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# All about image

**1 Work in groups. Discuss the questions.**

- Do you take selfies?
- What's your favourite selfie technique? Do you use a selfie stick?
- Do you post selfies on social media?
- Do you think selfies are a relatively new phenomenon?

**2 Read the text. Who are the two people in the pictures and when were they painted?**



*Self-portrait at the Age of 63*

**Artists in every era show rich details about their lives and work through self-portraits**

**H**ow do you select the selfies you put on Instagram? You might think about your facial expression, your hairstyle, and even what you're wearing. Each of these details says something about you to the people who look at your page. Knowing this, you probably make careful choices about the pictures you post.

## BEYOND THE SELFIE

Posting selfies is a recent phenomenon. But how people choose to represent themselves is not. Self-portraits, from all periods in history, are documents of the choices artists make about how to present themselves to others. From their clothing to the colour scheme and the composition, every detail in a self-portrait has meaning.

Dutch artist Rembrandt van Rijn painted nearly 100 self-portraits during his life. These works provide a visual record of Rembrandt's technical development and ageing face. The example above, painted in 1669, is one of Rembrandt's last. He uses a realistic style to capture every detail. Recognised for his innovative method of painting light, Rembrandt uses highlights and shadows to draw the viewer's eye to his face. This emphasis on the artist's expression fills the work with emotional depth.

French painter Elisabeth Vigée Le Brun created the self-portrait below more than a century later; in 1782. From the folds of her clothing to the delicate feather in her hat, Vigée Le Brun uses rich colours and varied textures. Her formal attire seems out of place for someone in the messy act of oil painting. Do you think she really painted while wearing such fancy garments? Or did she choose to represent herself fashionably to make a statement about her social status?



*Self-portrait in a Straw Hat*

**3a Find words or phrases in the text which describe ...**

- a) face: .....
- b) clothes: *what you're wearing*, .....
- c) colour: .....

**3b Work in pairs. Discuss why Elisabeth Vigée Le Brun is shown in the clothes she is.**

**Vocabulary tip**

Writers often use synonyms, words with a similar meaning, to avoid repeating the same word. This can help you work out the meaning of unknown words. For example, you may not know the words *attire* and *garment*, but you can guess their meaning because you know the writer is talking about *clothing*.

**4 Underline two synonyms of the word in bold in each extract.**

**A** The project aims to document the lives of ordinary people in the early 21<sup>st</sup> century. We are using film and audio to **record** everyday encounters in homes and workplaces, hoping to capture a wide range of lifestyles and experiences.

**B** Political cartoonists **represent** well-known figures in a way that draws out particular traits. They might depict a political leader as a donkey, for example, because they want to present them as being stubborn and unwilling to change their position.

**C** The prize is awarded for **innovative** new ideas in the field of engineering. This year's focus is on engineering projects in the developing world. The judges are looking for original designs, especially those which make ingenious use of limited resources.

**D** As a forensic scientist, it's my job to be concerned with the individual particulars of a case. We carefully examine all the evidence available, from the **details** of victims' phone records to the minutiae of their personal finances.

**E** Many of the documents stored in the archive are incredibly **delicate** and need to be handled with extreme care. Archivists wear cotton gloves to avoid damaging the fragile paper. Some of the earliest records are on parchment scrolls which are too flimsy to be moved and are now protected under glass.

**5 Choose the best word to complete the sentences.**

- a) The design uses a very simple colour *scheme* / *style* of black, white and grey.
- b) If you look closely, you can see the individual *facial* / *visual* expressions of each of the characters.
- c) She uses a very *authentic* / *realistic* style to make the viewer feel as if they are actually walking through the city.
- d) His photographs are designed to elicit a(n) *deep* / *emotional* response from the viewer.
- e) Visitors to the museum are able to touch the fabrics, so they can feel the variety of *textures* / *highlights*.
- f) When thinking about the *composition* / *scheme* of a photograph, try not to put the subject right in the centre.

 **EXAM TASK: Reading (multiple choice)**

**6 Look back at the article opposite and answer the questions according to the text.**

- 1 The writer compares selfies and self-portraits because:
  - a they both tell us about how people choose to present themselves to others.
  - b they were both a popular medium of expression during their time.
  - c they show how fashions have changed over the centuries.
- 2 Rembrandt uses light and shade to:
  - a make the picture more realistic.
  - b focus attention on his face and facial expression.
  - c create a feeling of sadness.
- 3 Elisabeth Vigée Le Brun chose to present herself wearing formal clothes because:
  - a they were what she was wearing to paint the picture.
  - b they were delicate and colourful.
  - c they were fashionable and reflected her social status.

**Exam tip**

Make sure you can find the correct answer to a multiple choice question in the text. Don't choose an answer based on your own knowledge.

# Telling tales

**1a** Work in groups. Each picture in exercise 2a illustrates a story. For either picture A or B, discuss your answers to the questions.

- Where and when do you think the story is set?
- Who are the characters? How do you think they are feeling?
- What do you think is happening in this scene?
- What do you think will happen next? Would you like to know more about the story?

**1b** Describe your picture to the class.

**2a** Read the text which relates to your picture. What is the title of the picture? How much did you predict correctly about the story?

## A Grant's story within a story

American painter Grant Wood presents not one narrative, but two, in his 1939 painting *Parson Weems' Fable*. Weems wrote the story of a young George Washington (America's first president) confessing to cutting down a cherry tree, stating, 'I cannot tell a lie.' In Wood's painting, Weems pulls back a curtain in the foreground. He points to an image of his fable in the background as if telling the story. Woods assumes that most people will be familiar with Weems' tall tale. He includes key objects, like the hatchet and cherry tree. He also paints simple forms, giving the work storybook quality.



*Parson Weems' Fable, Grant Wood*

## B Rockwell's realism

American painter Norman Rockwell illustrated many iconic magazine covers. His images are famous for their realistic style and portrayal of life in small-town America. In his 1958 work *The Runaway*, the details work together to tell a story – from the title to the setting, props, and characters' clothing. The handkerchief-tied bundle on a stick is a clue revealing that the young boy has run away from home. The police officer and diner worker lean protectively over the boy to form a triangular composition. This arrangement draws the viewer's eye and implies a dialogue. The figures' facial expressions add an element of humour and nostalgia to the story.



*The Runaway, Norman Rockwell*

**2b** Answer the questions about your text.

### Text A

- Who are the characters in the foreground and the background?
- How does the artist include two narratives in the painting?
- Is it a true story?

### Text B

- How do the props help to tell the story?
- How does the artist show the relationship between the three characters?
- In what way does the picture convey nostalgia?

**3 Match the sentence halves. Pay special attention to the meaning of the words in bold.**

- |  |   |
|--|---|
| 1 A <b>fable</b> is a simple story that ...            | a) between mother and daughter.               |
| 2 It is a beautifully illustrated <b>storybook</b> ... | b) <b>props</b> were all spectacular.         |
| 3 Williams gives a convincing <b>portrayal</b> ...     | c) <b>tall tales</b> from their youth.        |
| 4 We're all familiar with that <b>iconic</b> ...       | d) from the perspective of a child.           |
| 5 The scene features a tense <b>dialogue</b> ...       | e) for times past.                            |
| 6 The old men sit over coffee telling ...              | f) aimed at 5-7 year-olds.                    |
| 7 The set design, the costumes and ...                 | g) has a moral to teach.                      |
| 8 Her imagery evokes <b>nostalgia</b> ...              | h) of the 19 <sup>th</sup> -century explorer. |
| 9 The novel is a first-person <b>narrative</b> ...     | i) image of Che Guevara.                      |

**4 Match the paraphrases to words in bold from exercise 3.**

- a) a moral story – *a fable*
- b) telling of a story – .....
- c) a conversation – .....
- d) exaggerated or untrue anecdotes – .....
- e) an illustrated children's book – .....
- f) objects used to tell a story – .....
- g) depiction of a character – .....
- h) universally known – .....
- i) fond memories – .....

**Exam tip**

Exam questions often test your understanding of paraphrasing and synonyms. Try to match the language in questions to sections of the text that have the same meaning.

**Exam tip**

Pay special attention to the instructions. If it says use 'no more than two words', you can write one word or two words. Use words from the text, and remember that the words you choose must fit grammatically into the sentence.

**EXAM TASK: Reading (sentence completion)**

**5 Read the text below. Complete each statement with words taken from the text. Use NO MORE THAN TWO WORDS for each answer.**

**Wyeth's Illustrations**

American artist N.C. Wyeth painted nearly 4,000 illustrations for magazines and books during his life. Literary illustrations like Wyeth's bring words to life to help readers visualize the action taking place in the story. Even without reading the story, viewers can quickly understand the narrative in Wyeth's paintings, because they contain easily recognizable imagery. For example, in his 1926 painting *The Duel on the Beach*, the characters, setting and mood reveal the story behind the illustration. In this case, two pirates face off on the shore in a swashbuckling sword fight.



*The Duel on the Beach*, N.C. Wyeth

- 1 Pictures in books help readers to imagine how the events ..... in the story might look.
- 2 It is often possible to follow a story just by looking at the illustrations because they contain ..... that is immediately familiar.
- 3 In Wyeth's *The Duel on the Beach*, it is immediately clear that the main protagonists are pirates and that ..... is by the coast.

## A matter of perspective

### 1 Work in groups. Discuss the questions.

- Do you prefer contemporary art or classical works of art?
- Do you have a favourite style of art? Do you prefer realistic or abstract pictures?
- Do you like the style of painting in the picture in the article below? Why / why not?

### 2a Which definitions of these two words do you think are most closely connected with visual art and painting?

#### perspective (noun)

- 1 [C] a particular way of thinking about a topic
- 2 [U] the way that far away objects seem to be smaller than things which are closer to the person looking at them
- 3 [C] the ability to understand the real importance of something compared to other things

#### dimension (noun)

- 1 [usually plural] the size of something expressed in terms of its height, width and depth
- 2 [C] a particular aspect of a topic
- 3 [C] the way that an object appears in space. If something is flat, like a square, we say it has two dimensions. If something also has depth, like a cube, we say it has three dimensions.

### 2b Match the example sentences to the relevant dictionary definitions in exercise 2a.

- a) It's important to keep things in **perspective**. .....
- b) We need to address this issue from a global **perspective**. .....
- c) Social media has opened up a whole new **dimension** to advertising. ....
- d) Shipping costs are related to the weight and **dimensions** of a package. ....

### 3 Read the article. How do photorealists use perspective to represent the world in three dimensions?

# PLAYING WITH PERSPECTIVE

## American contemporary painter Richard Estes shatters expectations about perspective

After the invention of photography in the 1800s, artists began to question their role in the world. After all, the camera efficiently translates the three-dimensional world into two dimensions. That was a job that previously only artists could do. In the 1960s, a group of artists known as the **photorealists** embraced the camera as an artistic tool. They began photographing their subjects, then creating extremely realistic drawings and paintings based on the photos.

American contemporary artist Richard Estes is one of the founders of photorealism. He is best known for his cityscape paintings of New York. To create a painting, Estes photographs a scene, then develops the composition based on the photos. Because the camera captures more detail than the human eye can perceive, the paintings are more vivid and the perspective more complex than could be achieved without using photos.



Cities are full of angles, lines, and geometry, which makes them the perfect subject for exploring perspective. In *Subway*, painted in 1960, Estes depicts the inside of a subway car using one-point perspective. The **symmetrical** composition is divided in half with the vertical pole in the centre. The left and right sides mirror each other, except for details like the advertisements along the ceiling and the newspaper on the bench. The lines created by the floor tiles, the benches, the windows, and the ceiling **converge** at the centre door behind the pole. This level of geometric specificity contributes to the hyperrealistic look of Estes's painting.

4a Complete the table using words from the text. Check any words you're not sure about in a dictionary.

Noun	Verb	Adjective
a) .....	expect	
art / artist		b) .....
c) .....	compose	
perception	d) .....	perceptive
symmetry		e) .....
mirror	f) .....	
geometry		g) .....
h) .....	specify	specific

**Vocabulary tip**

Sometimes an unfamiliar word is a different form of a word you already know. You can often guess the meaning and part of speech based on the ending. Many prefixes and suffixes have a meaning. For example, *hyper-*: more than normal; *hyperrealistic*, *hyperactive*, *hypersensitive*.

4b Complete the sentences using the best form of the word in capitals.

- a) People tend to *perceive* images much faster than text. PERCEPTION
- b) The placement of the black pieces exactly ..... the white pieces on the other side. MIRROR
- c) The traditional rugs use bold, ..... designs. GEOMETRY
- d) Flowers have a natural ..... SYMMETRICAL
- e) It is important to ..... which colour you want on the order form. SPECIFIC
- f) The exhibition far exceeded my ....., – it was just awesome! EXPECT
- g) She hangs out with a fashionable crowd of ....., designers and musicians. ART
- h) The images are ..... of thousands of tiny coloured dots. COMPOSE

 **EXAM TASK: Reading (true, false or not given)**

5 Do the following statements agree with the information in the article opposite? For questions 1–5, write:

- TRUE** if the statement agrees with the information.
- FALSE** if the statement contradicts the information.
- NOT GIVEN** if there is no information on this.

- 1 During the 19<sup>th</sup> century, photographers were first able to capture exact representations of the world on paper. ....
- 2 Artists didn't create paintings based on photographs until the 1960s. ....
- 3 Richard Estes is most famous for his photographs of New York City. ....
- 4 In Estes's painting, *Subway*, both sides of the picture are identical. ....
- 5 In the painting, the perspective lines meet at the centre of the door at the back of the carriage. ....

**Exam tip**

If you cannot find information in the text to say whether a statement is true or false, then answer 'not given'. Remember to base your answers on the text.

# In touch

**1 Work in groups. Discuss the questions.**

- How do you keep in touch with friends and family – in person, by phone, by text message?
- Do you use social media? If so, which platforms do you use? What kind of things do you share?
- How has communication and friendship changed in the past 20 years?

**2a Read the article. Which different means of communication are mentioned?**

## Is technology killing our friendships?

**With social media, people can connect (a) ..... each other more than ever. But some experts worry that we are actually more alone.**

Kaylee, 13, has 532 friends—if you count her Instagram followers and Facebook friends. ‘In one day, I can connect with 50 different people,’ Kaylee says.

But some experts believe that for people like Kaylee, online friendships could actually result (b) ..... loneliness. They worry that connecting online is not the same as seeing friends in person, and that kids like Kaylee are missing (c) ..... on genuine friendships.



has stated that constantly checking online ‘leaves little time for our real-world relationships’.

Rosen also worries that ‘friends’ on social media are not the same as true friends, because in tough times, you don’t need someone to like your picture or share your tweet. You need someone who will keep your secrets and hold your hand.

### Alone together

When your parents were growing up, connecting with friends usually involved spending time together. When friends missed each other, they talked on the telephone. Nowadays, most communication happens online or through texting. Teens send an average of 2,000 texts every month and spend about 44 hours per week in front of a screen. Experts say that kids are spending too much time alone with their devices, and that this behaviour gets (d) ..... the way of forming deep friendships. Larry Rosen, a professor of psychology,

### Connecting with friends

Not everyone thinks that social media is harmful to friendships – after all, these platforms help people stay connected like never before. You can keep (e) ..... with your friend who moved far away, watch your baby cousin grow up on Instagram, and stay up to date (f) ..... hundreds of people. Online communication can make friendships stronger, asserts Katie Davis, co-author of *The App Generation*. Says Davis, ‘Kids can stay (g) ..... constant contact, which means they can share more of their feelings (h) ..... each other.’

**2b Work in groups. Find reasons in the article to support each side of this debate. Write them below.**

**YES** Too much screen time is bad for friendships.

**NO** Technology isn’t harmful to friendships.

- 1 *People don't spend enough time together in person.*
- 2 .....
- 3 .....
- 4 .....

- 1 .....
- 2 .....
- 3 .....
- 4 .....

**2c Discuss which point of view you most agree with. Present your position to the class.**

**3a** Complete the gaps in the article using prepositions from the box. Not all the prepositions are needed and some may be used more than once.

at in on out to up with

**Exam tip**

Look out for phrases and phrasal verbs when you read. These may be paraphrased in exam questions using a single word synonym or another phrase with a similar meaning, e.g. *stay in contact* - *communicate*.

**3b** Match the question halves.

- |   |  |
|---|--|
| 1 Is technology starting to get ...             | a) in the way of face-to-face communication?     |
| 2 Is it harmful for employees to stay ...       | b) up to date with the news 24/7?                |
| 3 Are screen-obsessed children missing ...      | c) in relationship breakdowns?                   |
| 4 Is it always desirable for us to stay ...     | d) out on other important childhood experiences? |
| 5 Could too much focus on technology result ... | e) in constant contact with their work email?    |

**3c** Work in groups. Discuss your answers to the questions in exercise 3b.

**4** Complete the sentences using a single verb in each gap.

- a) The survey investigated how much time teenagers ..... online each day.
- b) After everyone's checked their email and text messages and caught up on Facebook and Twitter, it doesn't ..... much time for conversation.
- c) You can always rely on a good friend to ..... a secret.
- d) The funeral was a difficult experience and it was good to have my partner there to ..... my hand.
- e) Some of the friendships we ..... during adolescence can last throughout our lives.

**5** Match the general words and phrases in the box to the sets of more specific items they describe.

device means of communication relationship social media platform

- a) texting, telephone, in person .....
- b) tablet, mobile, laptop .....
- c) Instagram, Facebook, Twitter .....
- d) friendship, marriage, network .....

 **EXAM TASK: Reading (matching features)**

**6** Look at the statements of views expressed in the article opposite (1–5) and the list of people. Match each statement with the correct person A, B, C or D.

A Experts B Teenagers C Larry Rosen D Katie Davis

- 1 Young people could feel lonely as a result of the focus on online relationships. ....
- 2 Too much time spent online is at the expense of time spent with friends. ....
- 3 Young people are at risk of not developing meaningful relationships. ....
- 4 Young people are now more able to share their feelings with others. ....
- 5 It is now easier for friends to communicate regularly. ....

**Exam tip**

In matching questions, scan the text to find the key words from the options in the text. In this case, underline the names of the people, then identify what opinions they express. Remember that some options may not be needed and some may be used more than once.

# Just a game

**1a** Do you take part in or enjoy watching any of the sports below?

athletics    football    golf    gymnastics    karate    motor racing  
rugby    skateboarding    surfing    swimming    volleyball

**1b** How much do you know about these sports? Working in groups, discuss whether they are ...

- individual or teams sport
- professional or amateur sports
- popular or niche sports
- spectator sports or mass participation sports
- Olympic sports.

**2a** Read the article and choose the best subheading.

- Why golf should be an Olympic sport.
- How do new sports get added to the Olympic Games?
- Which sports will be added to the Olympic Games for 2020?

### Vocabulary tip

Sporting idioms and metaphors are common in English. 'Make the cut' is an expression used in golf. If a player finishes the first part of a competition in the top half of all the players, they 'make the cut' and can continue to the second part of the competition.

## Making the cut

**A** Winning an Olympic medal is one of the highest honours in sports. In August, thousands of athletes were going for gold at the 2016 Olympic Games in Rio de Janeiro, Brazil. Along with competitors in classic summer sports like gymnastics and volleyball, you might have noticed the newcomers: golfers and rugby players!

**B** Both golf and rugby have previously appeared in the Olympics, but were removed in the early 1900s. A ruling by the International Olympic Committee (IOC) put these sports back on the roster for 2016 – bumping the total number of sports up to 28.

**C** Since the first modern Olympics in 1896, the IOC has made many changes to the games. Sports are often added or removed to keep the competition exciting. To be recognised by the IOC, a sport must have an international organisation that sets rules. But being recognised by the IOC isn't all it takes to join the Olympic lineup. To make this final leap, the sport must be very popular worldwide, and played by both men and women. Most importantly, the sport must reflect the Olympic values of friendship, respect, and excellence.

**D** However not all IOC-recognised sports have made it onto the Olympic roster yet. Skateboarding, surfing, karate are among those waiting for a chance to shine – and they may soon get it. This summer, the IOC will announce which (if any) of these sports will appear in the 2020 Olympics in Tokyo, Japan.

**E** Tom Scott, team captain for USA karate, thinks karate has a fighting chance. 'Karate is an exciting sport, and the discipline and courtesy required make it a great fit for Olympic competition,' says Scott. 'I think we've got a good shot.'



**2b** Work in groups. Which sport do you think should be included in future Olympic Games? Give your reasons.



**3a** Choose the best word to complete the idioms in the sentences below. All the idioms appear in the article.

- a) We want all children to **have a battling / fighting chance** of getting to university.
- b) The site offers advice for employees who want to **do /make the leap** into entrepreneurship.
- c) This event gives local talent **the chance to glow / shine**.
- d) Lots of great ideas don't **make / take the cut** because the resources aren't available.
- e) I think Anna **has / takes a good shot at** getting the job.

**3b** Work in pairs. Discuss the meaning of each idiom in exercise 3b.

**4a** Match the highlighted idioms in the sentences to their meanings.

- |   |  |
|---|--|
| <p>1 The food was disappointing and the service was well <b>below par</b>; the staff were slow and unhelpful.</p> <p>2 The banks keep <b>moving the goalposts</b> and making it ever more difficult for consumers to access free accounts.</p> <p>3 The food retailer has finally <b>thrown in the towel</b> and announced the closure of all 500 of its loss-making stores.</p> <p>4 We need to <b>keep our eye on the ball</b> and stay focussed on exactly what we're here to do.</p> <p>5 The university needs to provide the resources and support to <b>create a level playing field</b> for students from different backgrounds.</p> <p>6 The interview has been described by many as <b>an own goal</b> for the politician who far from winning support, has simply exposed his ignorance.</p> <p>7 Solar power and biofuels were <b>neck and neck</b> in terms of investment last year, with roughly \$170 million invested in each area.</p> <p>8 It soon became clear that Tokyo was the clear <b>frontrunner</b> in the bid for the 2020 summer Olympics.</p> | <p>a) your own error that makes you suffer</p> <p>b) equally successful or popular</p> <p>c) not as good as expected</p> <p>d) the most likely winner of a contest</p> <p>e) to keep your attention on something important you're doing</p> <p>f) to change the rules or aims of something in an unfair way</p> <p>g) to give up</p> <p>h) a fair situation for everyone</p> |
|---|--|

**4b** Work in pairs. Which sports do you think the idioms come from?



**EXAM TASK: Reading (matching information)**

**5** Re-read the article. Which paragraph contains the following information? Write the correct letter A–E.

- 1 The criteria for a sport to be included in the Olympic Games. ....
- 2 The perspective of someone from a particular sport. ....
- 3 Plans for inclusion at the 2020 Olympic Games. ....
- 4 The history of golf and rugby at the Olympic Games. ....
- 5 The total number of sports featuring in the 2016 games. ....

**Exam tip**

In this type of task, you are looking for specific information, not just the main idea of each paragraph. There may be more than one piece of information in the same paragraph, so you may need to use the same letter more than once.

## New to science

**1** Work in groups. Brainstorm names of animals from your own country in each category.

- mammals
- birds
- insects
- reptiles & amphibians
- fish & marine life

**2a** You are going to read an article about new species of plants and animals. Before you read, guess how many different species there are on Earth. Write down your estimate.

**2b** Read the article to check. When you find the answer, stop reading and put your hand up.

# STUNNING SPECIES

## Scientists discover new creatures in surprising places

What do a striped frog, a rat-eating plant, and a poisonous, hot pink millipede have in common? They're all strange, recently discovered species.

Even after centuries of exploration, scientists are naming new species at a rate of 15,000 to 20,000 each year – with no sign of slowing down. 'We live on an amazingly biologically diverse planet,' says Quinton Wheeler, a taxonomist who classifies species at Arizona State University. 'So almost everywhere you look, species have found a way of carving out a living.'

Taxonomists have identified about 2 million plant and animal species. They estimate that another 10 million to 100 million remain undiscovered – and they warn that we need to find them fast. Habitat loss, climate change, and other issues threaten biodiversity – the variety of different species. 'We fear that we are losing species faster than were actually discovering and describing them,' says Wheeler. So the race is on to find new species and explorers are getting help from modern technology.

Little explored biodiversity hotspots are obvious places to search, but the challenge is reaching them. 'It's not too difficult to run across new species, if you're looking in places that haven't been very well studied,' says Laurence Madin, a marine biologist. High-tech tools helped Madin's team on a 2007 expedition to the Celebes Sea near the Philippines. He says, 'We used deep sea exploration robots – remotely operated vehicles that would enable us to go down to a depth of 3000 metres and look around and collect things without having to send a person down there.'

The remotely operated submarine relayed video to the scientists on the ship above. That's how they spotted the previously unknown squid worm – a bizarre-looking marine worm with what look like tentacles growing from its head.

Oceans aren't the only hard-to-reach environments that can be accessed with modern tools. Helicopters drop scientists into remote areas such as the mountaintop forest in Papua New Guinea where researchers found a lime-green jumping spider in 2008. And satellite imagery helps researchers plan their trips. Ironically, deforestation, or clearing away trees, sometimes leads to discovery, since logging roads open the way into previously undisturbed forests.

New species aren't only found in exotic places. 'People sometimes find them in places where they've gone all their lives,' says Madin. 'They just happen to look under the right leaf, or they happen to have the right type of instrument or microscope.' That's what happened in the US state of Georgia in 2007, when a researcher discovered the tiny patch-nosed salamander under a pile of leaves.



Squid worm

### Vocabulary tip

Sometimes when you come across an unknown word in a text, the writer has actually explained its meaning within the text. For example, in this text, a *taxonomist* is someone 'who classifies species'. Writers also use noun phrases to get across a lot of detail. For example, *strange, recently discovered species* is more concise than *species which are strange and which were discovered recently*.

**3a** Read the full article and underline explanations of these terms.

- a) biodiversity    b) deep sea exploration robots    c) deforestation

**3b** 'Unpack' the meanings of the noun phrases from the article.

- a) a rat-eating plant: a plant which .....
- b) an amazingly biologically diverse planet: a planet which .....
- c) little explored biodiversity hotspots: hotspots of .....
- d) the remotely operated submarine: the submarine which .....
- e) the previously unknown squid worm: the squid worm which .....
- f) previously undisturbed forests: forests which .....

**3c** Underline examples of plants and animals mentioned in the article. In pairs, discuss what they might be like.

**4** Match the highlighted expressions in sentences 1–6 to the paraphrases a–i. Not all the paraphrases are needed.

- |   |  |
|---|--|
| <p><b>1</b> Some of the features that insects <b>have in common</b> are a body divided into three parts, three pairs of legs and large compound eyes.</p> <p><b>2</b> A young blue whale gains weight during its first 6 to 12 months of life <b>at a rate of</b> 90 to 115 kilograms per day.</p> <p><b>3</b> This upward trend has continued for 10 years now and shows <b>no sign of</b> stopping.</p> <p><b>4</b> It's amazing how animals <b>find a way of</b> overcoming the most extreme obstacles to thrive.</p> <p><b>5</b> As winter approaches, <b>the race is on</b> for many animals to build up reserves before the freezing weather sets in.</p> <p><b>6</b> We were very lucky that we <b>just happened to</b> be visiting during the annual butterfly migration.</p> | <p>a) there isn't much time to do something</p> <p>b) manage to do something difficult</p> <p>c) to occur or exist</p> <p>d) to be usual or frequent</p> <p>e) to do something that was not planned</p> <p>f) seem unlikely to</p> <p>g) to be the same or similar</p> <p>h) to be in competition with someone</p> <p>i) at a particular speed</p> |
|---|--|

**Exam tip**

For any question that specifies the number of words you can use, numbers count as one word. 15,000 = one word

 **EXAM TASK: Reading (note completion)**

**5** Re-read the article and complete the notes. Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

- 1 New species identified annually: .....
- 2 Known species to date: .....
- 3 Estimated further possible species: .....
- 4 Maximum depth of deep-sea exploration vehicles: .....

Animal	Features	Location	Date discovered
millipede	pink, (5).....		
squid worm	tentacles	the Celebes Sea, (6) .....	2007
7) .....	lime-green, jumps	Papua New Guinea	8) .....
salamander	tiny, patch-nosed	(9) ....., USA	10) .....

# Caffeine kick

**1a** Work in groups. Discuss the differences between the words in the box. Use a dictionary if necessary.

- beverage    caffeinated drink    energy drink  
fizzy drink    soda    soft drink    sports drink

**Vocabulary tip**

Some words are used differently in British and American English. In British English, *soda* or *soda water* is sparkling water. In American English, *soda* is any kind of sweet, fizzy drink, such as cola.

**1b** Write examples of drinks for the words in the box. They could be general types of drinks (e.g. *coffee*) or brand names. Some will fit into more than one group.

**1c** Conduct a short survey to find out what type of drinks members of your group drink most regularly.

**2a** Read the first paragraph of an article about caffeinated drinks. Why might some adverts be misleading?

## Jittery drinks

Caffeinated soda and energy drinks might give you a boost, but they could also cause your grades to plunge

Commercials on TV make soda and energy drinks look appealing. They show people guzzling the beverages while playing extreme sports and hanging out with friends. But

what these ads don't tell you is that too much caffeine, the chemical stimulant drug added to these beverages to give you that lift, could be harmful to your health – and your grades.

**2b** Find words in the paragraph that mean ...

- a) advertisements *commercials*, .....      b) a short-term increase in energy .....  
c) to fall suddenly .....      d) to drink something quickly .....

**3a** Read the next paragraph. What is the link between caffeinated drinks and poor performance at school?

Researchers recently found that middle school students who consumed even one energy drink per day was 66 percent more likely to show signs of hyperactivity. Symptoms of hyperactivity include a lack of focus, increased

anxiety and heart rate, and disrupted sleep. This could be a big problem, because a 2014 study found that 73 percent of American kids consume caffeine daily.

**3b** Find synonyms in the paragraph for these words and phrases.

- a) eat or drink .....      b) worry .....  
c) insomnia .....      d) children .....

**3c** Which synonym in each pair is more formal?

**4 Work in pairs. Read the rest of the article. How do you think this issue could be addressed?**

**Caffeine complications**

Jeanette Ickovics is a professor of public health at Yale University. She led the study examining the relationship between caffeine and hyperactivity in middle school students. She says her findings provide strong evidence that caffeine’s side effects can cause symptoms that make it difficult for students to pay attention and do well in school.

To find out if there is a connection between hyperactivity and caffeine consumption, Ickovics interviewed more than 1,600 middle school students. She asked how many and which types of caffeinated drinks each student had drunk within the past 24 hours.

Then Ickovics asked each student a list of questions that could help diagnose hyperactivity. ‘As the number of drinks went up, so did the number and severity of symptoms,’ says Ickovics. She found that even one additional drink per day could heighten the level

of hyperactivity in the students by an average of 14 percent.

Other findings from the study showed that boys are more likely to drink caffeinated drinks. Ickovics suspects that this is because companies market drinks with ads that are targeted at boys.

**Sweet symptoms**

The dangers of caffeine rich beverages go beyond hyperactivity. Each drink can also contain up to 40 grams of sugar. That’s the equivalent of 10 teaspoons. The American Heart Association recommends that children limit themselves to 21 to 33 grams of sugar each day. Eating too much sugar could lead to an increased risk of obesity, heart disease, diabetes and digestive illnesses. ‘So if you have one soda, you’re already exceeding that daily recommendation,’ says Ickovics.

**5 Match the words in the box to the examples.**

diagnosis    recommendation    side effect    symptoms

- a) During pregnancy, women should avoid raw or undercooked meats. ....
- b) These painkillers may cause tiredness. ....
- c) The doctor said that I’ve got a chest infection. ....
- d) She was suffering from severe headaches and dizziness. ....

**Exam tip**

Check that each statement matches an idea expressed in the text. There may be more endings than you need.



**EXAM TASK: Reading (matching sentence endings)**

**6 Complete each sentence with the correct ending A–H.**

- |   |  |
|---|--|
| <p>1 The study set out to explore the relationship .....</p> <p>2 The findings of the research provided strong .....</p> <p>3 Ickovics found that consuming these drinks may lead to .....</p> <p>4 The research also found that boys are more likely .....</p> <p>5 Ickovics also suggests that these drinks could be damaging because .....</p> | <p><b>A</b> symptoms such as anxiety, insomnia and lack of concentration.</p> <p><b>B</b> to consume drinks that contain caffeine.</p> <p><b>C</b> between hyperactivity and caffeine consumption.</p> <p><b>D</b> connection between caffeine intake and poor grades.</p> <p><b>E</b> of high sugar content.</p> <p><b>F</b> evidence of a link between caffeine consumption and hyperactivity.</p> <p><b>G</b> to experience severe side effects from caffeinated drinks.</p> <p><b>H</b> they contain high levels of sugar.</p> |
|---|--|