</sup> \_\_\_\_\_ what you'd like to see? <sup>6</sup> \_\_\_\_\_,

Tim

Hello Tim,

What a surprise that you're going too! <sup>7</sup> \_\_\_\_\_ to see you and your family but it's difficult to visit you before the festival – <sup>8</sup> \_\_\_\_\_ come after, if that's OK. Do you have any details about the festival? Can you send them to me? I'll <sup>9</sup> \_\_\_\_\_ what my plans are next week. <sup>10</sup> \_\_\_\_\_ hear more about the festival.

All the best,  
Levent

## VOCABULARY

### COLLOCATIONS

#### 1 A Complete the questions with the correct collocations.

- How long have you had your current cr\_\_\_\_\_ ca\_\_\_\_\_?
- Do you mind st\_\_\_\_\_ home al\_\_\_\_\_?
- Have you ever ri\_\_\_\_\_ a sc\_\_\_\_\_? If not, would you like to?
- Do you think it's OK for men to we\_\_\_\_\_ make-up?
- How la\_\_\_\_\_ do you think parents should let children st\_\_\_\_\_ up?
- Have you ever ru\_\_\_\_\_ your own bu\_\_\_\_\_? If not, would you enjoy it?
- How many smartphones have you ow\_\_\_\_\_?
- How many so\_\_\_\_\_ ne\_\_\_\_\_ websites have you used, if any?
- Have you ever done a pa\_\_\_\_\_ -ti\_\_\_\_\_ job?
- Would you feel safe tr\_\_\_\_\_ so\_\_\_\_\_ around another country?
- When you were younger did you ever ba\_\_\_\_\_ for a toddler?
- Should children be allowed to get their ears pi\_\_\_\_\_?

**B** Answer each question using no more than three words.

## FUNCTION

### PERSUADING

#### 2 A Correct the mistakes in A's sentences.

- A:** Look at this picture. Isn't that it time they banned 'size zero' models?

**B:** Well, clothes do look quite good on them.

**A:** But it sends a terrible message to young girls. Shouldn't they be knowing it isn't normal to be so skinny?

**B:** I've never really thought about it much.

**A:** Well, you should. Clearly so, these images add to the pressure on young girls.

**B:** Yeah, you're probably right.
- A:** Aren't you thinking that they should use technology in football games?

**B:** What, you mean instead of referees?

**A:** Yeah, to make decisions. No one can't see it would be fairer.

**B:** But you need referees for all sorts of reasons.

**A:** Yeah, but sure it's more important that decisions are correct.

**B:** Hmm. I suppose you have a point.



**B** ▶ 6.3 Listen and mark the main stresses in A's sentences.

**C** ▶ 6.4 Listen and repeat A's sentences. Pay attention to stress and intonation.

## LEARN TO

### CLARIFY IDEAS



#### 3 A Put the phrases in bold in the correct order.

- A:** Do you like me in this dress?

**B:** I prefer the white one.

**A:** **you / is / so / saying / what / 're** this one, which cost a fortune, looks terrible.

\_\_\_\_\_

**B:** No, I mean the white one makes you look slimmer.

**A:** **other / so, / words / in,** I look fat!

\_\_\_\_\_

**B:** No, no, you're twisting my words. I just meant that you look *even* slimmer in the white one.
  - A:** Don't you think we should pay a decorator to do it?

**B:** **you / so / think / basically** I can't do it.

\_\_\_\_\_

**A:** I didn't mean that. It's just that it might be quicker and save us money.

**B:** **what / you / so / mean / is** I might mess it up.

\_\_\_\_\_

**A:** No, but you're a perfectionist and you know how long it takes you to do things.

**B:** So, you'd rather spend money and end up with a worse job!

**A:** Not exactly ...
- B** ▶ 6.5 Listen and check.