

1A suffixes

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1 A Look at how we can form adjectives from verbs and nouns by using different suffixes, e.g. -ed, -ous, -ful. What is the root word for each of the adjectives in the table? How has the spelling changed?

experience – experienced

-ed	-ic
experienced	optimistic/pessimistic
relaxed	realistic
1 .....	2 .....
-ous	-able
generous	reliable
3 .....	5 .....
4 .....	
-ful	-al
thoughtful	practical
cheerful	musical
6 .....	8 .....
7 .....	

B Complete the table in Ex 1A with adjectives formed from the verbs and nouns in the box.

adventure ambition artist  
emotion help hope like talent

2 A Complete the sentences with the correct adjective form of the words in brackets.

- We can depend on Sam to be here on time. He's very ..... (rely).
- Melissa became quite ..... as she was watching the film. (emotion).
- Al will need some help setting up the new printer. He's not very ..... (practice)
- I love the fact that Leo is always so ..... about life! (optimist)
- Sasha is a really ..... musician. (talent)
- Thanks for moving those boxes – it was really ..... (help)
- It was very ..... of you to send those flowers to cheer me up! (thought)
- I don't think I'll go to the party – I'm not feeling very ..... today. (social)
- I'm not ..... enough to go paragliding! (adventure).
- I'm sure she'll be prime minister one day. She's incredibly ..... (ambition)

B VB1.01 | Listen and check your answers.

C Work in pairs. Take turns describing adjectives for your partner to guess.

Student A: This describes someone who plays the guitar and sings, and loves going to watch bands.

Student B: Musical?

Student A: That's right.

1B idioms: memory

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1 A Complete the idioms in bold with the words in the box.

bell ear memory mind tongue tricks

- He never remembers anything I tell him. Things go in one **ear** and out the other!
- Oh no! I forgot to buy vegetables for the curry. Sorry, it totally **slipped my** .....
- Hmm ... I'm not sure. I'll need to look at my notes again to **refresh my** .....
- I'll remember it in a minute. The answer **is on the tip of my** .....!
- I'm sure I've heard that name before. It definitely **rings a** .....
- Oh, yes. You were there too, weren't you? My **memory is playing** ..... on me.

B VB1.02 | Listen and check. Do you have similar idioms in your language?

C Work in pairs. Think of an idiom to use in each situation. More than one may be possible.

- You went shopping and forgot to buy milk.
- You're doing a quiz. You know the answer but can't quite remember it.
- You're discussing a friend's son. The boy is a bad listener and forgets everything.
- You recognise someone at a party but can't remember their name. You ask your friend.
- A friend is telling you about a new book. You think you've heard about it before.
- You and a friend are trying to find a restaurant. You went there years ago. You thought you knew the address, but you were wrong.

D Now roleplay a short conversation with your partner about each situation, using the idioms.

A: So, you went shopping and forgot to buy milk?

B: Yes, sorry. It slipped my mind.

A: Well, how am I supposed to make tea now?



2A word families

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1 A Work in pairs. Complete the table with the correct form of each word.

verb	noun/person	adjective	adverb
research	research/ 1 .....		
predict	prediction	2 .....	predictably
		virtual	virtually
		3 .....	remotely
analyse	4 ...../ analyst	analytical	analytically
	science/ scientist	scientific	5 .....

B Complete the news headlines with the correct forms of words from Ex 1A.

1 **Scientist makes alarming new predictions about global warming**

2 **GAMING CEO OFFERS \$1,000,000 FOR GAMERS TO DESIGN 2 ..... WORLDS**

3 **Astronaut says moon rocks were never ..... in space lab**

4 **Most workers prefer ..... working to being in the office**

5 **BIOLOGIST ..... LOSS OF OVER 100,000 ANIMAL SPECIES IN NEXT 10 YEARS**

6 **NEW THEORY ABOUT GRAVITY CANNOT YET BE PROVED 6 .....**

7 **Documentary shows what we learnt from 50 years of 7 ..... into octopuses**

8 **New car can be controlled 8 ..... , from over a mile away**

3A the environment

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1 A Match the words in the box with the meanings (1–8).

carbon emissions carbon footprint  
clean-up (natural) resources recycling  
renewable solar power sustainable

- Electricity produced using energy from the sun. ....
- Things that a country, person or organisation has that they can use. ....
- An event which is organised in order to make a place clean. ....
- When gases responsible for global warming are released into the air. ....
- Used to describe an activity that you can continue without causing damage to the environment. ....
- Used to describe something which can replace itself naturally, or be easily replaced. ....
- The process of treating paper, glass, plastic, etc. so it can be used again. ....
- A measurement of the amount of carbon dioxide that an individual, company or organisation produces. ....

B VB3.01 | Listen and check.

C Complete the sentences with the words and phrases from Ex 1A.

- We only use wood from forests that are managed in a ..... way.
- We've taken all the paper and glass to the ..... centre.
- We're organising a beach ..... to try and get rid of all the plastic.
- The problem with fossil fuels like coal and gas is that they are not ..... , like other energy sources (solar, water and wind).
- The country is rich in ..... , such as wood and minerals.
- We need to reduce ..... by more than 20 percent.
- It's important for people individually to make changes to reduce their ..... .
- ..... is very suitable for domestic water heating.

D Work in groups and discuss the questions.

- What could you do to reduce your carbon footprint?
- Which sources of renewable energy would work well in your country (e.g., solar power, wind power, etc.)?
- Is it important to you that the products you buy are made from sustainable materials? Why/Why not?



3B phrasal verbs: communication

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1A Read each conversation and study the phrasal verbs in bold. Then choose the correct words to complete the sentences (1–8).

Ana: Can you hear me or do I need to **speak up**?  
Leo: Your microphone's off!  
Ana: Thanks for **pointing** that **out**!

- 1 Ana thinks she needs to speak **louder** / **more quietly**.
- 2 Ana thanks Leo for **giving her useful information** / **fixing her microphone**.

Sam: Do I need to **spell out** the message again?  
Jo: No, it's clear. You can **move on** to a new topic.

- 3 Sam offers to **keep quiet** / **explain something**.
- 4 Jo suggests he can **say more about the topic** / **talk about a new topic**.

Maria: Can I **bring up** a new topic: our finances?  
Stefan: Our finance director isn't here yet, so we'll **come back** to that later.

- 5 Maria wants to **start** / **stop** talking about a new topic.
- 6 Stefan suggests that they **forget about that topic** / **return to that topic later**.

Juan: That speaker **comes across** well. She communicates her ideas clearly.  
Mia: Yes, she **got her message across** very well.

- 7 Juan thinks the speaker speaker created a **positive** / **negative** image of themselves.
- 8 Mia thinks that the speaker **explained her ideas clearly** / **gave too much information**.

B Choose the correct phrasal verbs to complete the advice for giving a presentation.

- 1 Always start with a joke, so you **come across** / **come back** as friendly.
- 2 Make sure you **point out** / **speak up** so everyone can hear you.
- 3 When you **bring up** / **spell out** a new topic, speak more slowly to emphasise it.
- 4 To **get your message across** / **speak up** clearly, use visuals like photos or pictures.
- 5 Only **point out** / **move on to** a new topic when you know the audience has understood the previous point.
- 6 If someone asks a difficult question, say you'll **come back** / **come across** to it later.

C Work in pairs. Which advice in Ex 1B do you agree with? Why?

4A illness and treatment

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1A Work in groups. Complete the sentences (1–8) with the words in the boxes.

illness

allergies **asthma** food poisoning run-down

- 1 If you have **asthma**, you find it difficult to breathe in some conditions.
- 2 You can get \_\_\_\_\_ by eating something that has gone bad.
- 3 If you're \_\_\_\_\_, you feel tired and ill.
- 4 If you have \_\_\_\_\_, certain things make you sneeze or make your eyes water.

treatment

antibiotics first aid medication vaccine

- 5 You take **antibiotics** if you have an infection that is caused by bacteria.
- 6 You can get a \_\_\_\_\_ to protect you from the flu.
- 7 You need \_\_\_\_\_ to treat things like small cuts and bruises.
- 8 You might take regular \_\_\_\_\_ if you have a long-term health problem.

B Work in groups and discuss the questions.

- 1 Have you ever had food poisoning?
- 2 Have you ever taken antibiotics? What for?
- 3 Do you own a first aid kit? Have you ever used it?
- 4 Do you suffer from asthma or allergies? Do you take medication for them?
- 5 What do you do to build up your health when you feel run-down?
- 6 Have you ever had to have a vaccine to travel to another country?



4C sport: motivation and benefits

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1A Read the article. Then match the words in bold with the meanings (1–9).

- 1 the feeling that you are able to do something
- 2 something which is difficult to achieve
- 3 working together with other people
- 4 an advantage of doing something
- 5 something that you do regularly
- 6 the feeling of wanting to do something
- 7 gently persuading someone to do something
- 8 something which makes you want to do or achieve something
- 9 the ability to continue doing something, even when you don't really want to do it

B Choose the correct words to complete the sentences.

- 1 I took up diving because I wanted a new **challenge** / **encouragement** in my life.
- 2 It takes a lot of **habit** / **discipline** to get up early every morning to train.
- 3 The thought of getting a medal was a great **challenge** / **incentive** to keep training hard.
- 4 I don't have the **motivation** / **challenge** to do exercise every day.
- 5 You can't win a football match without good **incentive** / **teamwork**!
- 6 My parents always gave me a lot of support and **encouragement** / **incentive** when I was younger.
- 7 Winning the competition really helped my **discipline** / **confidence**.
- 8 The main **benefit** / **motivation** of joining a gym is being able to use the equipment.
- 9 I think it's important for children to develop healthy **habits** / **benefits** at a young age.

C Work in groups and discuss the questions.

- 1 What activities do you do that involve teamwork?
- 2 Who gives you encouragement when you find something difficult?
- 3 What activities do you do that give you confidence?
- 4 What do you think are the main benefits of joining a gym?
- 5 What is your motivation for studying English?
- 6 What do you think is the best way to develop good exercise habits?

Six reasons to do sport

We can't all be sporty, but even if you aren't, there are good reasons to get into the **habit** of doing sport.

Learn teamwork

Team sports require cooperation, a skill that may be useful at work and in other situations.

Maintain fitness

Fitness is the most obvious **benefit** of exercise. If you need more of an **incentive** to get you started, remember that people who exercise tend to live healthier lives. Many sports, like running and cycling, help us to build stamina.

Give yourself a challenge

Can you run around the track in two minutes or swim the length of a pool underwater? It isn't always about beating your opponent; sometimes, it's about pushing yourself.

Develop discipline

Athletes who never give up or who still go to practice when it's wet, cold and dark develop discipline, the ability to keep going when things get tough.

Boost your confidence

Many shy kids discover themselves on the sports field: they realise they can run fast or score goals. This gives them a chance to excel, and is a good reason why all children should be given **encouragement** to take part in sports.

Play competitively

For some people, the **motivation** to do sport is to win trophies. This competitive spirit can also be useful in other areas of life.





5B areas of work

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1 A Complete the sentences with the words in the box.

accountancy   agriculture   banking  
construction   consultancy   journalism  
medicine   publishing   research   social work

- 1 My brother is studying ..... at university. I think he wants to manage the family farm at some point.
- 2 The ..... company specialises in building residential properties in the Northeast of England.
- 3 I have a degree in ..... and have recently started a new job supporting elderly residents in the area.
- 4 Looking for a role in .....? Join our new personal finance team to help people with loans and savings.
- 5 She works in ..... I think her company manages the accounts of a few local businesses.
- 6 You have to study ..... for up to seven years before you can get a job as a doctor.
- 7 ..... is a difficult industry to get into. You have to work long hours and have a real passion for news.
- 8 Our ..... team is developing new methods for scientific analysis of medical data.
- 9 The shift from print to digital has had a huge effect on the ..... industry.
- 10 We have a small ..... business specialising in providing support for telecommunications projects.

B VB5.01 | Listen and check your answers.

6A prefixes

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1 A Add the correct prefixes to the words in bold. Use the same prefix twice in each sentence. Add a hyphen where necessary.

dis   im   mis   re   sub   un

- 1 Our plan was **perfect**. It took too long, and we were too **patient** to wait.
- 2 The employees had to **train** for new jobs and the company **wrote** their contracts.
- 3 The **heading** of this article about the North Pole is 'Life in **zero** temperatures'.
- 4 The instructions were **helpful** because they were **realistic**. No one could follow them.
- 5 It turned out he was **honest**: he **appeared** with all our money!
- 6 I **heard** Seb when he invited me, and then I **read** the invitation. I thought the party was today!

B Write three sentences using other words that use the prefixes in Ex 1A.

C Rewrite your sentences from Ex 1B with the words removed. Then work in pairs. Swap sentences and try to complete your partner's sentences.

6B reporting verbs

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1 A VB6.01 | Listen to four conversations. For each conversation, choose the correct words to complete the sentences.

- 1 a Rob apologised for **stealing** / **breaking** Dan's phone.  
b Dan accepted that it was **deliberate** / **an accident**.
- 2 a Ahmed accused Samira of **using** / **deleting** the files.  
b Samira denied **deleting** / **accessing** the files.
- 3 a Max doubted that he would be able to **do the job well** / **get the job**.  
b Rose insisted that he would **get the job** / **be very good at it**.
- 4 a Hannah reminded Julia to **leave** / **arrive** at 10 a.m.  
b Julia regretted not leaving **earlier** / **later**.

B Complete the table with the reporting verbs in Ex 1A.

verb + <i>-ing</i> form
propose, recommend, suggest, admit, <sup>1</sup> ....., <sup>2</sup> ..... <i>She admitted taking the money.</i>
verb + preposition + <i>-ing</i> form
boast about, insist on, <sup>3</sup> ..... <i>He insisted on driving me to the station.</i>
verb + <i>that</i>
admit, suggest, boast, claim, <sup>4</sup> ....., <sup>5</sup> ..... <sup>6</sup> ..... <i>They claimed that the story wasn't true.</i>
verb + infinitive with <i>to</i>
refuse, threaten, claim <i>She refused to leave.</i>
verb + object + infinitive with <i>to</i>
persuade, <sup>7</sup> ..... <i>He persuaded her to apply for the promotion.</i>
verb + object + preposition + <i>-ing</i> form/sth
criticise someone for, question someone about <sup>8</sup> ..... <i>She criticised him for being late.</i>

C Complete the reported speech. Use the correct form of the verbs in the box.

accuse   apologise   bring   doubt  
insist   regret   remind   tell   wake   waste

- 1 'You told Tom about us!'  
He ..... her of ..... Tom about them.
- 2 'I don't think anyone will notice if we arrive late.'  
He ..... that anyone would notice if they arrived late.
- 3 'I'm so sorry we woke you up.'  
She ..... for ..... them up.
- 4 'Don't forget to bring your laptop.'  
He ..... her ..... her laptop.
- 5 'You must stay with us. We have a spare bedroom.'  
She ..... that we stay with them.
- 6 'I wish I hadn't wasted so much time.'  
He ..... so much time.

7A chance

page 80

1 Match 1–7 with a–g. Use the words in bold to help you.

- 1 The selection was completely **random**.
- 2 There was some **accidental** damage to the car.
- 3 It was **unfortunate** that their flight was cancelled.
- 4 I've been **fortunate** to find a career that I love.
- 5 Marek's decision to leave the band was completely **unexpected**.
- 6 I bumped into Dave **by chance** on Oxford Street.
- 7 There was a **freak** storm when we arrived.
- a I'm so lucky that I enjoy my job.
- b They never usually have such bad weather here.
- c Somebody bumped into it by mistake in the car park.
- d We only found out a week before the tour was due to start.
- e We hadn't arranged to meet.
- f They were unlucky – all the other flights were OK.
- g They chose the names out of a hat.

2 A Choose the correct words to complete the sentences.

- 1 The winner was chosen at **random** / **accidental**.
- 2 We met on holiday **fortunate** / **by chance**.
- 3 My cousin arrived from the USA to visit me. It was completely **unfortunate** / **unexpected**.
- 4 **Unfortunately** / **By chance**, we arrived late and missed the show. I was so upset!
- 5 I feel so **unfortunate** / **fortunate** to have this wonderful opportunity.
- 6 He was struck by lightning in a **freak** / **by chance** accident.
- 7 She broke your phone, but it was **accidental** / **fortunate**.

B VB7.01 | Listen and check your answers.

8A describing homes and living conditions

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1 A Read the sentences and match the words in bold with their meanings (a–h).

- 1 The house had been well maintained and was in excellent **condition**.
- 2 The room was full of **stylish** furniture and expensive paintings.
- 3 The house was **elegant** and well kept.
- 4 The house isn't very **secure**. We need to change the locks.
- 5 It's an old house with a lot of **character**.
- 6 The rooms are very **spacious** with large windows opening out onto balconies.
- 7 Bel Air is an **exclusive** suburb of Los Angeles.
- 8 The area near the harbour has become very **fashionable**.
- a beautiful, attractive or graceful
- b in a particular physical state, e.g., clean, dirty, messy, etc.
- c attractive in a way that is modern and popular
- d large, with plenty of space to move around
- e a combination of qualities that makes a place different to others
- f so expensive that most people cannot afford it
- g protected so that people cannot get in or out
- h popular at the moment

B VB8.01 | Choose the correct words to complete the text. Listen and check.

Marmalade Lane – Cambridge, UK

Cambridge is one of the most <sup>1</sup>**fashionable** / **character** cities in the UK to live in. But price increases have meant the city has become quite <sup>2</sup>**stylish** / **exclusive** and it can be difficult for young people to afford to buy or rent properties which are <sup>3</sup>**in good** / **of good** condition. Marmalade Lane is Cambridge's first co-housing community project, and its residents include families with young children, retired couples, single-person households and young professional couples. The architects have designed <sup>4</sup>**stylish** / **exclusive** houses of different sizes and the houses have their own <sup>5</sup>**character** / **stylish**. The architecture is <sup>6</sup>**in terrible condition** / **elegant** and even the smaller houses feel <sup>7</sup>**spacious** / **fashionable**. Residents live in their own houses, which are <sup>8</sup>**secure** / **exclusive**, but they share communal spaces and facilities, like a gym and a laundry. There is also a shared garden and a 'common house' where the community can eat together and socialise.



C Work in pairs. Use the words in Ex 1A to describe different areas of your town or city.