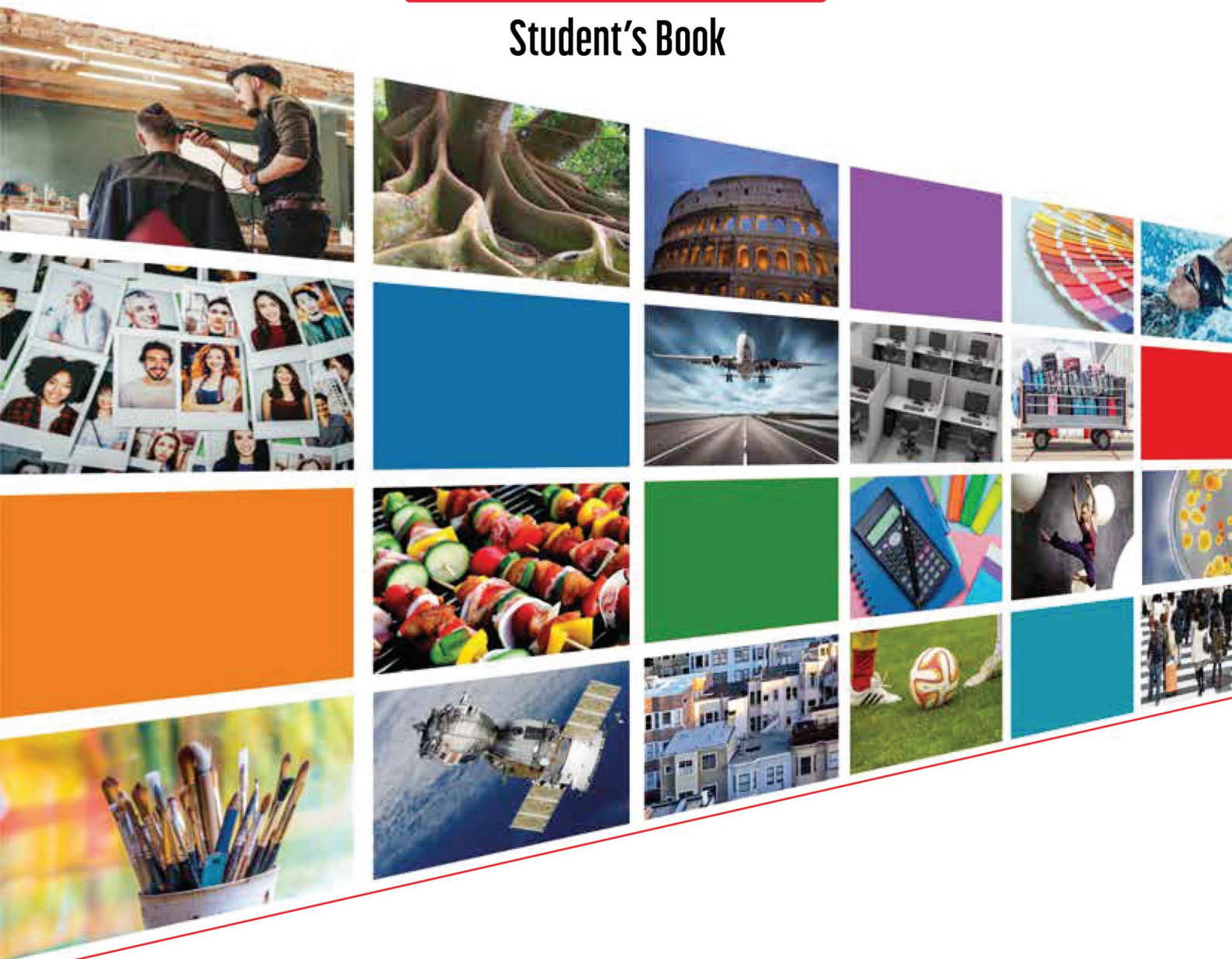


studio

Advanced

Student's Book



Contents

		Vocabulary	Grammar	Reading and Listening / Video	Speaking and Writing
1 page 7	1A The simple life LIVING	Tidying up WORD MAKER The suffix -ism	Simple & continuous forms	L Decluttering Spot the difference	S Talk about essential items in the home
	1B Inventing the modern world BUSINESS	Possibility & change		R The invisible invention that transformed our cities	S Discuss items that have an impact on our lives
	1C Moved by music STUDIO VIEWS	Strong emotional reactions	Perfect forms	Interview with a psychologist	S Talk about an emotional reaction
	101 THINGS TO DO IN ENGLISH	Tell an anecdote Emphatic stress and intonation to add interest			
2 page 15	2A Are you eating plastic? EARTH	Describing amounts WORD MAKER Negative prefixes and suffixes	Future forms A future story	L Interview about plastic	W & S Do a survey on plastic usage
	2B More than just words STYLE	Personality & style		R What's your type?	S Choose fonts for different contexts
	2C Exercise myths & misconceptions STUDIO VIEWS	Truth & falsehood		L Interview with a personal trainer	S Discuss your relationship with exercise
	101 THINGS TO DO IN ENGLISH	Express irritation & annoyance Emphasis to express annoyance			

Review 1 & 2 page 23

Exam Practice Cambridge C1 Advanced, IELTS, TOEFL, TOEIC

3 page 25	3A Delicious or disgusting? FOOD	Words to describe food	Verb patterns	R Are you a picky eater? L Review of two museums	W & S Write about the best and worst foods you've eaten
	3B A different kind of education EDUCATION	Approval & disapproval		R Edventuring	S Have a debate about different kinds of schooling
	3C Changing language STUDIO VIEWS	Online activities WORD MAKER Blends	Relative clauses	R A brief hist. of abbrev. Interview with a lexicographer What's my word?	S Discuss changes in languages
	101 THINGS TO DO IN ENGLISH	Give instructions Chunks and pauses			

		Vocabulary	Grammar	Reading and Listening / Video	Speaking and Writing
4 page 33	4A The history of waste  HISTORY	Time	Past deduction & speculation	L Podcast about garbology	S Talk about sharing things
	4B Identity  PEOPLE	Roots & ancestry WORD MAKER Compound adjectives		R A DNA mystery	S Talk about DNA make-up
	4C Remember my name  STUDIO VIEWS	Fame & notoriety	Passive forms	L Interview with a historian  Who am I?	S Discuss candidates for inclusion in a list
	101 THINGS TO DO IN ENGLISH	 Change the subject  Intonation in phrases to change the subject			

Review 3 & 4 page 41 

Exam Practice Cambridge C1 Advanced, IELTS, TOEFL, TOEIC 

5 page 43	5A Unsung heroes  SCIENCE & TECHNOLOGY	Phrasal verbs: work & achievements WORD MAKER Prefixes under- & over-	Linkers of addition, contrast, reason & result	R Women in science L Guide to an exhibition  Complete my profile	S Discuss reasons for gender inequality
	5B Jekyll & Hyde  ARTS & ENTERTAINMENT	Ways of speaking		R Jekyll & Hyde literary extract	S Perform a radio play
	5C Subscribe!  STUDIO VIEWS	Subscriptions	Habits	 Interview with a media magazine editor	S Design a subscription service
	101 THINGS TO DO IN ENGLISH	 Be assertive  Connected speech			
6 page 51	6A Adaptive athletes  SPORT	Sporting dreams WORD MAKER Shortened words	Ability & permission	L Interview with a Paralympic athlete	S Discuss benefits of sporting activities
	6B Happiness tourism  TRAVEL	Happiness idioms		R The world's happiest countries	S Discuss activities for World Happiness Day
	6C Favourite numbers  STUDIO VIEWS	Numbers  What's the number?	Position of adverbs	L Interview with a mathematician  Word stress	W & S Create an infographic
	101 THINGS TO DO IN ENGLISH	 Clarify & rephrase  Intonation in introductory phrases			

Review 5 & 6 page 59 

Exam Practice Cambridge C1 Advanced, IELTS, TOEFL, TOEIC 

		Vocabulary	Grammar	Reading and Listening / Video	Speaking and Writing
7 page 61	7A Power words  BUSINESS	Advertising WORD MAKER The suffix -ie	Comparison  What am I comparing?	R Ad saturation L Interview with an advertising expert	W & S Write a script for a radio ad
	7B A life well lived  ARTS & ENTERTAINMENT	Euphemisms		R Carrie Fisher obituary	S & W Write an obituary
	7C If only  STUDIO VIEWS	Phrasal verbs: life experiences	The unreal past	 Interview with a psychologist	S Talk about regrets
	101 THINGS TO DO IN ENGLISH	 Make a business pitch  Sentence stress			
8 page 69	8A Relax  LIVING	 Onomatopoeic sounds WORD MAKER Initialisms	Emphasis  What I love	R Relaxation techniques L Podcast on ASMR	S Talk about sounds
	8B Your ecological footprint  EARTH	The environment		R Earth Overshoot Day	S & W Exchange ideas for reducing your carbon footprint
	8C Values  STUDIO VIEWS	Social values & opposites	Ellipsis & substitution	L Interview with a historian	S Plan a TV episode
	101 THINGS TO DO IN ENGLISH	 Give a talk  Contrastive stress			

Review 7 & 8 page 77  Complete the words

Exam Practice Cambridge C1 Advanced, IELTS, TOEFL, TOEIC 

9 page 79	9A Beautification  STYLE	Beauty treatments  Draw the person	Softeners	R The history of body modification L Podcast about body modification	S Discuss body art situations
	9B Combat sports  SPORT	Similes & metaphors		R Two articles on Olympic sports	S & W Write an opinion piece about a new Olympic sport
	9C Emojis  STUDIO VIEWS	Images WORD MAKER Foreign plurals	whoever, whatever, etc	 Interview with a lexicographer	S Design an emoji
	101 THINGS TO DO IN ENGLISH	 Give tactful advice  Stressed and unstressed words and syllables			

		Vocabulary	Grammar	Reading and Listening / Video	Speaking and Writing
10 page 87	10A Accessible cities  TRAVEL	Accessibility aids WORD MAKER The prefix <i>must-</i>	Nouns & determiners	R Leading the way towards fully accessible cities L A blind woman's tour of a city	S & W Create a town accessibility plan
	10B Children's rights  EDUCATION	Formal language		R Convention on the rights of a child W & S Write an article for adult rights	
	10C Are you being tracked?  STUDIO VIEWS	Tracking	Participle clauses  Pros and cons	L Interview with an IT specialist	S Talk about tracking situations
	101 THINGS TO DO IN ENGLISH	 Give an informal speech  Intonation to express enthusiasm			

Review 9 & 10 page 95  Guess the words

Exam Practice Cambridge C1 Advanced, IELTS, TOEFL, TOEIC 

11 page 97	11A Mapping the world  HISTORY	Increase & reduction	Noun phrases	L News report about maps in schools R Are paper maps obsolete?	S Devise ways to portray the world
	11B It's a conspiracy  PEOPLE	Conspiracy theory collocations		R Why do we believe in conspiracy theories?	S Invent a conspiracy theory
	11C Touristification  STUDIO VIEWS	Tourism WORD MAKER The suffix <i>-ification</i>	The future in the past  Frustrated plans	 Discussion about touristification	S Hold a meeting to discuss problems with tourism
	101 THINGS TO DO IN ENGLISH	 Review a film  Emphasis to express opinions			
12 page 105	12A A meat-free lifestyle  FOOD	Dependent prepositions  Two recipes	Distancing	L A review of two books	S Discuss different diets
	12B Global health  SCIENCE & TECHNOLOGY	Health		R Doctor's website about World Vaccination Week	W Write about a global health advance
	12C Memory in the digital age  STUDIO VIEWS	Memory collocations WORD MAKER Conversion (nouns to verbs) Guess my sentence	Vague language	L Interview with a doctor	S Remember words
	101 THINGS TO DO IN ENGLISH	 Have a debate  Say words clearly			

Review 11 & 12 page 113 

Exam Practice Cambridge C1 Advanced, IELTS, TOEFL, TOEIC 

Language studio: Writing Page 116 / Vocabulary Page 122 / Grammar Page 136

Transcripts: Page 153

Studio Channels



SPORT



EARTH



HISTORY



FOOD



STYLE



PEOPLE



**ARTS &
ENTERTAINMENT**



LIVING



BUSINESS



EDUCATION



TRAVEL



**SCIENCE &
TECHNOLOGY**

Studio Videos



STUDIO MIX

Beginner
Elementary



LIFE STORIES

Pre-intermediate
Intermediate



STUDIO VIEWS

Upper-intermediate
Advanced

Key to icons



audio



video



pairwork activity



pronunciation activity



content can be found on e-zone



extra activities in e-book+



cross-reference to print material

Also available on the Helbling Media App



audio



video



pairwork



BUSINESS

7A Power words

Vocabulary Advertising

Grammar Comparison

Outcome Write a script for a radio ad



ARTS & ENTERTAINMENT

7B A life well lived

Vocabulary Euphemisms

Outcome Write an obituary



STUDIO VIEWS

7C If only

Vocabulary Phrasal verbs: life experiences

Grammar The unreal past

Outcome Talk about regrets



101 THINGS
TO DO IN
ENGLISH

Make a business pitch





VOCABULARY // Advertising

- 1 a Read the title of the article and look at the photos. What do you think it's about?
 - b Read the article and check your prediction. Then answer the questions with a partner.
 - 1 What does the first paragraph say about advertising? How does the writer emphasise this idea?
 - 2 What points does the second paragraph make? Do you agree with them?
 - 2 a Work in pairs. Match five of the words and phrases in bold in the article with the photos (A-E). Then decide what the others mean. Use the context or a dictionary for help.
 - b Can you think of other places where you see or hear ads? Make a list. Then compare lists with another pair.
 - 3 Do the vocabulary exercise.
- ➔ p128 Language studio: Advertising
- 4 Work in groups. Answer the questions, referring to the types of ad in the article.
 - 1 What ads do you find annoying? Why? Are there any you enjoy?
 - 2 What ads do you think are most and least effective? Why?
 - 3 Do you, or would you, pay not to see or hear ads on a digital service?

Ad saturation

Advertising. It's everywhere. On **billboards** in the street, on posters on walls, windows and bus stops, on **transit ads** on the sides of buses and taxis. It's in the **freebies** and marketing **gimmicks** at the mall, in **jingles** on the radio, the **sponsorship** on your favourite team's shirt, in commercial breaks where your favourite songs are used to sell cars and clothes, the **product placement** in your favourite series, in the books celebrities **plug** in chat shows, in the **telemarketing** calls at all hours. It's in customer reviews and **testimonials** online, in the **mailing lists** you don't remember signing up to, in the **display ads** all over website pages, in the **pop-ups** that you need to close to keep reading. And is that another article? No, it's a **native ad** that looks just like everything else on the page but is recommended *just for you*. Because *you* match the advertiser's demographics and form part of their **target audience**.

Yes, we live in an ad-saturated world. But before you switch off, turn away or download ad blocking software, think about the other side of the coin. Behind the ads are businesses that need to sell their products and services, businesses that would make no money at all without advertising. And remember that many of your favourite free websites would not be free if they were unable to fund themselves through advertising.



LISTENING

5 a 27 Work in pairs. Listen to the introduction to a radio programme and answer the questions.

- 1 What's the guest's job?
- 2 What's she going to be talking about?
- 3 What are your answers to the host's question?
Make a list.

b 28 Listen to the programme and write Chandra's 14 words. Then compare answers. How many of her words are on your list from exercise 5a?

6 Work in pairs. Match Chandra's words with why they are powerful. Then listen again to check.

- | | |
|------------------------------------|------------------------------------|
| a) We want instant gratification. | g) Novelty is appealing. |
| b) We want protection from danger. | h) We need to feel special. |
| c) We want our expectations met. | i) Time and money matter. |
| d) Our lives are busy. | j) Emotions trigger spending. |
| e) We want evidence. | k) We love a good deal. |
| f) We seek new experiences. | l) Being well comes first. |
| | m) Being different appeals. |
| | n) We want any faults to be fixed. |

7 **WORDS IN CONTEXT** Explain what the words and phrases in bold mean.

- 1 If a product is easier to use than its competitors, that's a strong **selling point**.
- 2 We live in a world driven more and more by **instant gratification**.
- 3 Some consumers are **on the lookout for** the very latest of everything.
- 4 Our *health* is of the **utmost** importance to us.
- 5 You is the **ultimate** marketing power word.

8 Work in small groups. Which of your words from exercise 5a were not mentioned on the programme? Explain why you think they should have been included.

WORD MAKER // The suffix -ie



In the radio interview you heard the word *freebie*, which ends in the suffix -ie.

To find out more, and to practise making words with -ie, do the Word maker exercise in the Language studio.

→ p128 Language studio: The suffix -ie

GRAMMAR // Comparison

9 a Complete the sentences with one word.

- a) You can help save the planet too, something more people than _____ are taking into account.
- b) If that safety pledge comes with a guarantee ... so much the _____.
- c) It's a claim you can make _____ stronger by offering a refund.
- d) *Unique* tells us this product is different _____ all its competitors.
- e) The more advertisers can appeal to our emotions, the _____ it will be to get us to buy on impulse.
- f) *Love* isn't number one but it's almost _____ powerful.

b Answer the questions with the words and phrases from exercise 9a.

Which ...

- 1 add emphasis?
- 2 say two things are similar or different?
- 3 shows how one increase affects another?

→ p144 Language studio: Comparison

10 Choose the correct options to complete the advert. What type of store could it be an advert for?

With permanent discounts on more ¹of / than a thousand products, we always have the ²most / very best offers on the most essential products. And with our regular three-for-the-price-of-two offers, you'll find that the more you buy, ³less / the less you spend, giving you ⁴even / more better value for money. It's all part of our price pledge. If you can find the same product for less in another store, we'll refund you twice as much ⁵as / than you paid. Save time too by using our automated check-outs. ⁶Less / Fewer queues mean you get ⁷much / very more time to spend on the things that matter most. The best for less. It's how we differ ⁸from / to the rest.



PAIRWORK 7A What am I comparing?

WRITING & SPEAKING

11 a Work in pairs. Think of a product or service and write the script for a radio ad which would work in your country. Use as many of the ad power words as possible. You can use a name, but don't mention the type of product or service.

b Read your ad to other students. Can they guess what's being advertised? How persuasive do they find your ad?



VOCABULARY // Euphemisms

1 Euphemisms are phrases that refer to something embarrassing or unpleasant in a polite or indirect way. Work in pairs and discuss the questions.

- 1 What euphemism is being used in the cartoon?
- 2 What does it mean?

2 a Discuss the meaning of the euphemisms in bold. In what situation might someone use them? Who might be speaking, and to whom?

- 1 Excuse me. Where are the **restrooms**?
- 2 John? He's **between jobs** right now.
- 3 I think you're **being economical with the truth**.
- 4 She left the group due to **creative differences** with the other members.
- 5 I'm afraid we're going to have to **let you go**.
- 6 My grandmother was 101 when she **passed away**.
- 7 Your work **leaves a lot to be desired**.
- 8 Are you sure you want to run a marathon? You're **no spring chicken**.
- 9 Can we stop for a **comfort break**?
- 10 I see you **served time** when you were younger.

b Check your answers. Match the euphemisms with the phrases at the bottom of the page.

3 Do the vocabulary exercise.

→ p129 Language studio: Euphemisms

4 Discuss the questions in small groups.

- 1 Do people use euphemisms in your culture? Do any of the euphemisms in exercise 2 have equivalents in your language?
- 2 Why do people use euphemisms? Are they needed, or is it better to talk directly about things?

a visit to the toilet died fire you not young any more
isn't good enough lying personal conflicts
spent time in prison toilets unemployed

READING & SPEAKING

5 a You are going to read an obituary for Carrie Fisher. What do you know about her? Can you complete the gaps in the heading?

b Compare your answers with a partner, then read the obituary to check.

6 a You have been asked to write a one-paragraph bio of Carrie Fisher. Read the obituary again and decide what information to include. Make notes.

b Compare your notes with a partner. Try and agree on what information should be included.

7 WORDS IN CONTEXT Work in pairs. Match five of the words and phrases in bold in the article with the definitions. Then find out the meaning of the remaining words in bold.

- 1 making your abilities seem less important – often in a humorous way
- 2 completely honest, with no information removed
- 3 attracting a lot of attention or being known in the media
- 4 very direct in giving your opinion
- 5 with carefully selected content

8 a Work in small groups and discuss the questions.

- 1 Was having famous parents a good or bad thing in Carrie Fisher's life?
- 2 How did she deal with mental health issues?
- 3 What does she say about women in Hollywood? Do you agree?
- 4 What do we learn about her personality?

b Share your reactions to Carrie Fisher. Do you find her interesting? Do you admire her? Why? / Why not?

SPEAKING & WRITING

9 a Prepare to write an obituary for a person from history or a celebrity who has recently died. Follow these steps.

- Choose a person.
- Make notes on information to include and any further research you need to carry out.
- Discuss your choices in pairs. Exchange advice about what to write.
- Find phrases in Carrie Fisher's obituary to use in your work.

b Write your obituary of up to 200 words.



Carrie Fisher obituary

Best remembered for _____, she later became a successful _____.

The actor and writer Carrie Fisher has passed away at the age of 60, four days after suffering a heart attack on a flight from London to L.A. **Tributes** immediately **poured in** from fans and fellow celebrities, with *Star Wars* co-star Harrison Ford describing her as ‘a one-of-a-kind ... funny and emotionally fearless.’

Carrie was born into **Hollywood royalty**, but didn’t have an easy upbringing. Her mother was renowned actor Debbie Reynolds, who achieved stardom in the musical *Singin’ in the Rain* (1952). Her father, Eddie Fisher, was a successful singer with his own TV show. They split up when Carrie was two, and she saw very little of her father when growing up. She had a difficult relationship with her mother, too, who famously poured baked beans on her hair during one of their constant arguments. Carrie retreated into books, which lead to the family nickname ‘the bookworm’.

When she was eighteen, Fisher made her film debut in the comedy *Shampoo* (1975). But it was her next role, playing Princess Leia in *Star Wars* (1977), that **propelled** her to international fame. In her memoir, Carrie confessed that she wasn’t

impressed with the role, saying ‘A lot of it was just running down corridors’ in a hairstyle resembling ‘hairy earphones’. However, she took part in four more movies in the franchise, the most successful in movie history.

Carrie’s screen career continued with roles in movies *The Blues Brothers* (1980), Woody Allen’s *Hannah And Her Sisters* (1984) and *When Harry Met Sally* (1989) amongst others, and appearances in TV shows like *30 Rock* (2007) and cult British sitcom *Catastrophe* (2015). She even played a satirical version of herself in *The Big Bang Theory* (2014), a **testament** to her **self-deprecating** sense of humour.

Though memorable, none of her subsequent screen roles recaptured the impact of Princess Leia, but as her acting work became more intermittent, her reputation as a writer grew. In 1985 she published her first novel, the semi-biographical *Postcards from the Edge*. It became a critically-acclaimed bestseller and was turned into a movie of the same name in 1990. She went on to write two more novels.

In the 1990s she became one of Hollywood’s most in-demand script

doctors, polishing screenplays for movies like *Sister Act* (1992). She also wrote the screenplay for *These Old Broads* (2001), a comedy starring her mother alongside screen legends Shirley MacLaine, Joan Collins and Elizabeth Taylor.

Carrie also wrote non-fictional accounts of her own experiences. These dealt frankly with the ups and downs in her life, including her struggle with depression and bipolar disorder. Her willingness to talk openly about these issues made her a **high-profile** mental health **advocate**.

She was also **outspoken** about how Hollywood treats women, revealing that she had been asked to lose weight for her appearances as Princess Leia in the *Star Wars* saga. ‘They don’t want to hire all of me – only about three-quarters!’ she said about her role in *The Force Awakens* (2015). ‘Nothing changes, ... I’m in a business where the only thing that matters is weight and appearance.’

In the final year of her life, Carrie took her candid, humorous outlook on life onto social media with a Twitter account that gained over a million loyal followers. Her tweets were spontaneous and **unfiltered**, unlike the highly **curated** offerings of other celebrities, and she was adored all the more for it.

Carrie is survived by her brother, Todd; her daughter, Billie Lourd; and her half-sisters, Joely Fisher and Tricia Leigh Fisher. ◀

READING & SPEAKING

- 1 a Work in pairs. Discuss the meaning of these motivational quotes. Do you agree with them? Why? / Why not?

Make it a rule of life never to regret and never to look back. Regret is an appalling waste of energy; you can't build on it; it's only good for wallowing in.

— Katherine Mansfield (writer)

You miss 100% of the shots you don't take.

— Wayne Gretzky (ice hockey player)

I've learnt that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

— Maya Angelou (writer)

Your time is limited, so don't waste it living someone else's life.

— Steve Jobs (entrepreneur)

Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do, so throw off the bowlines, sail away from safe harbor, catch the trade winds in your sails. Explore, Dream, Discover.

— H. Jackson Brown (20th century American writer)

It is never too late to be what you might have been.

— George Eliot (writer)

- b Share any other motivational quotes you know with the class. Then discuss your personal opinion of motivational quotes. Explain if and how they work for you.



Inspirationforyou
#motivation
#doitnow
don'tdelay
#noregrets



lucyinthe sky
Procrastination is the thief of time



denny99 👍

👍 134 likes

VIDEO // Watch and listen



- 2 a In this Studio Views video, Isabella and Liam talk to psychologist Matthew Watts about personal regrets. Which five areas do you think are the top five sources of regret?

career choices	wasting time
education	relationship decisions
financial mistakes	self-improvement
parenting conflicts	unhealthy eating



- b Watch or listen to the discussion and check your answers. Which is the number one source of regret in the West?

- 3 a Watch or listen again. Decide if the sentences are true or false. Correct the false sentences.

- 1 People don't usually regret their education choices.
- 2 Many people live lives designed to please other people.
- 3 Most regrets focus on actual past mistakes rather than on what could have been.
- 4 Nearly three quarters of people in a survey felt they hadn't lived up to their own ideals.
- 5 Most people are happy with the life they have lived.
- 6 Anger and guilt can be consequences of regret.
- 7 Regret has only negative outcomes.

- b What is said about how regret affects older and younger people? Do you think this is true?

- 4 a **WORDS IN CONTEXT** Answer the questions about the words or phrases in bold.

- 1 Matthew says patients are often **guilt-ridden** because they weren't around when loved ones passed away. How can you say this a different way?
- 2 People worry about **stepping out of their comfort zone**. Explain what this means by giving examples.
- 3 Matthew says his advice to avoid regrets might sound **trite**. What does he mean by that?

- b Ask and answer the questions with a partner.

- 1 What is Matthew's advice to avoid regrets?
- 2 Do you agree with him or do you think his advice is trite?
- 3 What other advice could you offer?



VOCABULARY // Phrasal verbs: life experiences

5 a Complete the mini-dialogues with the correct form of these phrasal verbs. Two verbs have a similar meaning – use them as alternatives in one gap.

branch out (into) chicken out (of) creep up on
dwell on go on (about) lighten up
live up to measure up (to) move on revel in
stand up (to) weigh on

- 1 A: What happened this morning ¹ _____ my mind.
I can't stop thinking about it.
B: I understand. But it wasn't your fault and I'm sure the boss will see it that way too.
- 2 A: My dad thinks I'm such a failure. I just can't ² _____ the person he'd like me to be.
B: You're not a failure. You need to ³ _____ him. It's time to ⁴ _____ and live your own life.
- 3 A: I think we should ⁵ _____ a new area of business and produce children's wear.
B: Mmm. I'm not sure. I'm afraid I can feel a few doubts ⁶ _____ me.
- 4 A: Come on, ⁷ _____. It's no good worrying and ⁸ _____ the past.
B: You're right. I'm sorry for ⁹ _____ it.
- 5 A: So, kitesurfing tomorrow. I'm sure you'll ¹⁰ _____ the danger, but I think I might give it a miss.
B: You can't ¹¹ _____ now!

b Work in pairs. Discuss who you think is speaking in each dialogue, and in what situation.

c Have you ever done the following? Describe the situation to a partner.

- 1 stood up to someone
- 2 chickened out of something
- 3 branched out into something new
- 4 measured up to a challenge

6 Do the vocabulary exercise.

➔ p129 Language studio: Phrasal verbs: life experiences

GRAMMAR // The unreal past

7 Look at these sentences about imaginary situations in the past. Then answer questions 1-4 opposite.

- a) I **might have been happier** if I'd taken the risk.
- b) I **wish I hadn't** studied economics.
- c) I **would rather have** lived a different life.
- d) **If only I'd** accepted, I could have taken part in Wimbledon!
- e) **Supposing I had** had the courage of my convictions and not listened to other people?
- f) **If I'd chosen** a different career, I wouldn't be working here.
- g) **What if I'd** done that differently?



- 1 Which three sentences express regrets about the past?
- 2 Which three sentences express possibilities in the past?
- 3 Which sentence expresses a consequence in the present?
- 4 Which sentence expresses a consequence in the past?

➔ p145 Language studio: The unreal past

8 a Write true sentences, using the words in bold in exercise 7.

*I **might have been happier** if I'd studied science instead of languages.*

b Exchange sentences with a partner. Check the grammar and make any necessary connections. Do you have any regrets in common?

SPEAKING

9 Talk about your own regrets using these topics or your own ideas. Your regrets can be light-hearted like Liam's (*I regret not having breakfast*) or serious.

education healthy habits leisure activities
relationships travel work

If only I'd ...

Supposing I'd ...

If I'd ... / If I hadn't ...

I'd rather have ...

I wish I'd ...

GET READY

1 Work in groups. You have decided to start a business or offer a service in your area, and ask for a loan from the bank to set it up. Decide on an idea and think about these things.

- Businesses or services that need improving: how could they be improved? For example, sustainability (eg reducing packaging); convenience (eg offering home delivery) or local participation (eg markets).
- A useful business or service that doesn't exist in your area or a new, creative, venture.



2 Brainstorm ideas and think about what qualities these businesses or services would need to have.

People really need ... in our area.

We could provide organic / sustainable / convenient / attractive / social / ...

This would attract young / old / busy / creative / ... people.

We could market it on social media / ...

Our business would need to be competitive in terms of price / have the right location / ...

WATCH



3 a Watch Lucy's two-minute pitch to a bank to apply for an investment loan. What is her business idea and what are its two main aims?

b Were you convinced by Lucy's proposal? Would you offer her a loan? Why? / Why not?

STUDY

4 Put the headings in the correct place in the table. There are two extra headings.

- Describing future dreams
- Ending your pitch
- Explaining where information is available
- Giving details and examples
- Promoting yourself
- Explaining your idea
- Talking about cooperation and competition

1 _____	2 _____
I'm going to revolutionise ...	I have a strong track record of ...
I'm excited to tell you about ...	My key strengths are ...
Imagine (a community dining room) ...	I am confident that ...
I envision / envisage ...	What motivates me is ...
3 _____	4 _____
I plan to partner with ...	This will set us apart from ...
4 _____	5 _____
My larger dream would be ...	In ten years I see myself ...
5 _____	6 _____
Thank you for your attention.	I appreciate your time.

5 a Say the phrases in exercise 4 out loud. Underline the main stress. Then listen and check your answers.

b Practise saying the phrases.

PRACTISE

6 a Look back at your idea for a new product or service from exercise 1. Use the phrases in exercise 4 to structure your ideas, and make notes for a two-minute pitch to the bank.

b Practise your pitch. Pay attention to intonation – think about the main words that need stressing.

c Film your pitch, being clear and confident. Watch it and re-record it if you're not happy with the delivery of your pitch.

d Show your pitch to the class. Answer questions. If you're not sure how to answer immediately or need to gain time, use one of these phrases.

That's a very good question.
That's a question I've given a lot of thought to.
Well, it depends.
It's difficult to say ...

REVIEW 7 & 8

1 Choose the correct options to complete the email.

Hi Harry

Great to hear from you, though you sound down in the dumps. If you want my advice, you should lighten ¹off / up a little. Companies are always letting workers ²go / off. You said it was due to ³creative / economical differences with your boss, but think of it as an opportunity. You're ⁴before / between jobs now, looking for something better! Stop ⁵dwelling / thinking on the past and move ⁶away / on. It's time to ⁷branch / reach out and try something new. And think about what you want next. The only expectations you need to ⁸be / live up to are your own.

Your friend
Margarita

2 Put the words in the correct order to make emphatic sentences.

- with Chloe / I / is / thing / on my birthday / love doing / one / eating / out
- who / chooses / it's / the restaurant / always / Chloe
- walked in / no / we / than / I heard / had / a huge cheer / sooner
- then / planned / only / Chloe / realise / what / did / had / I
- that / say / such / a word / was / couldn't / my surprise / I
- don't / like parties / I / I / enjoy / that one / normally / but / did

3 a Complete the forum posts with the correct form of these words. There is one word you need to use twice.

altruism bigotry billboard biodegradable
crunch deforestation emission fizz fossil
jingle modesty plug pop-up reciprocation
renewable rivalry scratch slurp sponsorship



The forum where you can rant and rave!

I'm fed up with people going on about stopping ¹_____ in the Amazon, reducing carbon ²_____, replacing ³_____ fuels with ⁴_____ and biofuels, using ⁵_____ plastic bags ... and not taking any real action to save the planet!

I've had enough of radio ads and presenters constantly ⁶_____ things. Every show has its own ⁷_____ too, and those horribly catchy ⁸_____ stay in your head for days. As if telemarketing calls, website ⁹_____ and ¹⁰_____ on every corner weren't enough, they have to colonise the airwaves too!

Whatever happened to values? Everywhere I look, I see arrogance rather than ¹¹_____, self-interest rather than ¹²_____, freeloading instead of ¹³_____, ¹⁴_____ where we need tolerance, and ¹⁵_____ where there should be solidarity. If we lose our values, we lose our humanity.

Tried ASMR? If you haven't, don't. Is there any benefit in watching a video of someone ¹⁶_____ their nails on a table, ¹⁷_____ cereal, ¹⁸_____ coffee or ¹⁹_____ their keys? I don't think so. Maybe I'll make one – open a can of cola so you hear it ²⁰_____, then I'll pop a balloon to make everyone jump!

b Work in pairs. Which of the four rants do you sympathise with?

4 a Find these words in the final post in exercise 3a. Are they examples of ellipsis (E) or substitution (S)?

- | | | |
|-----------|---------|--------|
| 1 Tried | 3 don't | 5 one |
| 2 haven't | 4 so | 6 open |

b Write the words that have been left out or substituted.

PAIRWORK A

Do this activity in pairs, A and B.

A: read the instructions below. B: read the instructions on page 78.



1 Read these questions and prepare your answers. Your partner has four different questions.

- What are your key strengths?
- What do you do when you need to relax?
- When was the last time you chickened out of doing something?
- What values do you appreciate most in a friend?

2 Take turns telling each other your answer to a question. Try to avoid using the words in the question. Your partner has to guess the question you are answering.

3 When you have both answered your own questions and guessed your partner's questions, ask each other your questions.

- 5 Complete the conversation. For 1–4, write the correct form of the verbs in brackets. Use contractions where possible. For 5–10, choose the correct options.

A: What's your job?

B: I'm an FBI agent. Sometimes I wish

¹I _____ (not accept) the job as it can be dangerous. I think, 'What if I ² _____ (find) an ordinary job when I left college?' But if I ³ _____ (not become) a secret agent, I ⁴ _____ (not have) the VIP lifestyle I enjoy today.

A: Wow. So what do you know about UFOs?

B: This is top secret, but they're ⁵by far / much more common than people think. The problem is communicating with the ETs flying them. We've used ESP, but ⁶harder / the harder we try, the ⁷least / less success we seem to have – perhaps because they're so different ⁸from / than us. But if we can get through, so much ⁹better / the better. We'd have so much learn from them!

- 6 a **WORD MAKER** Complete the sentences with words with an *-ie* ending. Double the final consonant or add a *b* if necessary.

- Who's the n _____? I've never seen her in class before.
- My brother's into technology. He's a real t _____.
- Are you eating fish? I thought you were a v _____.
- I can't work out who the goodies and b _____ are in this show!
- When I'm not at work I always wear jeans and a h _____.
- There's a problem. It's a b _____, so we need everyone's help.

- b Find six initialisms in exercises 3a and 5 and write what they stand for.



- 7 Complete this talk to the staff in an office. Write one word in each gap.

Good morning! Let me ¹s _____ by asking a question. How many hours a day do you spend sitting down? Lots, right? But does it have to be that ²w _____? My answer is no.

I'm going to ³r _____ life in this office. I ⁴e _____ a working day that makes you fitter. In fact, I'm ⁵c _____ that I can get you in better shape in just two weeks. This will set us ⁶a _____ from other companies by improving productivity. I think you'd all ⁷a _____ that that's worth striving for.

Let's ⁸t _____ our attention now to *how*. My fitness plan consists of exercises performed at your desks. Trust me, I have a strong ⁹ _____ record of getting office workers into shape and I can't ¹⁰s _____ enough how good my programme will make you feel.

More practice

→ p119 Writing 4

→ WB pp45–46, Vocabulary Beats p47



Exam Practice & CLIL Projects

PAIRWORK B

Do this activity in pairs, A and B.

B: read the instructions below. A: read the instructions on page 77.



- 1 Read these questions and prepare your answers. Your partner has five different questions.

- What are your favourite and least favourite sounds?
- What type of advertising annoys you the most?
- When was the last time you were economical with the truth?
- What do you do to reduce your carbon footprint?

- 2 Take turns telling each other your answer to a question. Try to avoid using the words in the question. Your partner has to guess the question you are answering.

- 3 When you have both answered your own questions and guessed your partner's questions, ask each other your questions.