



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 1 · 1A

First impressions

Theme · Around the World



Unit 1 · 1A

First impressions

Theme: Around the World



Learning objectives

- Form direct, indirect and negative questions accurately.
- Describe people and places using B2-level adjectives.
- Use intonation to sound genuinely interested in a conversation.

Ask the teacher — notes to bring to class



Class Book

Warm-up

In pairs (or on your own), think for one minute about each prompt, then share your answers.

When was the last time you met someone new from another country? Where were you?

What's the first thing you usually notice about a new place — the sounds, the smells, the people?

Have you ever had a strong first impression that turned out to be completely wrong?

Lead-in: four cities, four feelings

Look at the four photos. Match each one to the adjective that best describes it, then compare with a partner.

1. Top-left

2. Top-right

3. Bottom-left

4. Bottom-right

followUp: Which city would you most like to visit? Why? Use at least two adjectives from the list.

Reading: The seven-second rule

Psychologists often claim that we form a first impression of a new person in about seven seconds. The same is true, more or less, of new places: within minutes of stepping off a train, most of us have already decided whether a city feels welcoming or stand-offish, vibrant or sleepy, gritty or charming.

The problem, of course, is that these snap judgements are based on almost nothing — the weather on the day we arrive, a rude taxi driver, the strange smell of the metro. A bustling Tuesday afternoon in Lisbon feels nothing like a wet Monday morning in the same neighbourhood. And the laid-back local who chatted to us at breakfast may not be at all representative of the people we meet later.

So what can travellers do? Experienced travellers suggest two simple habits. First, give a new place at least 48 hours before you decide what you think of it. Second, ask questions — lots of them. The fastest way to move past a stereotype is to be genuinely curious about the person in front of you, and to show that curiosity in your voice.

1. According to the text, how quickly do we form first impressions?

(A) In about seven seconds.

(B) After 48 hours.

(C) Only after meeting several people.

Ask the teacher — notes to bring to class



2. Why are these first impressions unreliable?
 - (A) Because people lie to travellers.
 - (B) Because they are based on small, accidental details.
 - (C) Because cities change every Tuesday.
3. What is the writer's main piece of advice?
 - (A) Avoid talking to locals on the first day.
 - (B) Trust your instincts and move on quickly.
 - (C) Be patient, and ask lots of questions.
4. The phrase "snap judgements" in paragraph 2 means...
 - (A) decisions made very quickly with little thought.
 - (B) judgements that change every day.
 - (C) official decisions made by a court.

Vocabulary in context

Find these words in the text and match them to the closest meaning.

- stand-offish** — cold and unfriendly towards strangers
- bustling** — full of busy activity
- laid-back** — relaxed and easy-going
- snap judgement** — a fast decision based on little evidence
- representative** — typical of a larger group
- genuinely** — in a real and honest way

Vocabulary: describing people and places

- gregarious** — highly sociable; drawn to the company of others
- unflappable** — unshakeably calm, even under pressure
- self-effacing** — modest; reluctant to draw attention to oneself
- unpretentious** — genuine and modest; free of airs or arrogance
- quick-witted** — sharp-minded; funny and perceptive in the moment
- aloof** — emotionally distant; deliberately detached from others
- teeming** — swarming with people or activity
- somnolent** — drowsy and slow-paced; seemingly half-asleep
- picturesque** — strikingly attractive in a quaint, photogenic way
- edgy** — unconventional and slightly raw, but culturally vibrant

Ask the teacher — notes to bring to class



panoramic — offering sweeping, unbroken views of the landscape

secluded — hidden away; far from crowds or through-traffic

practice

Complete the sentences with **ONE** word or phrase from the lists.

1. She's remarkably ____ — she can work a room of strangers within minutes.

2. The old quarter is genuinely ____ — cobbled lanes, wrought-iron balconies, flowers in every window.

3. Don't take it personally. He comes across as ____ at first, but he warms up.

4. We stumbled on a ____ mountain hamlet where the only traffic was the morning bread van.

5. Try to find somewhere ____ — the coastal resorts are impossibly crowded in August.

6. For all her achievements, she's astonishingly ____ — you'd never guess what she's done.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with **ONE** word from this lesson's vocabulary. Keep the meaning identical.

1. The manager is very calm even under pressure.

2. Despite his fame, the chef is completely down-to-earth and without airs.

3. My sister is sharp and funny in conversation.

4. The market was swarming with people on Saturday morning.

5. The neighbourhood felt unconventional and slightly raw.

Practice 3 — discursive writing

Ask the teacher — notes to bring to class

prompt: Describe a place that surprised you by turning out completely different from your first impression of it.

Use at least FOUR of the target words from this unit.

Include one indirect question and one negative question.

Aim for a reflective, cohesive C1 register.

sample: When I arrived in the old fishing village, I expected somewhere sleepy and forgotten, but the harbour was teeming with life from dawn until dusk. Fishermen unloaded their catch while gregarious stallholders called out prices, laughing with anyone who passed. I had imagined a picturesque but empty postcard; instead I found a community that was warm, loud and slightly chaotic. My guide, an unflappable woman named Rosa, navigated the crowds without ever raising her voice, even when a delivery truck blocked the only road. Later, we escaped to a secluded cove nearby, and the contrast could not have been sharper. What struck me most was how quick-witted the locals were whenever a tourist asked a silly question; they never mocked, only teased gently. Don't we all judge places, and people, far too quickly? I still wonder how I could have been so wrong.



Grammar focus: Question formation

1. Subject vs object questions — When the question word (Who / What / Which) is the SUBJECT, do NOT use do/does/did: • Who told you that? (Who = subject) When it is the OBJECT, use the normal auxiliary: • Who did you tell? (You = subject, who = object)

2. Indirect questions — After polite openers like Could you tell me..., Do you know..., I was wondering..., the word order becomes statement order and there is no do/does/did: • Where is the station? → Could you tell me where the station is? • What time does it open? → Do you know what time it opens?

3. Negative questions — Negative questions often show surprise, expectation or polite suggestion: • Haven't we met before? (I think we have) • Don't you like it? (I'm surprised you don't) • Why don't we sit outside? (suggestion)

Ask the teacher — notes to bring to class

**Exercise A — Make it indirect**

Rewrite each direct question as an indirect question starting with the words given.

1. Where is the nearest metro station?

2. What time does the museum close?

3. How much does a taxi to the airport cost?

4. Why is the café closed today?

5. Did the train leave on time?

Exercise B — Subject or object?

Make a question from each prompt. Decide whether the question word is the subject or the object.

1. Someone called you. (Who)

2. You called someone. (Who)

3. Something happened. (What)

4. She said something. (What)

5. One of the trains was cancelled. (Which)

Exercise C — Find and fix the mistake

Each question has ONE mistake. Rewrite it correctly.

1. Could you tell me where is the bathroom?

2. Who did told you about this place?

Ask the teacher — notes to bring to class



3. Do you know what time does the bus leave?

4. Why don't we to sit on the terrace?

Listening: Meeting on a train

Maya is travelling to a friend's wedding in Lisbon. She sits down opposite Tom, who has been to the city before.

audioKey: dialogue

Before you listen

What questions do you think Maya will ask Tom?

What advice do you think Tom will give about Lisbon?

First listen — gist

1. Why is Maya going to Lisbon?

2. Has Tom been to Lisbon before?

3. How would Tom describe the city in two words?

Second listen — detail

1. Which neighbourhood does Tom recommend?

2. Which area does he tell her to avoid?

3. Where is the most famous pastel de nata bakery?

Ask the teacher — notes to bring to class



4. Does Tom think the famous bakery is much better than the small ones?

Maya: Excuse me, is this seat taken?

Tom: No, go ahead. Are you heading to Lisbon as well?

Maya: Yeah, just for the weekend. Have you been before?

Tom: Once, years ago. What brings you there?

Maya: A friend's wedding, actually. I don't really know the city. What's it like?

Tom: Honestly? Charming. A bit sleepy in the mornings, but really lively at night. The food is incredible.

Maya: Oh, wow. Any neighborhoods I should check out?

Tom: Definitely Alfama — it's the old part, full of narrow streets and tiny restaurants. Avoid the really touristy spots near the castle if you can.

Maya: Good tip. Could you tell me where the best place to try pastel de nata is?

Tom: Ha! Everyone asks that. There's a famous bakery in Belém, but to be honest, the small ones near the metro are just as good.

Maya: Sounds perfect. By the way, I'm Maya.

Tom: Tom. Nice to meet you.

Speaking: role-play

Choose *ONE* situation. Take turns being Student A and Student B. Use at least three indirect questions and two adjectives from today's lesson.

Scene: At an airport gate

A: You're waiting for a delayed flight to a city you've never visited.

B: You live in that city and are flying home.

Scene: At a hostel breakfast

A: You arrived last night and have one day to explore.

B: You've been staying for a week and know the area well.

Ask the teacher — notes to bring to class



Scene: On a long bus journey

A: You're moving abroad for a new job.

B: You grew up in the country your seatmate is moving to.

Writing mini-task

Write a short message (60–80 words) to a friend who is visiting your city next week. Include: one piece of advice, two adjectives describing the city, and one indirect question they should ask a local.

Wrap-up

One adjective from today you'd like to use this week.

One question form you're still not sure about.

One thing that surprised you in the dialogue.

Ask the teacher — notes to bring to class



Workbook — home practice



Ask the teacher — notes to bring to class

First impressions - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - people

Choose the adjective that best fits each description.

1. She never gets stressed, even before an exam. She's so...
(A) unflappable
(B) aloof
(C) quick-witted
2. He told three jokes in five minutes and they were all funny. Really...
(A) aloof
(B) quick-witted
(C) unpretentious
3. He's a famous actor, but in person he's so normal and friendly - really...
(A) gregarious
(B) aloof
(C) unpretentious
4. She barely said hello and walked straight past us. A bit...
(A) self-effacing
(B) aloof
(C) unflappable
5. He doesn't speak much, but he listens carefully. He's quite...
(A) gregarious
(B) quick-witted
(C) self-effacing

2. Vocabulary - places

Complete each sentence with ONE word from the box.

BOX: teeming · somnolent · picturesque · edgy · panoramic · secluded

1. On Sundays the town is completely ____ - even the bakery is closed.
2. We hiked along a ____ trail above the lake.
3. The old fishing port is full of small cafés and flower pots - really ____.
4. The market was so ____ I could barely walk through it.
5. The area near the docks is a bit ____, but full of great street art.
6. We rented a cabin ____, two hours from the nearest town.

3. Vocabulary - discursive writing

Is the first impression of a city always a reliable indicator of its true character? Discuss.

Checklist:

- ☐ Use at least 4 adjectives from the 'people' or 'places' sections
- ☐ Maintain a formal, discursive register
- ☐ Use cohesive devices to link your arguments

[] Check for varied C1-level grammatical structures

[illegible]

4. Grammar - indirect questions

Rewrite each direct question as an indirect one, starting with the words given.

- 1. Where is the bus stop?**

Start: Could you tell me _____

2. What time does the shop open?

Start: Do you know _____

- ### 3. How long does the journey take?

Start: I was wondering _____

- #### 4. Why did they cancel the train?

Start: Have you any idea _____

5. Did Anna arrive on time?

Start: Could you tell me _____

- ### 6. Who paid the bill?

Start: Do you know _____

5. Grammar - subject vs object questions

Write a question from the prompt. Decide if the question word is the subject or the object.

- 1. Someone broke the window. (Who)**

2. You met someone at the party. (Who)

- ### 3. Something woke you up. (What)

4. She bought something. (What)

- 5. One of the candidates won. (Which)**

6. He chose one of the photos. (Which)

6. Grammar - find and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. Could you tell me where can I find a taxi?
2. Who did wrote this email?
3. Do you know what time does the museum open?
4. Why don't we to take the early train?
5. Haven't you been here never before?

7. Reading - true / false / not given

Read the short text, then mark each statement T (true), F (false) or NG (not given).

Marta moved to Porto five years ago. At first she found the city stand-offish: people in the shops barely looked at her, and her neighbours took weeks to say hello. Slowly, though, she discovered a different side of the city - small, laid-back cafés in Cedofeita, lively conversations on the bus, a charming bakery whose owner now knows her order by heart. "You can't judge Porto in a week," she says. "You really need to ask questions, and you need to listen."

1. Marta has lived in Porto for more than three years. [T / F / NG]
2. Her first impression of Porto was very welcoming. [T / F / NG]
3. Her neighbours said hello on the first day. [T / F / NG]
4. Marta speaks fluent Portuguese. [T / F / NG]
5. The bakery owner remembers what she usually orders. [T / F / NG]
6. Marta advises new arrivals to be curious and patient. [T / F / NG]

8. Writing - guided task

Write 60-80 words. A friend is visiting your city next weekend. Send a short message including: (a) one indirect question they should ask a local, (b) two adjectives describing your city, (c) one piece of practical advice.

Checklist:

- ☐ Greeting / closing in informal style
- ☐ At least ONE indirect question (Could you tell me... / Do you know... / I was wondering...)
- ☐ TWO adjectives from Lesson 1A vocabulary
- ☐ ONE clear piece of advice
- ☐ 60-80 words

9. Audio: Listening - gist & detail

Play the dialogue. Cover the answers. Listen *ONCE* for gist, then again for detail.

Audio: Jess & Mike · first impressions of Porto (hostel)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

10. Audio: Listening - gap-fill (dictation)

Listen again and write the missing word in each line. Each ____ is *ONE* word.

Audio: Jess & Mike - full dialogue

Transcript with gaps:

A: So, Mike, you've been living in Porto for a while now, haven't you? Haven't you been here for, what, two years?

B: That's right, Jess. Two years this summer. Still loving it.

A: Good to hear! My first impression was that it's a bit gritty, especially the downtown area.

B: I know what you mean. But the riverside is completely different - really charming, isn't it? Very picturesque.

A: Absolutely. Speaking of downtown, if I wanted to find a truly authentic spot for a drink, could you tell me where the locals actually drink?

B: Ah, that's a good question! There's a tiny place in Cedofeita - totally off the beaten track. It's fantastic.

A: Oh, sounds intriguing. What's it called?

B: I can't remember the name, but you'll know it when you see it. The owner is a bit stand-offish at first, but he warms up fast.

A: I'll have to check it out. What about Bolhão market? Is that still worth seeing?

B: Bolhão? Bustling, but a bit of a tourist trap now, to be honest. It's lost some of its authenticity.

A: That's a shame. So, where would you recommend for food then?

B: For fresh seafood, I'd skip it and head to Matosinhos for grilled fish. Best in the region, hands down.

1. My first ____ was that it's a bit gritty.

2. The riverside is completely different - really ____.
3. Could you tell me where the ____ actually drink?
4. There's a tiny place in ____ - totally off the beaten track.
5. The owner is a bit ____ at first, but he warms up fast.
6. Bolhão? ____, but a bit of a tourist trap now.
7. I'd skip it and head to ____ for grilled fish.
8. Haven't you been here for, what, ____ years?

11. Audio: Intonation challenge

Play the intonation drill. Decide if each reaction sounds *INTERESTED (I)* or *BORED / SARCASTIC (B)*. Then practise saying each one yourself.

Audio: Intonation drill · five short reactions

- 1.
- 2.
- 3.
- 4.
- 5.

12. ■ Challenge - sentence transformation

Rewrite the second sentence so it means the same as the first, using 2-5 words including the **KEYWORD**. Do **NOT** change the keyword.

1. 1. "Where do you live?" she asked me. → She asked me _____ lived. (KEYWORD: WHERE)
2. 2. I don't know the time the film starts. → Do you know _____ starts? (KEYWORD: WHAT)
3. 3. Why don't we take the early train? → How _____ the early train? (KEYWORD: ABOUT)
4. 4. I'm surprised you haven't been to Lisbon. → _____ to Lisbon? (KEYWORD: HAVEN'T)
5. 5. Tell me the price of the ticket, please. → Could you tell me _____ costs? (KEYWORD: HOW)
6. 6. Someone left the door open last night. → _____ the door open last night? (KEYWORD: WHO)

13. ■ Challenge - word formation

Complete each sentence with the **CORRECT** form of the word in **CAPITALS**.

1. She made a really good ____ on the interviewer. (IMPRESS)
2. Don't ____ a book by its cover. (JUDGE)
3. Their reaction was completely ____ - they barely smiled. (ENTHUSIASM)
4. He spoke ____, with a wide pitch range. (EXPRESS)
5. Lisbon has a very ____ nightlife. (LIVE)
6. The neighbourhood is full of ____ little shops. (CHARM)
7. Our first ____ of the city was wrong. (IMPRESS)
8. She greeted us very _____. (WARM)

14. ■ Challenge - odd one out

Three of the four adjectives are close in meaning. Pick the **ODD ONE OUT**.

1. 1. Describing a friendly person:
(A) outgoing
(B) down-to-earth
(C) stand-offish
(D) warm
2. 2. Describing a busy place:
(A) bustling
(B) lively
(C) sleepy
(D) buzzing
3. 3. Describing a quiet person:
(A) reserved
(B) witty
(C) shy
(D) quiet
4. 4. Describing a rough but interesting area:
(A) gritty
(B) scenic
(C) edgy
(D) rough-around-the-edges

15. ■ Challenge - extended writing

Write a 120-150 word blog entry titled "My honest first impression of ____" (your city or a city you've visited). Use AT LEAST: 3 lesson adjectives, 2 indirect questions, 1 negative question.

Checklist:

- ☐ 120-150 words
- ☐ At least 3 adjectives from Lesson 1A
- ☐ At least 2 indirect questions
- ☐ At least 1 negative question (Haven't you...? / Don't you...?)
- ☐ Clear opening impression and final reflection

16. Self-check

Tick the things you can now do confidently.

- ☐ I can form direct, indirect and negative questions.
- ☐ I can tell the difference between subject and object questions.
- ☐ I can describe a person using at least 4 new adjectives.
- ☐ I can describe a place using at least 4 new adjectives.
- ☐ I can use intonation to sound interested, not bored.
- ☐ I can transform B2 sentences while keeping the meaning.
- ☐ I can hear and write missing words in a B2-level dialogue.

First impressions — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — people

Choose the adjective that best fits each description.

1. She never gets stressed, even before an exam. She's so...
(A) unflappable
(B) aloof
(C) quick-witted
2. He told three jokes in five minutes and they were all funny. Really...
(A) aloof
(B) quick-witted
(C) unpretentious
3. He's a famous actor, but in person he's so normal and friendly — really...
(A) gregarious
(B) aloof
(C) unpretentious
4. She barely said hello and walked straight past us. A bit...
(A) self-effacing
(B) aloof
(C) unflappable
5. He doesn't speak much, but he listens carefully. He's quite...
(A) gregarious
(B) quick-witted
(C) self-effacing

2. Vocabulary — places

Complete each sentence with ONE word from the box.

BOX: teeming · somnolent · picturesque · edgy · panoramic · secluded

1. On Sundays the town is completely ____ — even the bakery is closed.
2. We hiked along a ____ trail above the lake.
3. The old fishing port is full of small cafés and flower pots — really ____.
4. The market was so ____ I could barely walk through it.
5. The area near the docks is a bit ____, but full of great street art.
6. We rented a cabin ____, two hours from the nearest town.

3. Vocabulary — discursive writing

Is the first impression of a city always a reliable indicator of its true character? Discuss.

Checklist:

- Use at least 4 adjectives from the 'people' or 'places' sections
- Maintain a formal, discursive register
- Use cohesive devices to link your arguments

- Check for varied C1-level grammatical structures

[illegible]

4. Grammar — indirect questions

Rewrite each direct question as an indirect one, starting with the words given.

- 1. Where is the bus stop?**

Start: Could you tell me _____

2. What time does the shop open?

Start: Do you know _____

- ### 3. How long does the journey take?

Start: I was wondering _____

- #### 4. Why did they cancel the train?

Start: Have you any idea _____

- 5. Did Anna arrive on time?**

Start: Could you tell me _____

- ### 6. Who paid the bill?

Start: Do you know _____

5. Grammar — subject vs object questions

Write a question from the prompt. Decide if the question word is the subject or the object.

1. Someone broke the window. (Who)
2. You met someone at the party. (Who)
3. Something woke you up. (What)
4. She bought something. (What)
5. One of the candidates won. (Which)
6. He chose one of the photos. (Which)

6. Grammar — find and fix the mistake

Each sentence has *ONE* mistake. Rewrite it correctly.

1. Could you tell me where can I find a taxi?
2. Who did wrote this email?
3. Do you know what time does the museum open?
4. Why don't we to take the early train?
5. Haven't you been here never before?

7. Reading — true / false / not given

Read the short text, then mark each statement *T* (true), *F* (false) or *NG* (not given).

Marta moved to Porto five years ago. At first she found the city stand-offish: people in the shops barely looked at her, and her neighbours took weeks to say hello. Slowly, though, she discovered a different side of the city — small, laid-back cafés in Cedofeita, lively conversations on the bus, a charming bakery whose owner now knows her order by heart. "You can't judge Porto in a week," she says. "You really need to ask questions, and you need to listen."

1. Marta has lived in Porto for more than three years. [T / F / NG]
2. Her first impression of Porto was very welcoming. [T / F / NG]
3. Her neighbours said hello on the first day. [T / F / NG]
4. Marta speaks fluent Portuguese. [T / F / NG]
5. The bakery owner remembers what she usually orders. [T / F / NG]
6. Marta advises new arrivals to be curious and patient. [T / F / NG]

8. Writing — guided task

Write 60–80 words. A friend is visiting your city next weekend. Send a short message including: (a) one indirect question they should ask a local, (b) two adjectives describing your city, (c) one piece of practical advice.

Checklist:

- Greeting / closing in informal style
- At least ONE indirect question (Could you tell me... / Do you know... / I was wondering...)
- TWO adjectives from Lesson 1A vocabulary
- ONE clear piece of advice
- 60–80 words

9. ■ Listening — gist & detail

Play the dialogue. Cover the answers. Listen *ONCE* for gist, then again for detail.

■ **Audio:** Jess & Mike · first impressions of Porto (hostel)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

10. ■ Listening — gap-fill (dictation)

Listen again and write the missing word in each line. Each ____ is *ONE* word.

■ **Audio:** Jess & Mike — full dialogue

Transcript with gaps:

A: So, Mike, you've been living in Porto for a while now, haven't you? Haven't you been here for, what, two years?

B: That's right, Jess. Two years this summer. Still loving it.

A: Good to hear! My first impression was that it's a bit gritty, especially the downtown area.

B: I know what you mean. But the riverside is completely different — really charming, isn't it? Very picturesque.

A: Absolutely. Speaking of downtown, if I wanted to find a truly authentic spot for a drink, could you tell me where the locals actually drink?

B: Ah, that's a good question! There's a tiny place in Cedofeita — totally off the beaten track. It's fantastic.

A: Oh, sounds intriguing. What's it called?

B: I can't remember the name, but you'll know it when you see it. The owner is a bit stand-offish at first, but he warms up fast.

A: I'll have to check it out. What about Bolhão market? Is that still worth seeing?

B: Bolhão? Bustling, but a bit of a tourist trap now, to be honest. It's lost some of its authenticity.

A: That's a shame. So, where would you recommend for food then?

B: For fresh seafood, I'd skip it and head to Matosinhos for grilled fish. Best in the region, hands down.

1. My first ____ was that it's a bit gritty.

2. The riverside is completely different — really ____.
3. Could you tell me where the ____ actually drink?
4. There's a tiny place in ____ — totally off the beaten track.
5. The owner is a bit ____ at first, but he warms up fast.
6. Bolhão? ____, but a bit of a tourist trap now.
7. I'd skip it and head to ____ for grilled fish.
8. Haven't you been here for, what, ____ years?

11. ■ Intonation challenge

Play the intonation drill. Decide if each reaction sounds *INTERESTED (I)* or *BORED / SARCASTIC (B)*. Then practise saying each one yourself.

■ **Audio:** Intonation drill · five short reactions

- 1.
- 2.
- 3.
- 4.
- 5.

12. ■ Challenge — sentence transformation

Rewrite the second sentence so it means the same as the first, using 2–5 words including the **KEYWORD**. Do **NOT** change the keyword.

1. 1. "Where do you live?" she asked me. → She asked me _____ lived. (KEYWORD: WHERE)
2. 2. I don't know the time the film starts. → Do you know _____ starts? (KEYWORD: WHAT)
3. 3. Why don't we take the early train? → How _____ the early train? (KEYWORD: ABOUT)
4. 4. I'm surprised you haven't been to Lisbon. → _____ to Lisbon? (KEYWORD: HAVEN'T)
5. 5. Tell me the price of the ticket, please. → Could you tell me _____ costs? (KEYWORD: HOW)
6. 6. Someone left the door open last night. → _____ the door open last night? (KEYWORD: WHO)

13. ■ Challenge — word formation

Complete each sentence with the **CORRECT** form of the word in **CAPITALS**.

1. She made a really good ____ on the interviewer. (IMPRESS)
2. Don't ____ a book by its cover. (JUDGE)
3. Their reaction was completely ____ — they barely smiled. (ENTHUSIASM)
4. He spoke ____, with a wide pitch range. (EXPRESS)
5. Lisbon has a very ____ nightlife. (LIVE)
6. The neighbourhood is full of ____ little shops. (CHARM)
7. Our first ____ of the city was wrong. (IMPRESS)
8. She greeted us very _____. (WARM)

14. ■ Challenge — odd one out

Three of the four adjectives are close in meaning. Pick the **ODD ONE OUT**.

1. 1. Describing a friendly person:
(A) outgoing
(B) down-to-earth
(C) stand-offish
(D) warm
2. 2. Describing a busy place:
(A) bustling
(B) lively
(C) sleepy
(D) buzzing
3. 3. Describing a quiet person:
(A) reserved
(B) witty
(C) shy
(D) quiet
4. 4. Describing a rough but interesting area:
(A) gritty
(B) scenic
(C) edgy
(D) rough-around-the-edges

15. ■ Challenge — extended writing

Write a 120–150 word blog entry titled "My honest first impression of ____" (your city or a city you've visited). Use AT LEAST: 3 lesson adjectives, 2 indirect questions, 1 negative question.

Checklist:

- 120–150 words
- At least 3 adjectives from Lesson 1A
- At least 2 indirect questions
- At least 1 negative question (Haven't you...? / Don't you...?)
- Clear opening impression and final reflection

16. Self-check

Tick the things you can now do confidently.

- I can form direct, indirect and negative questions.
- I can tell the difference between subject and object questions.
- I can describe a person using at least 4 new adjectives.
- I can describe a place using at least 4 new adjectives.
- I can use intonation to sound interested, not bored.
- I can transform B2 sentences while keeping the meaning.
- I can hear and write missing words in a B2-level dialogue.



Answer key — Class Book

Lead-in: four cities, four feelings

1. bustling
2. sleepy
3. gritty
4. scenic

Reading: The seven-second rule

1. (A) In about seven seconds.
2. (B) Because they are based on small, accidental details.
3. (C) Be patient, and ask lots of questions.
4. (A) decisions made very quickly with little thought.

Vocabulary: describing people and places

1. gregarious
2. picturesque
3. aloof
4. somnolent
5. secluded
6. self-effacing
1. The manager is unflappable.
2. Despite his fame, the chef is unpretentious.
3. My sister is quick-witted.
4. The market was teeming on Saturday morning.
5. The neighbourhood felt edgy.

Grammar focus: Question formation

1. Could you tell me where the nearest metro station is?
2. Do you know what time the museum closes?
3. I was wondering how much a taxi to the airport costs.
4. Have you any idea why the café is closed today?
5. Could you tell me whether the train left on time?
1. Who called you?
2. Who did you call?
3. What happened?
4. What did she say?
5. Which train was cancelled?
1. Could you tell me where the bathroom is?
2. Who told you about this place?
3. Do you know what time the bus leaves?
4. Why don't we sit on the terrace?

Listening: Meeting on a train

1. For a friend's wedding.
2. Yes, once, years ago.
3. Charming, but a bit sleepy in the mornings and lively at night.
1. Alfama.
2. The touristy spots near the castle.
3. In Belém.
4. No — he says the small ones near the metro are just as good.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

First impressions - Workbook — Answer Key

1. Vocabulary - people

1. **(A)** *unflappable*
2. **(B)** *quick-witted*
3. **(C)** *unpretentious*
4. **(B)** *aloof*
5. **(C)** *self-effacing*

2. Vocabulary - places

1. **somnolent**
2. **panoramic**
3. **picturesque**
4. **teeming**
5. **edgy**
6. **secluded**

3. Vocabulary - discursive writing

Sample answer

Many believe that the first impression of a city is definitive. Upon arrival, one might find a city teeming with life, its picturesque streets and panoramic views immediately captivating. However, such initial reactions can be deceptive. A city that appears somnolent on a Sunday morning might transform into a bustling hub of activity by Monday. Similarly, a neighbourhood that feels edgy or even stand-offish at first glance often reveals a charming, unpretentious soul to those who stay longer. It is a mistake to judge a place solely on its outward appearance or the perceived aloofness of its inhabitants. A truly gregarious and welcoming atmosphere often lies beneath a gritty exterior. Therefore, while first impressions are powerful, they are rarely the whole story. One must look past the initial whiteout of sensory input to find the true heart of a location.

4. Grammar - indirect questions

1. *Could you tell me where the bus stop is?*
2. *Do you know what time the shop opens?*
3. *I was wondering how long the journey takes.*
4. *Have you any idea why they cancelled the train?*
5. *Could you tell me whether Anna arrived on time?*
6. *Do you know who paid the bill?*

5. Grammar - subject vs object questions

1. *Who broke the window?*
2. *Who did you meet at the party?*
3. *What woke you up?*
4. *What did she buy?*
5. *Which candidate won?*
6. *Which photo did he choose?*

6. Grammar - find and fix the mistake

1. *Could you tell me where I can find a taxi?*
2. *Who wrote this email?*
3. *Do you know what time the museum opens?*
4. *Why don't we take the early train?*
5. *Haven't you been here before?*

7. Reading - true / false / not given

1. **T**
2. **F**
3. **F**
4. **NG**
5. **T**
6. **T**

8. Writing - guided task

Sample answer

Hi Sam! So excited you're coming. Honestly, this place can look a bit gritty at first, but it's actually really charming once you walk around. One tip: don't try to do everything in the centre - the best food is off the beaten track. When you check into the hostel, ask them "Could you tell me where the locals eat lunch?" - that one question always works. Can't wait to see you!

9. Audio: Listening - gist & detail

1. *A bit gritty - the streets near the station felt rough.*
2. *Completely different - really charming.*
3. *Cedofeita - a tiny, off-the-beaten-track place.*
4. *A bit stand-offish at first, but he warms up fast.*
5. *It's become a bit of a tourist trap.*
6. *Matosinhos.*
7. *Three years.*

10. Audio: Listening - gap-fill (dictation)

1. *impression*
2. *charming*
3. *locals*
4. *Cedofeita*
5. *stand-offish*
6. *Bustling*
7. *Matosinhos*
8. *two*

11. Audio: Intonation challenge

1. *I - Interested*
2. *B - Bored / sarcastic*
3. *I - Interested*
4. *B - Bored / sarcastic*
5. *I - Interested*

12. ■ Challenge - sentence transformation

1. *where I*
2. *what time the film*
3. *about taking*
4. *Haven't you been*
5. *how much the ticket*
6. *Who left*

13. ■ Challenge - word formation

1. *impression*
2. *judge*
3. *unenthusiastic*
4. *expressively*
5. *lively*
6. *charming*
7. *impression*
8. *warmly*

14. ■ Challenge - odd one out

1. **(C)** *stand-offish*
2. **(C)** *sleepy*
3. **(B)** *witty*
4. **(B)** *scenic*

15. ■ Challenge - extended writing

Sample answer

My honest first impression of Lisbon: noisy. I arrived on a hot Friday and the bustling streets near Rossio felt overwhelming. Within an hour I was wondering whether I'd made a mistake. "Could you tell me where the locals actually eat?" I asked a waiter. He pointed me to a tiny place in Alfama - charming, gritty, and full of life. Haven't you ever changed your mind about a city in a single afternoon? I have. By Sunday, Lisbon felt warm, down-to-earth, and alive. Do you know what the trick was? Asking questions. Lots of them.

16. Self-check

Self-assessment — no fixed answers.

First impressions — Workbook — Answer Key

1. Vocabulary — people

1. **(A)** *unflappable*
2. **(B)** *quick-witted*
3. **(C)** *unpretentious*
4. **(B)** *aloof*
5. **(C)** *self-effacing*

2. Vocabulary — places

1. **somnolent**
2. **panoramic**
3. **picturesque**
4. **teeming**
5. **edgy**
6. **secluded**

3. Vocabulary — discursive writing

Sample answer

Many believe that the first impression of a city is definitive. Upon arrival, one might find a city teeming with life, its picturesque streets and panoramic views immediately captivating. However, such initial reactions can be deceptive. A city that appears somnolent on a Sunday morning might transform into a bustling hub of activity by Monday. Similarly, a neighbourhood that feels edgy or even stand-offish at first glance often reveals a charming, unpretentious soul to those who stay longer. It is a mistake to judge a place solely on its outward appearance or the perceived aloofness of its inhabitants. A truly gregarious and welcoming atmosphere often lies beneath a gritty exterior. Therefore, while first impressions are powerful, they are rarely the whole story. One must look past the initial whiteout of sensory input to find the true heart of a location.

4. Grammar — indirect questions

1. *Could you tell me where the bus stop is?*
2. *Do you know what time the shop opens?*
3. *I was wondering how long the journey takes.*
4. *Have you any idea why they cancelled the train?*
5. *Could you tell me whether Anna arrived on time?*
6. *Do you know who paid the bill?*

5. Grammar — subject vs object questions

1. *Who broke the window?*
2. *Who did you meet at the party?*
3. *What woke you up?*
4. *What did she buy?*
5. *Which candidate won?*
6. *Which photo did he choose?*

6. Grammar — find and fix the mistake

1. *Could you tell me where I can find a taxi?*
2. *Who wrote this email?*
3. *Do you know what time the museum opens?*
4. *Why don't we take the early train?*
5. *Haven't you been here before?*

7. Reading — true / false / not given

1. **T**
2. **F**
3. **F**
4. **NG**
5. **T**
6. **T**

8. Writing — guided task

Sample answer

Hi Sam! So excited you're coming. Honestly, this place can look a bit gritty at first, but it's actually really charming once you walk around. One tip: don't try to do everything in the centre — the best food is off the beaten track. When you check into the hostel, ask them "Could you tell me where the locals eat lunch?" — that one question always works. Can't wait to see you!

9. ■ Listening — gist & detail

1. *A bit gritty — the streets near the station felt rough.*
2. *Completely different — really charming.*
3. *Cedofeita — a tiny, off-the-beaten-track place.*
4. *A bit stand-offish at first, but he warms up fast.*
5. *It's become a bit of a tourist trap.*
6. *Matosinhos.*
7. *Three years.*

10. ■ Listening — gap-fill (dictation)

1. *impression*
2. *charming*
3. *locals*
4. *Cedofeita*
5. *stand-offish*
6. *Bustling*
7. *Matosinhos*
8. *two*

11. ■ Intonation challenge

1. *I — Interested*
2. *B — Bored / sarcastic*
3. *I — Interested*
4. *B — Bored / sarcastic*
5. *I — Interested*

12. ■ Challenge — sentence transformation

1. *where I*
2. *what time the film*
3. *about taking*
4. *Haven't you been*
5. *how much the ticket*
6. *Who left*

13. ■ Challenge — word formation

1. *impression*
2. *judge*
3. *unenthusiastic*
4. *expressively*
5. *lively*
6. *charming*
7. *impression*
8. *warmly*

14. ■ Challenge — odd one out

1. **(C)** *stand-offish*
2. **(C)** *sleepy*
3. **(B)** *witty*
4. **(B)** *scenic*

15. ■ Challenge — extended writing

Sample answer

My honest first impression of Lisbon: noisy. I arrived on a hot Friday and the bustling streets near Rossio felt overwhelming. Within an hour I was wondering whether I'd made a mistake. "Could you tell me where the locals actually eat?" I asked a waiter. He pointed me to a tiny place in Alfama — charming, gritty, and full of life. Haven't you ever changed your mind about a city in a single afternoon? I have. By Sunday, Lisbon felt warm, down-to-earth, and alive. Do you know what the trick was? Asking questions. Lots of them.

16. Self-check

Self-assessment — no fixed answers.



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 1 · 1B

Lost in translation

Theme · Around the World

Unit 1 · 1B

Lost in translation

Theme: Around the World



Learning objectives

- Use auxiliary verbs for emphasis, agreement and short answers.
- Use the..., the... + comparatives to talk about parallel change.
- Describe people, places and experiences with compound adjectives and modifiers.
- Recognise and produce natural English sentence rhythm.

Ask the teacher — notes to bring to class



Class Book

Warm-up

In pairs or on your own, think for one minute about each prompt.

What's the most embarrassing language mistake you've ever made — or witnessed?

Which language do you wish you spoke fluently? Why?

Have you ever laughed out loud at a bad translation on a menu or sign?

Lead-in: what would you say?

Imagine you're abroad and you don't really speak the local language. For each scenario, decide what you would actually do — then compare with a partner. There are no wrong answers, only honest ones.

1. **emoji:** 🤔 · **title:** The menu of mystery · **prompt:** You're in a tiny family restaurant. The menu is in a language you don't read and there are no pictures. The waiter is waiting.

2. **emoji:** 🚶 · **title:** Wrong platform · **prompt:** A stranger on the train platform is asking you something urgent. You catch one word: 'Lisboa'. The train is leaving in two minutes.

3. **emoji:** 🗣️ · **title:** Dinner with the in-laws · **prompt:** Your partner's family is hosting you. Everyone is speaking fast in a language you barely understand. They keep looking at you and laughing kindly.

followUp: Which scenario would stress you out the most? Have you been in something like this before? Tell the story.

Reading: The myth of the perfect translator

It's a deeply-held belief among monolingual travellers that a good translation app will soon make language learning unnecessary. The more powerful the technology gets, the less effort we'll need to make. Or so the theory goes.

In reality, the opposite often happens. The more you depend on instant translation, the harder real conversation becomes. You stop noticing tone, you miss jokes, and you replace warm, slightly awkward human contact with a screen.

Professional translators know this better than anyone. "A sentence doesn't carry just information — it carries identity, history, humour, hesitation," says Aiko Tanaka, a Tokyo-based interpreter. "A machine handles the words. It doesn't handle the silences."

So do tourists really need to learn the language? Honestly, even fifty words help. Locals warm up to anyone who tries. And the more you try, the more confident you feel — even when you get it wrong.

Ask the teacher — notes to bring to class



1. What does the writer suggest happens when we over-rely on translation apps?
 - (A) We talk to more people.
 - (B) Real conversation becomes harder.
 - (C) We learn languages faster.
2. According to Aiko Tanaka, what do machines NOT handle well?
 - (A) Words
 - (B) Grammar
 - (C) Silences and identity
3. What is the writer's advice to tourists?
 - (A) Don't bother learning — apps are enough.
 - (B) Even a tiny effort to speak the local language helps.
 - (C) Always travel with a professional interpreter.
4. The phrase "warm up to" in paragraph 4 means...
 - (A) become friendlier toward
 - (B) argue with
 - (C) ignore

Vocabulary in context

Find these in the text and match them to the closest meaning.

deeply-held — strongly believed over a long time

monolingual — speaking only one language

Tokyo-based — located / working in Tokyo

well-meaning — intending to be kind, even if unsuccessful

warm up to — gradually become friendlier toward

even when — regardless of whether

Vocabulary: compound adjectives & modifiers

broad-minded — willing to consider new ideas

widely-travelled — having visited many places

self-schooled — having learned without a teacher

Spanish-speaking — where Spanish is spoken / who speaks Spanish

long-haul — (of flights) very long

eleventh-hour — done at the very latest moment

Ask the teacher — notes to bring to class



world-renowned — famous everywhere

unruffled — relaxed, not easily upset

absolutely — 100% — used with strong / non-gradable adjectives (exhausted, brilliant)

completely — totally — used with strong / non-gradable adjectives (impossible, wrong)

really — very — works with most adjectives (really tired, really good)

quite — (BrE) fairly with normal adj. / completely with strong adj. (quite tired / quite right)

fairly — a bit less than 'very' (fairly easy)

a bit / a little — slightly — usually with negative adjectives (a bit tired)

practice

Complete the sentences with ONE compound adjective or modifier.

1. She's really ____ — she's lived on four continents.

2. I'm ____ exhausted. I can't move.

3. We booked a ____ flight to Cape Town and couldn't sleep at all.

4. He learned Korean without ever taking a class. He's ____.

5. It was a ____ decision — we left the next morning.

6. The food was ____ delicious, honestly the best meal of the trip.

7. She's a really ____ traveller — nothing ever stresses her out.

8. Sorry, I'm a ____ tired — could we slow down?

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word or compound from this lesson's vocabulary. Keep the meaning identical.

1. She's <u>very willing to consider new ideas</u>.

Ask the teacher — notes to bring to class



2. The museum was designed by a <u>famous-everywhere</u> architect.

3. We stayed with a <u>family where Spanish is spoken</u>.

4. The food was <u>fairly good, not amazing</u>.

5. The hike was <u>a little less than very tiring</u>.

Practice 3 — discursive writing

prompt: Discuss a memorable experience of miscommunication or connection with someone who spoke a different language.

Use at least FOUR of the target words from this unit.

Include one indirect question and one negative question.

Aim for a reflective, cohesive C1 register.

sample: The most broad-minded traveller I've ever met was my aunt, a widely-travelled woman who once talked her way out of a missed flight with nothing but gestures and a smile. She arrived, unruffled, having made an eleventh-hour dash through customs after a Spanish-speaking official mistook her passport for someone else's. Rather than panicking, she treated the whole disaster as an adventure, later telling the story to a world-renowned chef she met at the gate, who found it so funny he invited her to dinner. I often wonder what she would have done had he not laughed. Isn't it strange how a single misunderstanding, handled with humour instead of fear, can turn into one of your favourite memories? It taught me that the way we react to confusion says more about us than the mistake itself.



Ask the teacher — notes to bring to class



Grammar focus: auxiliary verbs · the..., the... + comparatives

1. Auxiliary verbs — short answers & agreement — Use the same auxiliary that was used in the question or statement: • Do you speak French? — Yes, I do. / No, I don't. • She's been to Japan. — Has she? / So have I. / Neither have I. If the verb is in a simple present/past, the auxiliary is do / does / did: • He likes karaoke. — Does he? / So do I.

2. Auxiliary verbs — emphasis — Add do / does / did before the main verb for emphasis (stress the auxiliary): • I **DO** like it. (contradicting someone) • She **DID** call you — twice.

3. The..., the... + comparatives — Use it to show that two things change together: • The more you practise, the better you get. • The more powerful the technology gets, the less effort we make. • The sooner we leave, the more time we'll have. Form: The + comparative (+ clause), the + comparative (+ clause).

Exercise A — Short answers

Reply with a short answer agreeing (so) or disagreeing (neither), as indicated.

1. I love long-haul flights. (disagree)

2. I've never been to Japan. (agree)

3. She speaks four languages. (agree)

4. We didn't enjoy the tour. (agree)

5. He's been studying Italian for years. (disagree)

Exercise B — Add emphasis

Rewrite each sentence to make it more emphatic with do/does/did.

1. I tried to call you yesterday.

2. She speaks Mandarin, actually.

3. We enjoy your stories — really.

4. He understands more than he says.

Ask the teacher — notes to bring to class



Exercise C — The..., the...

Join each pair into ONE sentence using *the..., the... + comparatives*.

1. You practise a lot. You speak well.

2. We left early. We arrived early.

3. He drank a lot of coffee. He felt nervous.

4. The city is big. It is hard to get around.

5. I learned new words. I felt confident.

Listening: A funny misunderstanding

Sam (American) is telling Lia (Portuguese) about his first day in Lisbon. Read the dialogue, then close it and answer the questions from memory.

Before you read

What kind of mistake do you think Sam made on his first day?

How does Lia probably react — laughing, embarrassed, or annoyed?

First read — gist

1. What was Sam trying to order?

2. What did he actually say?

3. How did the waiter react?

Second read — detail

1. Why did Sam confuse the two words?

Ask the teacher — notes to bring to class



2. What did Lia advise him to do next time?

3. What does Sam say he's going to do now?

Lia: So, how was your first day? Did you survive?

Sam: I did survive — barely. I made the most embarrassing mistake at a café.

Lia: Oh no. What did you do?

Sam: I wanted an espresso, right? I typed "coffee" into my translation app and it gave me a word. I said it confidently. The waiter just stared.

Lia: What word did it give you?

Sam: Something that turned out to mean "chicken". I basically told the waiter, "One small chicken, please."

Lia: (laughs) Oh, Sam. He must have been so confused.

Sam: He laughed for about a minute, then brought me a coffee anyway. So sweet.

Lia: Honestly? Next time, just point at the menu and smile. The more you trust the app, the worse it gets.

Sam: Yeah, I'm going to actually start learning some Portuguese. Even fifty words would help.

Lia: Now you're talking. The sooner you start, the easier it'll be.

Speaking: language stories

Choose *ONE* situation. Use at least one auxiliary for emphasis (*DID, DO, DOES*) and one *the..., the...* sentence.

Scene: Best language mistake

A: Tell your partner about a real or invented embarrassing language mistake.

B: React with short answers (Did you? / No way!) and ask three follow-up questions.

Scene: Language app vs. classroom

A: Argue: apps are enough.

B: Argue: classroom learning beats apps.

Ask the teacher — notes to bring to class

**Scene:** Travel advice

A: You're going abroad for the first time and don't speak the language.

B: You speak the language fluently — give honest advice.

Writing mini-task

Write 60–80 words about your relationship with a foreign language. Include: one auxiliary for emphasis (I DO speak...), one the..., the... sentence, and two compound adjectives.

Wrap-up

One compound adjective from today you'll use this week.

One short-answer reply you'll try next time someone speaks to you in English.

One thing in the dialogue that surprised you.

Ask the teacher — notes to bring to class



Workbook — home practice



Ask the teacher — notes to bring to class

Lost in translation - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - compound adjectives

Choose the compound adjective that best fits each sentence.

1. She left for the airport at 5am without any plan. Total ____ traveller!
(A) self-schooled
(B) eleventh-hour
(C) broad-minded
2. He's never had a lesson - completely ____.
(A) self-schooled
(B) long-haul
(C) widely-travelled
3. She's been to 60 countries. Very ____.
(A) unruffled
(B) world-renowned
(C) widely-travelled
4. We flew from London to Sydney - a brutal ____ trip.
(A) long-haul
(B) last-minute
(C) self-taught
5. I love how ____ he is - he tries every new food.
(A) aloof
(B) broad-minded
(C) world-renowned

2. Modifiers - gradable vs. strong adjectives

Complete each sentence with ONE word from the box. Be careful: 'very' does NOT work with strong adjectives.

BOX: absolutely · completely · really · fairly · a bit

1. I'm ____ exhausted - I haven't slept in two days.
2. That answer is ____ wrong, sorry.
3. She's ____ tired, but she'll be OK.
4. The film was ____ good - better than I expected.
5. It's a ____ easy exercise.
6. Honestly, that idea is ____ brilliant.

3. Vocabulary - discursive writing

Discuss the advantages of being a 'broad-minded' and 'self-schooled' language learner in the modern world.

Checklist:

- ☐ Use at least 3 compound adjectives
- ☐ Maintain a formal, discursive register
- ☐ Use cohesive devices to link your arguments

[] Check for varied C1-level grammatical structures

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the left side, there are several short, dark vertical marks, possibly from a binder or staple. The paper appears to be part of a notebook or a set of loose-leaf papers.

4. Grammar - short answers (so / neither)

Reply to each statement with a short answer agreeing or disagreeing as indicated.

1. I love karaoke. (agree)
2. She hasn't been to Brazil. (agree)
3. We didn't enjoy the trip. (agree)
4. He's studying Japanese. (disagree)
5. I can speak three languages. (agree)
6. They've never tried sushi. (disagree)

5. Grammar - emphasis with auxiliaries

Rewrite each sentence to add emphasis using do / does / did.

1. I tried to warn you.
2. She speaks Italian - really well.
3. We enjoyed your party.
4. He understands the question.
5. They invited us.

6. Grammar - the..., the... + comparatives

Join each pair into ONE sentence with the..., the...

1. You sleep a lot. You feel good.
2. The flight is long. I am tired.
3. He spoke fast. I understood little.

4. We arrived early. We got a good seat.
5. She practised a lot. Her accent improved.
6. I read difficult books. My vocabulary grew.

7. Grammar - find and fix the mistake

Each sentence has *ONE* mistake. Rewrite it correctly.

1. Neither I have been there.
2. The most you practise, the best you get.
3. I do called her yesterday.
4. She does speaks four languages.
5. The more big the city, the more hard it is.

8. Reading - true / false / not given

Read the short text, then mark each statement *T* (true), *F* (false) or *NG* (not given).

Yuki moved to Edinburgh five years ago. She had studied English since she was ten, but the first weeks were a shock - the accent, the speed, the constant small talk. She kept a tiny notebook in her pocket and wrote down every new expression. "The more I noticed, the more I learned," she says. "I did want to give up at first - honestly. But I never did." Today she works as a translator and laughs at her own old mistakes.

1. Yuki started learning English as a teenager. [T / F / NG]
2. Her first weeks in Edinburgh were difficult. [T / F / NG]
3. She speaks French as well as English. [T / F / NG]
4. She felt like giving up at the beginning. [T / F / NG]
5. She is now a tour guide. [T / F / NG]

9. Writing - guided task

Write 60-80 words about a language you'd love to speak. Include: (a) *ONE* auxiliary for emphasis (*I DO want...*), (b) *ONE* *the..., the...* sentence, (c) *TWO* compound adjectives.

Checklist:

- ☐ 60-80 words
- ☐ *ONE* emphatic do/does/did
- ☐ *ONE* *the..., the...* sentence
- ☐ *TWO* compound adjectives
- ☐ Clear personal voice

10. Audio: Listening - gist & detail

Play the dialogue. Cover the text and answer from memory.

Audio: Anna & Carlos · the 'embarazada' mix-up in Madrid

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

11. Audio: Listening - gap-fill (dictation)

Listen again and write the missing word in each line.

Audio: Anna & Carlos - key lines

Transcript with gaps:

A: Carlos, you always have the most incredible stories about language mishaps.

B: Oh, Anna, you know me! The more dramatic the opening, the worse it gets.

A: I can only imagine! Tell me about that time you used the wrong word at the family dinner.

B: Right! I did say embarazada. Loudly. In front of the whole family.

A: Oh no! Meaning 'pregnant' in Spanish, not 'embarrassed'! They must have been completely shocked.

B: They were! I swear, the harder you try in a panic, the worse the grammar gets.

A: It's so true! It's like your brain just short-circuits. So, what did you learn from that memorable evening?

B: Well, for one, the sooner I learn the false friends, the better. And honestly, the more mistakes you make now, the funnier the stories later.

1. The more ____ the opening, the worse it gets.
2. I did say embarazada. _____. In front of the whole family.
3. They must have been completely _____.
4. The harder you try in a _____, the worse the grammar gets.
5. The sooner I learn the false friends, the _____.
6. The more mistakes you make now, the _____ the stories later.

12. ■ Challenge - sentence transformation

Rewrite the second sentence so it means the same as the first, using 2-5 words including the KEYWORD.

1. 1. I haven't been to Brazil. My sister hasn't either. → Neither _____ Brazil. (KEYWORD: HAS)
2. 2. When you read more, your vocabulary grows. → _____, the bigger your vocabulary. (KEYWORD: MORE)
3. 3. She really does enjoy classical music. → She _____ classical music. (KEYWORD: DOES)
4. 4. Long flights make me very tired. → _____, the more tired I get. (KEYWORD: LONGER)
5. 5. I love sushi. My brother loves it too. → _____ sushi. (KEYWORD: SO)

13. ■ Challenge - word formation

Complete each sentence with the CORRECT form of the word in CAPITALS.

1. She's a fast learner - extremely _____. (RESOURCE)
2. His Spanish is ____ correct, but a bit robotic. (GRAMMAR)
3. The translation was ____ inaccurate. (COMPLETE)
4. I admire her ____ - she never gives up. (PERSEVERE)
5. He's a world-____ interpreter. (RENOWN)
6. It was a deeply ____ experience. (MOVE)

14. ■ Challenge - odd one out

Three of the four words/phrases share a meaning. Pick the ODD ONE OUT.

1. 1. Words meaning 'completely':
 - (A) absolutely
 - (B) totally
 - (C) fairly
 - (D) utterly
2. 2. Relaxed person:
 - (A) easy-going
 - (B) laid-back
 - (C) stand-offish
 - (D) chilled
3. 3. Done at the last second:
 - (A) last-minute
 - (B) rushed
 - (C) well-planned
 - (D) spur-of-the-moment
4. 4. Travelled a lot:
 - (A) well-travelled
 - (B) globe-trotting
 - (C) monolingual
 - (D) worldly

15. ■ Challenge - extended writing

Write a 120-150 word post titled "The best language tip I ever got". Use AT LEAST: 2 the..., the... sentences, 2 emphatic auxiliaries, 3 compound adjectives.

Checklist:

- ☐ 120-150 words
- ☐ At least 2 the..., the... sentences
- ☐ At least 2 emphatic do/does/did
- ☐ At least 3 compound adjectives
- ☐ Personal voice and clear advice

[illegible]

16. Self-check

Tick the things you can now do confidently.

- [] I can use short answers with the correct auxiliary.
- [] I can add emphasis with do/does/did.
- [] I can build the..., the... + comparatives sentences.
- [] I can use compound adjectives to describe people and travel.
- [] I can choose the right modifier (absolutely / really / fairly / a bit).
- [] I can read English aloud with natural sentence rhythm.

Lost in translation — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — compound adjectives

Choose the compound adjective that best fits each sentence.

1. She left for the airport at 5am without any plan. Total ____ traveller!
(A) self-schooled
(B) eleventh-hour
(C) broad-minded
2. He's never had a lesson — completely ____.
(A) self-schooled
(B) long-haul
(C) widely-travelled
3. She's been to 60 countries. Very ____.
(A) unruffled
(B) world-renowned
(C) widely-travelled
4. We flew from London to Sydney — a brutal ____ trip.
(A) long-haul
(B) last-minute
(C) self-taught
5. I love how ____ he is — he tries every new food.
(A) aloof
(B) broad-minded
(C) world-renowned

2. Modifiers — gradable vs. strong adjectives

Complete each sentence with ONE word from the box. Be careful: 'very' does NOT work with strong adjectives.

BOX: absolutely · completely · really · fairly · a bit

1. I'm ____ exhausted — I haven't slept in two days.
2. That answer is ____ wrong, sorry.
3. She's ____ tired, but she'll be OK.
4. The film was ____ good — better than I expected.
5. It's a ____ easy exercise.
6. Honestly, that idea is ____ brilliant.

3. Vocabulary — discursive writing

Discuss the advantages of being a 'broad-minded' and 'self-schooled' language learner in the modern world.

Checklist:

- Use at least 3 compound adjectives
- Maintain a formal, discursive register
- Use cohesive devices to link your arguments

- Check for varied C1-level grammatical structures

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the left side, there are several short, dark vertical marks, possibly from a binder or staple. The paper appears to be part of a notebook or a set of loose-leaf papers.

4. Grammar — short answers (so / neither)

Reply to each statement with a short answer agreeing or disagreeing as indicated.

1. I love karaoke. (agree)
2. She hasn't been to Brazil. (agree)
3. We didn't enjoy the trip. (agree)
4. He's studying Japanese. (disagree)
5. I can speak three languages. (agree)
6. They've never tried sushi. (disagree)

5. Grammar — emphasis with auxiliaries

Rewrite each sentence to add emphasis using do / does / did.

1. I tried to warn you.
2. She speaks Italian — really well.
3. We enjoyed your party.
4. He understands the question.
5. They invited us.

6. Grammar — the..., the... + comparatives

Join each pair into ONE sentence with the..., the...

1. You sleep a lot. You feel good.
2. The flight is long. I am tired.
3. He spoke fast. I understood little.

4. We arrived early. We got a good seat.
5. She practised a lot. Her accent improved.
6. I read difficult books. My vocabulary grew.

7. Grammar — find and fix the mistake

Each sentence has *ONE* mistake. Rewrite it correctly.

1. Neither I have been there.
2. The most you practise, the best you get.
3. I do called her yesterday.
4. She does speaks four languages.
5. The more big the city, the more hard it is.

8. Reading — true / false / not given

Read the short text, then mark each statement *T* (true), *F* (false) or *NG* (not given).

Yuki moved to Edinburgh five years ago. She had studied English since she was ten, but the first weeks were a shock — the accent, the speed, the constant small talk. She kept a tiny notebook in her pocket and wrote down every new expression. "The more I noticed, the more I learned," she says. "I did want to give up at first — honestly. But I never did." Today she works as a translator and laughs at her own old mistakes.

1. Yuki started learning English as a teenager. [T / F / NG]
2. Her first weeks in Edinburgh were difficult. [T / F / NG]
3. She speaks French as well as English. [T / F / NG]
4. She felt like giving up at the beginning. [T / F / NG]
5. She is now a tour guide. [T / F / NG]

9. Writing — guided task

Write 60–80 words about a language you'd love to speak. Include: (a) *ONE* auxiliary for emphasis (*I DO want...*), (b) *ONE* *the..., the...* sentence, (c) *TWO* compound adjectives.

Checklist:

- 60–80 words
- *ONE* emphatic *do/does/did*
- *ONE* *the..., the...* sentence
- *TWO* compound adjectives
- Clear personal voice

10. ■ Listening — gist & detail

Play the dialogue. Cover the text and answer from memory.

■ **Audio:** Anna & Carlos · the 'embarazada' mix-up in Madrid

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

11. ■ Listening — gap-fill (dictation)

Listen again and write the missing word in each line.

■ **Audio:** Anna & Carlos — key lines

Transcript with gaps:

A: Carlos, you always have the most incredible stories about language mishaps.

B: Oh, Anna, you know me! The more dramatic the opening, the worse it gets.

A: I can only imagine! Tell me about that time you used the wrong word at the family dinner.

B: Right! I did say embarazada. Loudly. In front of the whole family.

A: Oh no! Meaning 'pregnant' in Spanish, not 'embarrassed'! They must have been completely shocked.

B: They were! I swear, the harder you try in a panic, the worse the grammar gets.

A: It's so true! It's like your brain just short-circuits. So, what did you learn from that memorable evening?

B: Well, for one, the sooner I learn the false friends, the better. And honestly, the more mistakes you make now, the funnier the stories later.

1. The more ____ the opening, the worse it gets.
2. I did say embarazada. _____. In front of the whole family.
3. They must have been completely _____.
4. The harder you try in a _____, the worse the grammar gets.
5. The sooner I learn the false friends, the _____.
6. The more mistakes you make now, the _____ the stories later.

12. ■ Challenge — sentence transformation

Rewrite the second sentence so it means the same as the first, using 2–5 words including the KEYWORD.

1. 1. I haven't been to Brazil. My sister hasn't either. → Neither _____ Brazil. (KEYWORD: HAS)
2. 2. When you read more, your vocabulary grows. → _____, the bigger your vocabulary. (KEYWORD: MORE)
3. 3. She really does enjoy classical music. → She _____ classical music. (KEYWORD: DOES)
4. 4. Long flights make me very tired. → _____, the more tired I get. (KEYWORD: LONGER)
5. 5. I love sushi. My brother loves it too. → _____ sushi. (KEYWORD: SO)

13. ■ Challenge — word formation

Complete each sentence with the CORRECT form of the word in CAPITALS.

1. She's a fast learner — extremely _____. (RESOURCE)
2. His Spanish is ____ correct, but a bit robotic. (GRAMMAR)
3. The translation was ____ inaccurate. (COMPLETE)
4. I admire her ____ — she never gives up. (PERSEVERE)
5. He's a world-____ interpreter. (RENOWN)
6. It was a deeply ____ experience. (MOVE)

14. ■ Challenge — odd one out

Three of the four words/phrases share a meaning. Pick the ODD ONE OUT.

1. 1. Words meaning 'completely':
(A) absolutely
(B) totally
(C) fairly
(D) utterly
2. 2. Relaxed person:
(A) easy-going
(B) laid-back
(C) stand-offish
(D) chilled
3. 3. Done at the last second:
(A) last-minute
(B) rushed
(C) well-planned
(D) spur-of-the-moment
4. 4. Travelled a lot:
(A) well-travelled
(B) globe-trotting
(C) monolingual
(D) worldly

15. ■ Challenge — extended writing

Write a 120–150 word post titled "The best language tip I ever got". Use AT LEAST: 2 the..., the... sentences, 2 emphatic auxiliaries, 3 compound adjectives.

Checklist:

- 120–150 words
- At least 2 the..., the... sentences
- At least 2 emphatic do/does/did
- At least 3 compound adjectives
- Personal voice and clear advice

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. On the left side, there are short vertical lines that serve as margins, creating a narrow column for writing. The paper appears to be from a notebook or a set of legal pads. There is no handwriting or other markings on the page.

16. Self-check

Tick the things you can now do confidently.

- I can use short answers with the correct auxiliary.
- I can add emphasis with do/does/did.
- I can build the..., the... + comparatives sentences.
- I can use compound adjectives to describe people and travel.
- I can choose the right modifier (absolutely / really / fairly / a bit).
- I can read English aloud with natural sentence rhythm.



Answer key — Class Book

Reading: The myth of the perfect translator

1. (B) Real conversation becomes harder.
2. (C) Silences and identity
3. (B) Even a tiny effort to speak the local language helps.
4. (A) become friendlier toward

Vocabulary: compound adjectives & modifiers

1. widely-travelled
2. absolutely
3. long-haul
4. self-schooled
5. eleventh-hour
6. absolutely
7. unruffled
8. bit
1. She's broad-minded.
2. The museum was designed by a world-renowned architect.
3. We stayed with a Spanish-speaking family.
4. The food was quite good.
5. The hike was fairly tiring.

Grammar focus: auxiliary verbs · the..., the... + comparatives

1. I don't. / Really? I hate them.
2. Neither have I.
3. So does my sister.
4. Neither did we.
5. Has he? I haven't.
1. I did try to call you yesterday.
2. She does speak Mandarin, actually.
3. We do enjoy your stories — really.
4. He does understand more than he says.
1. The more you practise, the better you speak.
2. The earlier we left, the earlier we arrived.
3. The more coffee he drank, the more nervous he felt.
4. The bigger the city, the harder it is to get around.
5. The more new words I learned, the more confident I felt.

Listening: A funny misunderstanding

1. A simple coffee — an espresso.
2. He used a word that means "chicken" in Portuguese instead of the word for coffee.
3. He laughed and brought the coffee anyway.
1. He used a translation app that gave him the wrong suggestion.
2. Just point at the menu and smile.
3. Actually start learning some Portuguese.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

Lost in translation - Workbook — Answer Key

1. Vocabulary - compound adjectives

1. **(B)** *eleventh-hour*
2. **(A)** *self-schooled*
3. **(C)** *widely-travelled*
4. **(A)** *long-haul*
5. **(B)** *broad-minded*

2. Modifiers - gradable vs. strong adjectives

1. **absolutely**
2. **completely**
3. **a bit**
4. **really**
5. **fairly**
6. **absolutely**

3. Vocabulary - discursive writing

Sample answer

Being a self-schooled learner requires immense dedication, yet it offers a level of flexibility that traditional classrooms lack. A widely-travelled individual often finds that their broad-minded approach to culture is their greatest asset. While formal education is valuable, the ability to learn intuitively from real-world interactions is irreplaceable. For instance, during a long-haul trip, one might find themselves forced to communicate in a foreign tongue, leading to breakthroughs that no textbook could provide. Of course, eleventh-hour cramming is never ideal, but the pressure of a real-life situation often sharpens the mind. Ultimately, the more one immerses themselves in diverse environments, the more they realize that language is not just about grammar, but about connection.

4. Grammar - short answers (so / neither)

1. *So do I.*
2. *Neither have I. (or: Neither has my brother, etc.)*
3. *Neither did we.*
4. *Is he? I'm not.*
5. *So can I.*
6. *Haven't they? I have, several times.*

5. Grammar - emphasis with auxiliaries

1. *I did try to warn you.*
2. *She does speak Italian - really well.*
3. *We did enjoy your party.*
4. *He does understand the question.*
5. *They did invite us.*

6. Grammar - the..., the... + comparatives

- 1. The more you sleep, the better you feel.*
- 2. The longer the flight, the more tired I am.*
- 3. The faster he spoke, the less I understood.*
- 4. The earlier we arrived, the better the seat we got.*
- 5. The more she practised, the more her accent improved.*
- 6. The more difficult the books I read, the more my vocabulary grew.*

7. Grammar - find and fix the mistake

- 1. Neither have I been there.*
- 2. The more you practise, the better you get.*
- 3. I did call her yesterday.*
- 4. She does speak four languages.*
- 5. The bigger the city, the harder it is.*

8. Reading - true / false / not given

- 1. F**
- 2. T**
- 3. NG**
- 4. T**
- 5. F**

9. Writing - guided task

Sample answer

I do want to speak Italian fluently one day. I'm a self-taught learner so far - just YouTube, podcasts and a tiny notebook. The more I listen, the more I notice. My biggest dream is a long-haul trip from Milan to Sicily, talking to locals at every stop. I'm fairly easy-going about mistakes - they're part of it. Honestly, the sooner I book that ticket, the faster I'll improve.

10. Audio: Listening - gist & detail

- 1. In Madrid, at her host family's home.*
- 2. That she was embarrassed about being late.*
- 3. 'Embarazada' - which means pregnant in Spanish.*
- 4. He nearly choked on his soup.*
- 5. She panicked - the harder she tried, the worse her grammar got.*
- 6. Start proper Spanish lessons and learn the false friends.*

11. Audio: Listening - gap-fill (dictation)

- 1. dramatic*
- 2. Loudly*
- 3. shocked*
- 4. panic*
- 5. better*
- 6. funnier*

12. ■ Challenge - sentence transformation

1. *has my sister been to*
2. *The more you read*
3. *does enjoy*
4. *The longer the flight*
5. *So does my brother love*

13. ■ Challenge - word formation

1. *resourceful*
2. *grammatically*
3. *completely*
4. *perseverance*
5. *renowned*
6. *moving*

14. ■ Challenge - odd one out

1. **(C)** *fairly*
2. **(C)** *stand-offish*
3. **(C)** *well-planned*
4. **(C)** *monolingual*

15. ■ Challenge - extended writing

Sample answer

The best language tip I ever got was from a self-taught Italian friend: "Make mistakes faster." I did try, and it changed everything. The more I spoke, the more I noticed. The faster I corrected, the easier the next sentence felt. I used to be a really last-minute kind of learner - cramming the night before a trip. Now I'm fairly easy-going about it. I do practise every day, even for five minutes. Honestly, if you're an open-minded beginner, just talk. The sooner you embarrass yourself, the sooner you stop being afraid.

16. Self-check

Self-assessment — no fixed answers.

Lost in translation — Workbook — Answer Key

1. Vocabulary — compound adjectives

1. **(B)** *eleventh-hour*
2. **(A)** *self-schooled*
3. **(C)** *widely-travelled*
4. **(A)** *long-haul*
5. **(B)** *broad-minded*

2. Modifiers — gradable vs. strong adjectives

1. **absolutely**
2. **completely**
3. **a bit**
4. **really**
5. **fairly**
6. **absolutely**

3. Vocabulary — discursive writing

Sample answer

Being a self-schooled learner requires immense dedication, yet it offers a level of flexibility that traditional classrooms lack. A widely-travelled individual often finds that their broad-minded approach to culture is their greatest asset. While formal education is valuable, the ability to learn intuitively from real-world interactions is irreplaceable. For instance, during a long-haul trip, one might find themselves forced to communicate in a foreign tongue, leading to breakthroughs that no textbook could provide. Of course, eleventh-hour cramming is never ideal, but the pressure of a real-life situation often sharpens the mind. Ultimately, the more one immerses themselves in diverse environments, the more they realize that language is not just about grammar, but about connection.

4. Grammar — short answers (so / neither)

1. *So do I.*
2. *Neither have I. (or: Neither has my brother, etc.)*
3. *Neither did we.*
4. *Is he? I'm not.*
5. *So can I.*
6. *Haven't they? I have, several times.*

5. Grammar — emphasis with auxiliaries

1. *I did try to warn you.*
2. *She does speak Italian — really well.*
3. *We did enjoy your party.*
4. *He does understand the question.*
5. *They did invite us.*

6. Grammar — the..., the... + comparatives

- 1. The more you sleep, the better you feel.*
- 2. The longer the flight, the more tired I am.*
- 3. The faster he spoke, the less I understood.*
- 4. The earlier we arrived, the better the seat we got.*
- 5. The more she practised, the more her accent improved.*
- 6. The more difficult the books I read, the more my vocabulary grew.*

7. Grammar — find and fix the mistake

- 1. Neither have I been there.*
- 2. The more you practise, the better you get.*
- 3. I did call her yesterday.*
- 4. She does speak four languages.*
- 5. The bigger the city, the harder it is.*

8. Reading — true / false / not given

- 1. F**
- 2. T**
- 3. NG**
- 4. T**
- 5. F**

9. Writing — guided task

Sample answer

I do want to speak Italian fluently one day. I'm a self-taught learner so far — just YouTube, podcasts and a tiny notebook. The more I listen, the more I notice. My biggest dream is a long-haul trip from Milan to Sicily, talking to locals at every stop. I'm fairly easy-going about mistakes — they're part of it. Honestly, the sooner I book that ticket, the faster I'll improve.

10. ■ Listening — gist & detail

- 1. In Madrid, at her host family's home.*
- 2. That she was embarrassed about being late.*
- 3. 'Embarazada' — which means pregnant in Spanish.*
- 4. He nearly choked on his soup.*
- 5. She panicked — the harder she tried, the worse her grammar got.*
- 6. Start proper Spanish lessons and learn the false friends.*

11. ■ Listening — gap-fill (dictation)

- 1. dramatic*
- 2. Loudly*
- 3. shocked*
- 4. panic*
- 5. better*
- 6. funnier*

12. ■ Challenge — sentence transformation

1. *has my sister been to*
2. *The more you read*
3. *does enjoy*
4. *The longer the flight*
5. *So does my brother love*

13. ■ Challenge — word formation

1. *resourceful*
2. *grammatically*
3. *completely*
4. *perseverance*
5. *renowned*
6. *moving*

14. ■ Challenge — odd one out

1. **(C)** *fairly*
2. **(C)** *stand-offish*
3. **(C)** *well-planned*
4. **(C)** *monolingual*

15. ■ Challenge — extended writing

Sample answer

The best language tip I ever got was from a self-taught Italian friend: "Make mistakes faster." I did try, and it changed everything. The more I spoke, the more I noticed. The faster I corrected, the easier the next sentence felt. I used to be a really last-minute kind of learner — cramming the night before a trip. Now I'm fairly easy-going about it. I do practise every day, even for five minutes. Honestly, if you're an open-minded beginner, just talk. The sooner you embarrass yourself, the sooner you stop being afraid.

16. Self-check

Self-assessment — no fixed answers.



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 2 · 2A

Sleep tight

Theme · Mind & Body



Unit 2 · 2A

Sleep tight

Theme: Mind & Body



Learning objectives

- Distinguish present perfect simple and continuous, and use each in context.
- Talk about sleep, rest and wellbeing with precise vocabulary.
- Give and receive advice about sleep habits.
- Hear and produce the contrast between /t/ and /k/.

Ask the teacher — notes to bring to class



Class Book

Warm-up

Take one minute to think about each prompt, then share with a partner.

How many hours of sleep did you get last night? Was that typical for you?

What's the one thing that always ruins your sleep?

Are you a morning person or a night owl — and has that changed in your life?

Lead-in: sleep myths — true or false?

You'll see six common claims about sleep. In pairs, vote **TRUE** or **FALSE** for each one and — this is the key part — explain **WHY** in one sentence. Don't read ahead; we'll check the answers after the reading.

1. **claim:** Everyone needs exactly 8 hours of sleep a night. · **verdict:** FALSE · **why:** It's an average — healthy adults can need anywhere from 6 to 9 hours.

2. **claim:** You can 'catch up' on lost sleep at the weekend. · **verdict:** FALSE · **why:** Lie-ins help short-term, but consistency matters more than recovery binges.

3. **claim:** A nightcap (alcohol before bed) helps you sleep deeply. · **verdict:** FALSE · **why:** It speeds up falling asleep but wrecks the second half of the night.

4. **claim:** Going to bed and waking up at the same time daily improves mood. · **verdict:** TRUE · **why:** A 30-minute consistency window is linked to better mood and memory.

5. **claim:** Older adults need significantly less sleep than younger ones. · **verdict:** FALSE · **why:** They sleep more lightly, but the total need barely drops.

6. **claim:** Looking at your phone in bed makes it harder to fall asleep. · **verdict:** TRUE · **why:** Bright screens suppress melatonin and keep the brain alert.

followUp: How many did your pair get right? Which one surprised you most? Tell the class ONE myth you've personally believed.

Reading: The 8-hour myth

Ask the teacher — notes to bring to class



For decades we've been told that eight hours is the magic number. Anything less is dangerous; anything more is lazy. But scientists who have spent years studying sleep are now politely pushing back.

"The eight-hour rule was never a rule," says Dr. Lina Okafor, a sleep researcher at King's College London. "It's an average. Some adults thrive on six and a half; a few need closer to nine. What matters far more is the quality of those hours — and the rhythm."

Recent research suggests that consistency may matter even more than duration. People who go to bed and wake up within the same thirty-minute window every day — including weekends — report better mood, sharper memory and fewer colds, even when they're sleeping seven hours instead of eight.

The villains of modern sleep are familiar: bright screens late at night, caffeine after lunch, and the long human habit of bringing tomorrow's worries into bed. "We've been treating sleep as the thing we do when there's nothing left to do," Dr. Okafor says. "Until we flip that, no app or supplement will save us."

1. According to the article, the eight-hour rule is...
 - (A) a strict scientific law.
 - (B) an average that doesn't suit everyone.
 - (C) a recent invention by sleep apps.
2. What does the research suggest matters MORE than total hours?
 - (A) the room temperature
 - (B) consistency of bedtime
 - (C) the number of dreams
3. What are the THREE 'villains' of modern sleep mentioned?
 - (A) screens, late caffeine, and night-time worrying
 - (B) alarms, noisy neighbours, and old mattresses
 - (C) exercise, dinner, and sunlight
4. The phrase "flip that" in the last paragraph means...
 - (A) reverse our attitude toward sleep
 - (B) turn the mattress over
 - (C) skip a night of sleep

Vocabulary in context

Find these in the text and match them to the closest meaning.

politely pushing back — disagreeing in a calm, respectful way

thrive on — do really well with

consistency — doing the same thing in the same way each time

villains — the things blamed for a problem

the long human habit of — something humans have done for a very long time

Ask the teacher — notes to bring to class



flip that — reverse / change the order of priorities

Vocabulary: sleep & wellbeing

doze — fall asleep briefly and unintentionally

slumber — sink gradually into a deep sleep

oversleep — sleep longer than you intended

lie-in — stay in bed late on purpose

catnap — a short sleep taken during the day

thrash — move restlessly in bed, unable to sleep

insomnia — the long-term inability to sleep

jet-lagged — exhausted from crossing time zones

rejuvenated — feeling fresh and reenergised because you've slept enough

drowsy — very sleepy, almost dropping off

overwrought — tense and unable to relax, often from caffeine or stress

depleted — exhausted by long-term stress

recuperate — rest in order to get energy back

sleep hygiene — the routines and habits that help good sleep

practice

Complete the sentences with **ONE** word/phrase from above (correct form).

1. I usually ____ on Sundays — sometimes until ten.

2. He kept ____ in the meeting — three coffees couldn't save him.

3. I've been ____ all night. I think it's the heat.

4. After two espressos at 9pm I was completely ____.

5. She's been working seventy-hour weeks; she's totally ____.

6. A twenty-minute ____ in the afternoon does wonders.

Ask the teacher — notes to bring to class



7. I flew in from Tokyo last night — I'm hopelessly ____.

8. My doctor said my ____ is terrible: phone in bed, late dinners.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word from this lesson's vocabulary. Keep the meaning identical.

1. The baby finally <u>fell into a deep sleep</u> after hours of crying.

2. I <u>slept much later than I meant to</u> and missed my train.

3. He's suffered from <u>a long-term inability to sleep</u> for years.

4. After the holiday I felt completely <u>fresh and reenergised</u>.

5. She took the weekend to <u>rest and regain her energy</u>.

Practice 3 — discursive writing

prompt: Write about how sleep, or the lack of it, has affected an important period of your life.

Use at least FOUR of the target words from this unit.

Include one indirect question and one negative question.

Aim for a reflective, cohesive C1 register.

sample: During my final year of university, insomnia became a nightly companion. I would lie awake until three, feeling more depleted with every exam that approached, convinced that sleep was something other, luckier people managed effortlessly. Then, for reasons I still don't fully understand, everything changed after a holiday abroad: despite being thoroughly jet-lagged for the first two days, I slumbered for nearly ten hours a night once my body adjusted, and I woke up feeling truly rejuvenated for the first time in months. I came home wondering why I had waited so long to change anything. Shouldn't we all treat rest as something we owe our bodies, rather than a reward we grudgingly allow ourselves? Now I try to recuperate properly every week, not just when I finally collapse.

Ask the teacher — notes to bring to class



Grammar focus: present perfect simple vs continuous

1. Form — • Simple: have/has + past participle → I have slept / She has finished. • Continuous: have/has + been + -ing → I have been sleeping / She has been working.

2. Continuous — **focus on the activity / its duration** — Use the CONTINUOUS to emphasise the activity itself, how long it has been going on, or that it explains a present result. • I've been working all morning — that's why I'm tired. • She's been studying Italian for three years. • Have you been crying?

3. Simple — **focus on result / completion / quantity** — Use the SIMPLE to emphasise the result, the fact that it's finished, or how many / how much. • I've finished the report. • She's read three books this week. • Have you ever lived abroad?

4. State verbs — **usually simple only** — Verbs of state (know, believe, own, love, hate, understand) normally use the SIMPLE even when the meaning is ongoing. • I've known her for ten years. (NOT been knowing) • He's had this car since 2019.

Exercise A — Simple or continuous?

Put the verb in present perfect SIMPLE or CONTINUOUS.

1. I (read) ____ this book all week and I still haven't finished it.

2. She (write) ____ four emails this morning already.

3. You look exhausted. ____ you (work) out?

4. I (know) ____ Marco since we were children.

Ask the teacher — notes to bring to class



5. He (not sleep) ____ well for weeks.

6. We (live) ____ in this flat for ten years.

Exercise B — Spot the difference

Both sentences are grammatically correct. Match each to the situation it best fits.

1. a) I've painted the kitchen. / b) I've been painting the kitchen.

2. a) She's read War and Peace. / b) She's been reading War and Peace.

3. a) I've waited an hour. / b) I've been waiting an hour.

Exercise C — Conversations

Complete each mini-dialogue with the best form of the verb in brackets.

1. A: Why are your hands shaking? — B: I (drink) ____ way too much coffee.

2. A: How long ____ you (have) this headache? — B: Since lunch.

3. A: You're soaked! — B: I know, it (rain) ____ for an hour.

4. A: ____ you ever (try) sleeping pills? — B: No, never.

5. A: How many cups of tea ____ you (have) today? — B: Honestly? Six.

Listening: a week of bad sleep

Mia checks in on her colleague Jordan, who looks shattered. Read or listen to the dialogue, then close it and answer from memory.

Before you listen

What do you think has been keeping Jordan up?

What's the first piece of advice Mia is likely to give?

First listen — gist

Ask the teacher — notes to bring to class



1. How long has Jordan been sleeping badly?

2. What time has he been waking up?

3. What does Mia think is the main cause?

Second listen — detail

1. What has Jordan already tried to fix his sleep?

2. How many projects has he finished this month?

3. What three rules of sleep hygiene does Mia mention?

4. What does Jordan promise at the end?

Mia: Jordan, you look exhausted. Have you been sleeping at all this week?

Jordan: Honestly? Barely. I've had maybe three good hours a night since Monday.

Mia: That's awful. How long have you been feeling like this?

Jordan: About two weeks. I've been waking up at four every morning, completely overstimulated.

Mia: Have you tried cutting back on coffee? You drink way too much.

Jordan: I've already stopped drinking it after lunch. It hasn't really helped.

Mia: Maybe it's stress. Have you been working late again?

Jordan: Constantly. I've finished two huge projects this month, and another one starts Monday.

Mia: Look, I've been reading about sleep hygiene. No screens after ten, cold room, same bedtime every night.

Ask the teacher — notes to bring to class



Jordan: Sounds harsh, but I'll try anything. I haven't felt this bleary-eyed in years.

Mia: And no scrolling in bed. Promise me.

Jordan: Fine, I promise. If I doze off mid-sentence tonight, send help.

Speaking: the question wheel

Roll a die (or pick a number 1–9). Whoever rolls answers the matching question using AT LEAST one present perfect SIMPLE and one CONTINUOUS. Partner asks ONE follow-up before the next roll. Keep going for 8 minutes.

1. **n: 1** · **prompt:** What's something you've been doing too much of lately?

2. **n: 2** · **prompt:** What's the longest you've ever gone without proper sleep?

3. **n: 3** · **prompt:** What habit have you finally broken — and how?

4. **n: 4** · **prompt:** How long have you been living where you live now?

5. **n: 5** · **prompt:** What have you been watching/reading/listening to obsessively?

6. **n: 6** · **prompt:** What's the best piece of advice you've ever received about rest?

7. **n: 7** · **prompt:** Have you ever overslept and missed something important? Spill.

8. **n: 8** · **prompt:** What have you been putting off for far too long?

9. **n: 9** · **prompt:** Wildcard: ask your partner any present perfect question you like.

challenge: ■ Extra point if you naturally use 'for' or 'since' three times in your answers.

Ask the teacher — notes to bring to class



Writing mini-task

Write 60–80 words about your sleep over the last two weeks. Use at least TWO present perfect continuous and ONE present perfect simple sentence. Include two vocabulary items from today.

Exit ticket

Before you leave, fill in your own exit ticket. Be honest — this is for you, not me.

1. **emoji:** ■ · **label:** Sleep score · **prompt:** Rate your sleep this past week from 1 (awful) to 5 (excellent).

2. **emoji:** ■ · **label:** One sentence · **prompt:** Write ONE true sentence about yourself using present perfect continuous + 'for/since'.

3. **emoji:** ■ · **label:** Tonight's promise · **prompt:** Name ONE specific change you'll make to your sleep hygiene tonight. (Not 'sleep more'.)

Ask the teacher — notes to bring to class



Workbook — home practice



Ask the teacher — notes to bring to class

Sleep tight - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - sleep verbs and phrases

Choose the option that best fits each sentence.

1. I usually ____ on Sunday mornings - it's my favourite ritual.
(A) doze off
(B) have a lie-in
(C) oversleep
2. She kept ____ during the long film - she was that tired.
(A) dozing
(B) thrashing
(C) recuperating
3. He couldn't stop ____ all night because of the heat.
(A) catnapping
(B) thrashing
(C) having a lie-in
4. After the red-eye from Singapore she was completely ____.
(A) overwrought
(B) rejuvenated
(C) jet-lagged
5. Three espressos after dinner? No wonder you're ____.
(A) drowsy
(B) overwrought
(C) depleted

2. Vocabulary - wellbeing collocations

Complete each sentence with ONE word from the box.

BOX: hygiene · rejuvenated · depleted · catnap · recuperate · drowsy

1. A 20-minute power ____ in the afternoon does wonders.
2. After two weeks off, I finally feel completely ____.
3. My sleep ____ is terrible - phone in bed, late dinners, no routine.
4. She's been working 70-hour weeks; she's totally ____.
5. These antihistamines make me really ____.
6. I need a long weekend to properly ____.

3. Vocabulary - discursive writing

To what extent is modern society's 'hustle culture' responsible for the decline in global sleep hygiene?

Checklist:

- ☐ Use at least 4 sleep-related vocabulary items
- ☐ Maintain a formal, discursive register
- ☐ Use cohesive devices to link your arguments

[] Check for varied C1-level grammatical structures

[illegible]

4. Grammar - simple or continuous?

Put each verb into the present perfect SIMPLE or CONTINUOUS.

1. I (study) ____ all evening and I'm exhausted.
2. She (read) ____ three novels this month.
3. We (live) ____ in Berlin since 2019.
4. You look stressed. ____ you (work) too much again?
5. He (know) ____ the answer for ages - he just won't say it.
6. How many cups of tea (you / drink) ____ today?
7. It (snow) ____ since 6am - look at the garden.
8. I (lose) ____ my phone - again.

5. Grammar - same form, different meaning

Both sentences are correct. Write a *SHORT* explanation of what each one suggests.

1. a) I've cleaned the bathroom. / b) I've been cleaning the bathroom.
2. a) She's written her dissertation. / b) She's been writing her dissertation.
3. a) I've waited two hours. / b) I've been waiting two hours.
4. a) He's smoked all his life. / b) He's been smoking all his life.

6. Grammar - find and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I've been knowing him since 2015.
2. She has wrote three emails this morning.

3. How long are you waiting for the bus?
4. I've been finishing the report.
5. We've lived here since ten years.

7. Reading - true / false / not given

Read the short text, then mark each statement T (true), F (false) or NG (not given).

Akiko has been keeping a sleep diary for six months. At first she barely managed five hours a night - work emails, a noisy flatmate, a phone that never left her hand. Slowly, things have changed. She's moved her phone to the kitchen, bought blackout curtains and started a strict 11pm bedtime, even on Fridays. "I've never felt sharper at work," she says. "And I haven't caught a single cold in three months." She still struggles with weekends away from home, but she's stopped panicking about the odd bad night.

1. Akiko has been keeping her sleep diary for over a year. [T / F / NG]
2. Her noisy flatmate was one of her early sleep problems. [T / F / NG]
3. She now keeps her phone outside the bedroom. [T / F / NG]
4. She has started doing yoga in the evenings. [T / F / NG]
5. She still sleeps badly when she's travelling. [T / F / NG]
6. She has had several colds this winter. [T / F / NG]

8. Writing - guided task

Write 60-80 words about your typical week of sleep. Include: (a) TWO present perfect continuous sentences, (b) ONE present perfect simple, (c) TWO sleep-vocabulary items.

Checklist:

- ☐ 60-80 words
- ☐ TWO present perfect continuous sentences
- ☐ ONE present perfect simple sentence
- ☐ TWO sleep-vocabulary items
- ☐ Clear personal voice

9. Audio: Listening - gist & detail

Play the dialogue once for gist, then again for detail. (Dr. Patel meets Sara about insomnia.)

Audio: Dr. Patel & Sara · GP appointment about insomnia

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

10. Audio: Listening - gap-fill (dictation)

Listen again and write the missing word in each line.

Audio: Dr. Patel & Sara - key lines

Transcript with gaps:

A: Good morning, Sara. How have you been sleeping lately?

B: Not so great, Dr. Patel, to be honest. I've been having trouble falling asleep for about a month now.

A: Oh, I see. Can you tell me more about that?

B: I just lie there with my mind racing. And then, once I do finally drift off, I've been getting up before my alarm - around five.

A: That sounds frustrating. Has anything changed recently in your life?

B: Well, I started a new job six weeks ago. It's a lot of responsibility.

A: That's a significant change. And how are you feeling physically?

B: Exhausted, mostly. I haven't felt properly rested in weeks.

1. How have you been ____ lately?
2. I've been having trouble ____ asleep for about a month now.
3. I just lie there with my mind ____.
4. I've been getting up before my alarm - around ____.
5. I started a new job six ____ ago.
6. I haven't felt properly ____ in weeks.

11. ■ Challenge - sentence transformation

Rewrite the second sentence so it means the same as the first, using 2-5 words including the KEYWORD.

1. 1. I started learning Spanish two years ago and I still study it. → I _____ for two years. (KEYWORD: BEEN)
2. 2. This is my third coffee today. → I _____ today. (KEYWORD: HAD)

3. 3. He started writing his thesis in January and is still writing it. → He _____ since January. (KEYWORD: BEEN)
4. 4. The last time I slept well was Monday. → I _____ since Monday. (KEYWORD: SLEPT)
5. 5. She moved here ten years ago and still lives here. → She _____ for ten years. (KEYWORD: LIVED)

12. ■ Challenge - word formation

Complete each sentence with the *CORRECT* form of the word in *CAPITALS*.

1. Her ____ has improved dramatically since she stopped using her phone in bed. (SLEEP)
2. He suffers from chronic _____. (INSOMNIAC)
3. After the holiday I felt completely _____. (REST)
4. Eight hours of sleep is surprisingly ____ for adults. (BENEFIT)
5. He's a self-confessed _____. (WORK)
6. The medication caused mild _____. (DROWSY)

13. ■ Challenge - odd one out

Three of the four share a meaning. Pick the *ODD ONE OUT*.

1. 1. Words meaning 'sleepy':
 - (A) bleary-eyed
 - (B) groggy
 - (C) overstimulated
 - (D) knackered
2. 2. Ways to fall asleep:
 - (A) doze off
 - (B) drift off
 - (C) doze off
 - (D) doze in
3. 3. Restful states:
 - (A) well-rested
 - (B) replenishd
 - (C) depleted
 - (D) refreshed
4. 4. Sleep problems:
 - (A) insomnia
 - (B) lie-in
 - (C) jet lag
 - (D) snoring

14. ■ Challenge - extended writing

Write a 120-150 word post titled "What I've learned about sleep this year". Use *AT LEAST*: 3 present perfect continuous sentences, 2 present perfect simple, 4 vocabulary items.

Checklist:

[] 120-150 words

- ☐ At least 3 present perfect continuous sentences
- ☐ At least 2 present perfect simple sentences
- ☐ At least 4 vocabulary items from Lesson 2A
- ☐ Clear personal voice and reflection

[illegible]

15. Self-check

Tick the things you can now do confidently.

- ☐ I can use present perfect simple for finished results.
- ☐ I can use present perfect continuous for ongoing activities and visible results.
- ☐ I can use 'for' and 'since' correctly.
- ☐ I can describe sleep problems with at least 5 new words.
- ☐ I can describe wellbeing states (well-rested, overstimulated, depleted...).
- ☐ I can hear and produce /t/, /d/, /t/ and /k/ clearly.

Sleep tight — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — sleep verbs and phrases

Choose the option that best fits each sentence.

1. I usually ____ on Sunday mornings — it's my favourite ritual.
(A) doze off
(B) have a lie-in
(C) oversleep
2. She kept ____ during the long film — she was that tired.
(A) dozing
(B) thrashing
(C) recuperating
3. He couldn't stop ____ all night because of the heat.
(A) catnapping
(B) thrashing
(C) having a lie-in
4. After the red-eye from Singapore she was completely ____.
(A) overwrought
(B) rejuvenated
(C) jet-lagged
5. Three espressos after dinner? No wonder you're ____.
(A) drowsy
(B) overwrought
(C) depleted

2. Vocabulary — wellbeing collocations

Complete each sentence with ONE word from the box.

BOX: hygiene · rejuvenated · depleted · catnap · recuperate · drowsy

1. A 20-minute power ____ in the afternoon does wonders.
2. After two weeks off, I finally feel completely ____.
3. My sleep ____ is terrible — phone in bed, late dinners, no routine.
4. She's been working 70-hour weeks; she's totally ____.
5. These antihistamines make me really ____.
6. I need a long weekend to properly ____.

3. Vocabulary — discursive writing

To what extent is modern society's 'hustle culture' responsible for the decline in global sleep hygiene?

Checklist:

- Use at least 4 sleep-related vocabulary items
- Maintain a formal, discursive register
- Use cohesive devices to link your arguments

- Check for varied C1-level grammatical structures

[illegible]

4. Grammar — simple or continuous?

Put each verb into the present perfect SIMPLE or CONTINUOUS.

1. I (study) ____ all evening and I'm exhausted.
2. She (read) ____ three novels this month.
3. We (live) ____ in Berlin since 2019.
4. You look stressed. ____ you (work) too much again?
5. He (know) ____ the answer for ages — he just won't say it.
6. How many cups of tea (you / drink) ____ today?
7. It (snow) ____ since 6am — look at the garden.
8. I (lose) ____ my phone — again.

5. Grammar — same form, different meaning

Both sentences are correct. Write a *SHORT* explanation of what each one suggests.

1. a) I've cleaned the bathroom. / b) I've been cleaning the bathroom.
2. a) She's written her dissertation. / b) She's been writing her dissertation.
3. a) I've waited two hours. / b) I've been waiting two hours.
4. a) He's smoked all his life. / b) He's been smoking all his life.

6. Grammar — find and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I've been knowing him since 2015.
2. She has wrote three emails this morning.

3. How long are you waiting for the bus?
4. I've been finishing the report.
5. We've lived here since ten years.

7. Reading — true / false / not given

Read the short text, then mark each statement T (true), F (false) or NG (not given).

Akiko has been keeping a sleep diary for six months. At first she barely managed five hours a night — work emails, a noisy flatmate, a phone that never left her hand. Slowly, things have changed. She's moved her phone to the kitchen, bought blackout curtains and started a strict 11pm bedtime, even on Fridays. "I've never felt sharper at work," she says. "And I haven't caught a single cold in three months." She still struggles with weekends away from home, but she's stopped panicking about the odd bad night.

1. Akiko has been keeping her sleep diary for over a year. [T / F / NG]
2. Her noisy flatmate was one of her early sleep problems. [T / F / NG]
3. She now keeps her phone outside the bedroom. [T / F / NG]
4. She has started doing yoga in the evenings. [T / F / NG]
5. She still sleeps badly when she's travelling. [T / F / NG]
6. She has had several colds this winter. [T / F / NG]

8. Writing — guided task

Write 60–80 words about your typical week of sleep. Include: (a) TWO present perfect continuous sentences, (b) ONE present perfect simple, (c) TWO sleep-vocabulary items.

Checklist:

- 60–80 words
- TWO present perfect continuous sentences
- ONE present perfect simple sentence
- TWO sleep-vocabulary items
- Clear personal voice

9. ■ Listening — gist & detail

Play the dialogue once for gist, then again for detail. (Dr. Patel meets Sara about insomnia.)

■ **Audio:** Dr. Patel & Sara · GP appointment about insomnia

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

10. ■ Listening — gap-fill (dictation)

Listen again and write the missing word in each line.

■ **Audio:** Dr. Patel & Sara — key lines

Transcript with gaps:

A: Good morning, Sara. How have you been sleeping lately?

B: Not so great, Dr. Patel, to be honest. I've been having trouble falling asleep for about a month now.

A: Oh, I see. Can you tell me more about that?

B: I just lie there with my mind racing. And then, once I do finally drift off, I've been getting up before my alarm — around five.

A: That sounds frustrating. Has anything changed recently in your life?

B: Well, I started a new job six weeks ago. It's a lot of responsibility.

A: That's a significant change. And how are you feeling physically?

B: Exhausted, mostly. I haven't felt properly rested in weeks.

1. How have you been ____ lately?
2. I've been having trouble ____ asleep for about a month now.
3. I just lie there with my mind ____.
4. I've been getting up before my alarm — around ____.
5. I started a new job six ____ ago.
6. I haven't felt properly ____ in weeks.

11. ■ Challenge — sentence transformation

Rewrite the second sentence so it means the same as the first, using 2–5 words including the KEYWORD.

1. 1. I started learning Spanish two years ago and I still study it. → I _____ for two years. (KEYWORD: BEEN)
2. 2. This is my third coffee today. → I _____ today. (KEYWORD: HAD)

3. 3. He started writing his thesis in January and is still writing it. → He _____ since January. (KEYWORD: BEEN)
4. 4. The last time I slept well was Monday. → I _____ since Monday. (KEYWORD: SLEPT)
5. 5. She moved here ten years ago and still lives here. → She _____ for ten years. (KEYWORD: LIVED)

12. ■ Challenge — word formation

Complete each sentence with the *CORRECT* form of the word in *CAPITALS*.

1. Her ____ has improved dramatically since she stopped using her phone in bed. (SLEEP)
2. He suffers from chronic _____. (INSOMNIAC)
3. After the holiday I felt completely _____. (REST)
4. Eight hours of sleep is surprisingly ____ for adults. (BENEFIT)
5. He's a self-confessed _____. (WORK)
6. The medication caused mild _____. (DROWSY)

13. ■ Challenge — odd one out

Three of the four share a meaning. Pick the *ODD ONE OUT*.

1. 1. Words meaning 'sleepy':
 - (A) bleary-eyed
 - (B) groggy
 - (C) overstimulated
 - (D) knackered
2. 2. Ways to fall asleep:
 - (A) doze off
 - (B) drift off
 - (C) doze off
 - (D) doze in
3. 3. Restful states:
 - (A) well-rested
 - (B) replenishd
 - (C) depleted
 - (D) refreshed
4. 4. Sleep problems:
 - (A) insomnia
 - (B) lie-in
 - (C) jet lag
 - (D) snoring

14. ■ Challenge — extended writing

Write a 120–150 word post titled "What I've learned about sleep this year". Use *AT LEAST*: 3 present perfect continuous sentences, 2 present perfect simple, 4 vocabulary items.

Checklist:

- 120–150 words

- At least 3 present perfect continuous sentences
- At least 2 present perfect simple sentences
- At least 4 vocabulary items from Lesson 2A
- Clear personal voice and reflection

[illegible]

15. Self-check

Tick the things you can now do confidently.

- I can use present perfect simple for finished results.
- I can use present perfect continuous for ongoing activities and visible results.
- I can use 'for' and 'since' correctly.
- I can describe sleep problems with at least 5 new words.
- I can describe wellbeing states (well-rested, overstimulated, depleted...).
- I can hear and produce /t/, /d/, /t/ and /k/ clearly.



Answer key — Class Book

Reading: The 8-hour myth

1. (B) an average that doesn't suit everyone.
2. (B) consistency of bedtime
3. (A) screens, late caffeine, and night-time worrying
4. (A) reverse our attitude toward sleep

Vocabulary: sleep & wellbeing

1. have a lie-in
2. dozing
3. thrashing
4. overwrought
5. depleted
6. catnap
7. jet-lagged
8. sleep hygiene
1. The baby finally slumbered after hours of crying.
2. I overslept and missed my train.
3. He's suffered from insomnia for years.
4. After the holiday I felt completely rejuvenated.
5. She took the weekend to recuperate.

Grammar focus: present perfect simple vs continuous

1. have been reading
2. has written
3. Have you been working
4. have known
5. hasn't been sleeping
6. have lived / have been living
1. a) It's finished — come and see. / b) That's why I'm covered in paint (maybe not done yet).
2. a) She finished it. / b) She's still on chapter ten.
3. Both are natural; (b) puts more emphasis on the frustrating duration.
1. have been drinking
2. have you had
3. has been raining
4. Have you ever tried
5. have you had

Listening: a week of bad sleep

1. About two weeks.
2. Around four in the morning.
3. Stress / overwork.
1. He's stopped drinking coffee after lunch.
2. Two — and another one starts Monday.
3. No screens after ten, a cold room, the same bedtime every night.
4. No scrolling in bed.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

Sleep tight - Workbook — Answer Key

1. Vocabulary - sleep verbs and phrases

1. **(B)** *have a lie-in*
2. **(A)** *dozing*
3. **(B)** *thrashing*
4. **(C)** *jet-lagged*
5. **(B)** *overwrought*

2. Vocabulary - wellbeing collocations

1. **catnap**
2. **rejuvenated**
3. **hygiene**
4. **depleted**
5. **drowsy**
6. **recuperate**

3. Vocabulary - discursive writing

Sample answer

In today's hyper-connected world, many individuals find themselves constantly overwrought, struggling to maintain basic sleep hygiene. The pressure to remain productive 24/7 often leaves us feeling physically and mentally depleted. Instead of prioritising a full night's rest, many rely on a quick afternoon catnap to get through the day, yet they remain perpetually drowsy. This cycle is unsustainable. We must recognise that the body needs time to properly recuperate and repair itself. A rejuvenated mind is far more efficient than one running on fumes. Unless we set firm boundaries between work and rest, the long-term consequences for public health will be severe. A collective shift in perspective is required to value rest as a necessity rather than a luxury.

4. Grammar - simple or continuous?

1. *have been studying*
2. *has read*
3. *have lived / have been living*
4. *Have you been working*
5. *has known*
6. *have you drunk*
7. *has been snowing*
8. *have lost*

5. Grammar - same form, different meaning

1. a) *finished, come and see it.* / b) *That's why I look messy - possibly not done.*
2. a) *It's done and submitted.* / b) *It's still in progress (focus on activity).*
3. *Both natural; (b) stresses the frustrating duration more strongly.*
4. *Both fine. (a) treats it as a fact; (b) emphasises the ongoing habit.*

6. Grammar - find and fix the mistake

1. *I've known him since 2015.*
2. *She has written three emails this morning.*
3. *How long have you been waiting for the bus?*
4. *I've finished the report.*
5. *We've lived here for ten years.*

7. Reading - true / false / not given

1. **F**
2. **T**
3. **T**
4. **NG**
5. **T**
6. **F**

8. Writing - guided task

Sample answer

I've been sleeping badly for about a month. Honestly, I've been waking up at five every morning, completely overstimulated, and I can't drift off again. I've already tried herbal tea, no caffeine after lunch and a colder bedroom - nothing has really worked. I think it's mostly stress: I've finished two big projects in three weeks. This Sunday, I'm having a proper lie-in and putting my phone in another room.

9. Audio: Listening - gist & detail

1. *About a month.*
2. *Up to two hours.*
3. *Around 5am.*
4. *She started a new (intense) job.*
5. *Not really - not consistently.*
6. *20 minutes of slow breathing before bed, no phone, then a review.*

10. Audio: Listening - gap-fill (dictation)

1. *sleeping*
2. *falling*
3. *racing*
4. *five*
5. *weeks*
6. *rested*

11. ■ Challenge - sentence transformation

1. *have been learning Spanish*
2. *have had three coffees*
3. *has been writing his thesis*
4. *haven't slept well*
5. *has lived here*

12. ■ Challenge - word formation

1. *sleep*
2. *insomnia*
3. *rested*
4. *beneficial*
5. *workaholic*
6. *drowsiness*

13. ■ Challenge - odd one out

1. **(C)** *overstimulated*
2. **(D)** *doze in*
3. **(C)** *depleted*
4. **(B)** *lie-in*

14. ■ Challenge - extended writing

Sample answer

I've been thinking a lot about sleep this year. For most of my twenties I was a proud night owl - I dozed off at 2am, overslept on Saturdays and called it balance. Honestly, I was burnt out. Since January, I've been trying a strict 11pm bedtime, even on weekends. The change has surprised me. I've read three books on sleep hygiene, I've bought blackout curtains and I've stopped scrolling in bed. I've been waking up around six, completely well-rested. I still have the occasional bad night - usually after coffee with a friend at 9pm - but I don't panic. The biggest lesson? Consistency beats heroics. The more boring my evenings have become, the better my mornings feel.

15. Self-check

Self-assessment — no fixed answers.

Sleep tight — Workbook — Answer Key

1. Vocabulary — sleep verbs and phrases

1. **(B)** *have a lie-in*
2. **(A)** *dozing*
3. **(B)** *thrashing*
4. **(C)** *jet-lagged*
5. **(B)** *overwrought*

2. Vocabulary — wellbeing collocations

1. **catnap**
2. **rejuvenated**
3. **hygiene**
4. **depleted**
5. **drowsy**
6. **recuperate**

3. Vocabulary — discursive writing

Sample answer

In today's hyper-connected world, many individuals find themselves constantly overwrought, struggling to maintain basic sleep hygiene. The pressure to remain productive 24/7 often leaves us feeling physically and mentally depleted. Instead of prioritising a full night's rest, many rely on a quick afternoon catnap to get through the day, yet they remain perpetually drowsy. This cycle is unsustainable. We must recognise that the body needs time to properly recuperate and repair itself. A rejuvenated mind is far more efficient than one running on fumes. Unless we set firm boundaries between work and rest, the long-term consequences for public health will be severe. A collective shift in perspective is required to value rest as a necessity rather than a luxury.

4. Grammar — simple or continuous?

1. *have been studying*
2. *has read*
3. *have lived / have been living*
4. *Have you been working*
5. *has known*
6. *have you drunk*
7. *has been snowing*
8. *have lost*

5. Grammar — same form, different meaning

1. a) *finished, come and see it.* / b) *That's why I look messy — possibly not done.*
2. a) *It's done and submitted.* / b) *It's still in progress (focus on activity).*
3. *Both natural; (b) stresses the frustrating duration more strongly.*
4. *Both fine. (a) treats it as a fact; (b) emphasises the ongoing habit.*

6. Grammar — find and fix the mistake

1. *I've known him since 2015.*
2. *She has written three emails this morning.*
3. *How long have you been waiting for the bus?*
4. *I've finished the report.*
5. *We've lived here for ten years.*

7. Reading — true / false / not given

1. **F**
2. **T**
3. **T**
4. **NG**
5. **T**
6. **F**

8. Writing — guided task

Sample answer

I've been sleeping badly for about a month. Honestly, I've been waking up at five every morning, completely overstimulated, and I can't drift off again. I've already tried herbal tea, no caffeine after lunch and a colder bedroom — nothing has really worked. I think it's mostly stress: I've finished two big projects in three weeks. This Sunday, I'm having a proper lie-in and putting my phone in another room.

9. ■ Listening — gist & detail

1. *About a month.*
2. *Up to two hours.*
3. *Around 5am.*
4. *She started a new (intense) job.*
5. *Not really — not consistently.*
6. *20 minutes of slow breathing before bed, no phone, then a review.*

10. ■ Listening — gap-fill (dictation)

1. *sleeping*
2. *falling*
3. *racing*
4. *five*
5. *weeks*
6. *rested*

11. ■ Challenge — sentence transformation

1. *have been learning Spanish*
2. *have had three coffees*
3. *has been writing his thesis*
4. *haven't slept well*
5. *has lived here*

12. ■ Challenge — word formation

1. *sleep*
2. *insomnia*
3. *rested*
4. *beneficial*
5. *workaholic*
6. *drowsiness*

13. ■ Challenge — odd one out

1. **(C)** *overstimulated*
2. **(D)** *doze in*
3. **(C)** *depleted*
4. **(B)** *lie-in*

14. ■ Challenge — extended writing

Sample answer

I've been thinking a lot about sleep this year. For most of my twenties I was a proud night owl — I dozed off at 2am, overslept on Saturdays and called it balance. Honestly, I was burnt out. Since January, I've been trying a strict 11pm bedtime, even on weekends. The change has surprised me. I've read three books on sleep hygiene, I've bought blackout curtains and I've stopped scrolling in bed. I've been waking up around six, completely well-rested. I still have the occasional bad night — usually after coffee with a friend at 9pm — but I don't panic. The biggest lesson? Consistency beats heroics. The more boring my evenings have become, the better my mornings feel.

15. Self-check

Self-assessment — no fixed answers.



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 2 · 2B

Mental fitness

Theme · Mind & Body

Unit 2 · 2B

Mental fitness

Theme: Mind & Body



Learning objectives

- Use modals of obligation, prohibition and advice with confidence (must, have to, should, ought to, had better, mustn't, don't have to).
- Talk about stress, emotions and coping strategies with precise vocabulary.
- Give kind, useful advice — and receive it without becoming defensive.
- Recognise and produce natural weak forms of modal verbs.

Ask the teacher — notes to bring to class



Class Book

Warm-up · the stress thermometer

Look at the six situations below. Quickly rate each from 1 (no stress) to 5 (full panic) for YOU personally. There are no right answers — just be honest. Then compare with a partner: who has the higher thermometer, and why?

- 1 · calm
- 2 · meh
- 3 · tense
- 4 · stressed
- 5 · panic

Speaking English on the phone to someone you've never met.

Opening an email from your boss at 9pm on a Friday.

Being twenty minutes late to something important.

A whole weekend with absolutely nothing planned.

Public speaking in front of fifty people.

Going somewhere new without GPS or a charged phone.

followUp: Which situation surprised you about your partner? Whose thermometer is calmer? What does that say about you both?

Lead-in: agony aunt mailbox

Four short letters have arrived in the class advice column. In pairs, read them all, then choose ONE to answer. Write 2–3 sentences of advice using modals (should, ought to, must, had better, don't have to...). We'll read the best answers aloud.

1. **from:** Tired in Tokyo · **body:** My team keeps adding me to evening calls because of the time zone. I'm exhausted and resentful, but I'm scared to say no. What should I do?

2. **from:** Bored on Sundays · **body:** Mondays are fine, but every Sunday afternoon I get this heavy, sad feeling and I scroll on my phone for hours. It's been months. Is this normal?

3. **from:** Worried friend · **body:** My best friend never stops working. He skips lunch, replies to emails at midnight, and laughs when I ask if he's OK. He says he's 'fine, just busy'. I don't believe him.

Ask the teacher — notes to bring to class



4. **from:** Overthinking everything · **body:** I replay every awkward thing I've said for years. A bad word choice in 2019 still keeps me up at night. How do I stop?

followUp: After writing, swap with another pair. Which piece of advice felt kindest? Which felt most useful? Are those the same thing?

Reading: Mental fitness is a verb

We've all been raised on the idea of physical fitness — squats, steps, sweat. Mental fitness, on the other hand, sounds like something fragile that lives in a self-help book. But the science is changing that, fast. Researchers now describe the mind less as a delicate machine and more as a muscle: something you train, slowly, on purpose.

"You don't have to meditate for an hour a day to be mentally fit," says Dr. Hana Olsen, a clinical psychologist in Copenhagen. "You ought to do small, boring things, consistently. Sleep on time. Talk to one human a day who isn't a screen. Notice when you're catastrophising and label it."

The most surprising finding? Tiny acts of self-honesty matter more than dramatic ones. People who quietly admit, 'I'm not OK today,' recover faster than those who power through. "You mustn't wait until you collapse to ask for help," Olsen warns. "By that point, you've already paid interest on a loan you didn't need to take."

So what's the floor — the absolute minimum? Olsen smiles. "Three things. You should sleep enough, move a little every day, and talk to someone real before bed. That's it. Everything else is bonus."

1. How does the article suggest we should think about the mind?
 - (A) As a delicate machine that breaks easily.
 - (B) As a muscle that needs regular training.
 - (C) As a magical talent some people are born with.
2. According to Dr. Olsen, what matters more than dramatic action?
 - (A) Long meditation sessions.
 - (B) Tiny acts of self-honesty done consistently.
 - (C) Expensive therapy.
3. What does Olsen say is the 'absolute minimum' for mental fitness?
 - (A) Eight hours of sleep and a gym membership.
 - (B) Sleep enough, move a little, talk to someone real.
 - (C) Daily meditation, journaling and therapy.
4. The phrase "paid interest on a loan you didn't need to take" means...
 - (A) you've made things much worse than they had to be
 - (B) you owe money to a friend
 - (C) you should always borrow money carefully

Ask the teacher — notes to bring to class



Vocabulary in context

Find these in the text and match them to the closest meaning.

raised on — brought up to believe / get used to from childhood

power through — force yourself to keep going despite difficulty

catastrophising — imagining the worst possible outcome

the floor — the minimum acceptable level

self-honesty — telling yourself the truth about how you feel

label it — give a name to something so you can work with it

Vocabulary: stress, emotions & coping

beleaguered — feeling there's too much to handle at once

spent — exhausted by long-term stress

edgy — tense, easily startled or irritated

inundated — buried in work or tasks

drained — continuing with no energy left

apprehensive — worried, often without a clear cause

despondent — feeling low or sad for a while

exasperated — tired of a situation, frustrated

set boundaries — decide clearly what you will and won't accept

unwind — stop thinking about work / disconnect

vent — express strong feelings out loud to release them

confide — contact someone for help or connection

detach — pause to get perspective

self-care — looking after your own wellbeing on purpose

weather — manage / deal with something difficult

decompress — release stress through activity or expression

practice

Complete the sentences with ONE word/phrase from above (correct form).

1. I've got three deadlines this week. I'm completely ____.

Ask the teacher — notes to bring to class



2. She's been working seven days a week — she's totally ____.

3. I really need to ____ on weekends. My laptop stays closed.

4. Sorry I'm snappy. I've been ____ all morning waiting for results.

5. If you're struggling, please ____ in a friend. You don't have to do this alone.

6. I just need to ____ for ten minutes — can I tell you about my day?

7. You've got to learn to ____ with your boss, or this will continue.

8. After work I go for a run; it's how I ____.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word from this lesson's vocabulary. Keep the meaning identical.

1. After the third crisis this week, the team felt <u>completely overwhelmed by problems</u>.

2. She grew <u>low and sad</u> after months of bad news.

3. He was <u>tired and frustrated</u> with the constant delays.

4. I try to <u>step back and get some perspective</u> before replying angrily.

5. They managed to <u>get through the difficult period</u> together.

Practice 3 — discursive writing

prompt: Discuss the coping strategies people use to protect their mental fitness during stressful periods.

Use at least FOUR of the target words from this unit.

Include one indirect question and one negative question.

Ask the teacher — notes to bring to class

Aim for a reflective, cohesive C1 register.

sample: By the middle of the project, the whole team looked beleaguered: emails piled up, deadlines shifted overnight, and even the most patient colleagues grew exasperated at the smallest delay. I remember feeling quietly despondent, wondering whether anything would ever calm down. What helped, in the end, wasn't a single dramatic change but a handful of small habits: learning to detach for ten minutes at lunchtime, walking outside without my phone, and reminding myself that self-care isn't indulgent — it's maintenance. Somehow we weathered that month, and looking back, I'm proud not of how hard we worked but of how honestly we admitted when we were struggling. Isn't it odd how asking for help feels harder than doing the actual work? If I could tell my earlier self one thing, it would be exactly that.



Grammar focus: modals of obligation, prohibition & advice

1. Strong obligation — MUST / HAVE TO — Use **MUST** when the obligation feels personal/internal, or for strong rules you accept. • I must sleep more this week. (my own decision) Use **HAVE TO** when the obligation comes from outside (rules, jobs, parents). • I have to wear a uniform at work. In practice, **HAVE TO** is far more common in conversation than **MUST**.

2. Prohibition vs. no obligation — MUSTN'T vs. DON'T HAVE TO — These two look similar but mean very different things: • You **MUSTN'T** tell anyone. → It's forbidden. Don't do it. • You **DON'T HAVE TO** tell anyone. → It's not required, but you can if you want. Learners often confuse them — be careful.

3. Advice — SHOULD / OUGHT TO / HAD BETTER — **SHOULD** and **OUGHT TO** are gentle advice (almost interchangeable). • You should call her. = You ought to call her. **HAD BETTER** is stronger — there's a warning or consequence if you don't. • You'd better leave now, or you'll miss the train. In the negative: shouldn't / oughtn't to / had better not (NOT 'hadn't better'). • You shouldn't work weekends. • You'd better not be late again.

Ask the teacher — notes to bring to class



4. Past forms — looking back — • SHOULD HAVE + past participle → looking back at a mistake or regret. – I should have called him. (but I didn't) – You shouldn't have said that. (but you did) • HAD TO + verb → past obligation. – I had to work late yesterday.

Exercise A — must / mustn't / don't have to / have to

Choose the correct modal for each sentence.

1. You ____ tell anyone about the surprise party — it's a secret!

2. I ____ wear a tie at my job; we're really casual.

3. In the UK you ____ drive on the left.

4. I keep falling asleep at my desk. I really ____ go to bed earlier.

5. You ____ use your phone during the exam — instant disqualification.

6. Lucky you! You ____ work this weekend.

Exercise B — kind advice with should / ought to / had better

A friend tells you each problem. Write ONE piece of advice for each. Use a different modal each time (should / ought to / had better / shouldn't).

1. "I haven't been sleeping properly for weeks."

2. "My boss keeps emailing me at midnight."

3. "I'm fighting with my partner about chores again."

4. "I feel down every Sunday afternoon."

5. "I've got an important interview tomorrow and I'm freaking out."

Exercise C — should have / shouldn't have

Use should have or shouldn't have + past participle to express regret or hindsight.

Ask the teacher — notes to bring to class



1. I ate two desserts last night and now I feel awful.

2. She didn't go to the doctor and now it's much worse.

3. He sent a furious email at 1am. He really regrets it.

4. We didn't book the hotel and now everything is full.

5. I said yes to another project and now I'm drowning.

Listening: Ana gives Tom a reality check

Ana notices her colleague Tom looks completely wrecked. She decides to say something. Listen once for the big picture, then again for the details.

Before you listen

What do you predict is making Tom feel so bad?

What kind of advice do you think Ana will give — gentle or tough?

First listen — gist

1. What is the main cause of Tom's stress?

2. What is Ana's overall message?

3. Does Tom accept her advice?

Second listen — detail

1. What's Ana's 'rule number one'?

Ask the teacher — notes to bring to class



2. Who does Ana say Tom ought to talk to?

3. What metaphor does she use about looking after yourself?

4. Name TWO small boundaries Ana suggests.

5. What does Ana say about seeing a doctor?

Ana: Tom, you look wrecked. Are you OK?

Tom: Honestly? Not really. I've been running on empty for weeks.

Ana: Talk to me. What's going on?

Tom: It's work. We're short-staffed, my inbox is a horror film, and I've been answering emails at midnight.

Ana: OK, first thing — you shouldn't be checking work emails after hours. You really shouldn't. That's rule number one.

Tom: I know, I know. But if I don't, the pile just gets worse.

Ana: Look, you don't have to fix everything yourself. You ought to talk to your manager. Seriously.

Tom: She's so busy. I feel guilty even asking.

Ana: Tom. You must take care of yourself first. You can't pour from an empty cup. That's not selfish — that's basic maths.

Tom: When you say it like that...

Ana: And you'd better start setting some boundaries this week, before something snaps. Tiny ones, even.

Tom: Like what?

Ana: Like — no phone at dinner. A proper lunch break. Twenty minutes of walking, no podcast, no scrolling.

Tom: That sounds almost embarrassingly simple.

Ana: That's the point. You don't have to overhaul your life. You just have to stop ignoring the warning lights.

Ask the teacher — notes to bring to class



Tom: Fine. I'll book a chat with my manager tomorrow. And no phone at dinner tonight.

Ana: Good. And one more thing — you really should see a doctor if this keeps up. Burnout is real.

Tom: Deal. Thanks, Ana. I needed someone to say it out loud.

Speaking: the advice clinic (roleplay)

In pairs, take turns. Student A picks a card and plays the person with the problem (add details, exaggerate a little). Student B is the friend giving advice. Use AT LEAST three different modals (must / have to / should / ought to / had better / shouldn't / don't have to). Swap after 3 minutes.

Scene: The over-committer

A: You've said yes to too many things this month: a birthday, a wedding, two work events, helping a friend move. You can't say no.

B: Be the realistic friend. Help them prioritise. Use 'don't have to' a lot.

Scene: The midnight scroller

A: You scroll on your phone in bed until 1am every night. You wake up tired and angry. You've tried everything.

B: Be the no-nonsense friend. Use 'must', 'had better' and 'shouldn't'.

Scene: The toxic friendship

A: Your old friend constantly complains, never asks how you are, and drains your energy. You feel guilty even thinking about distance.

B: Be the kind, honest friend. Use 'ought to', 'should' and 'don't have to'.

Scene: The pre-interview panic

A: You have an interview tomorrow morning for the job of your dreams. You can't sleep and you're rehearsing answers in your head.

B: Be the calm friend. Use 'had better', 'shouldn't' and 'should'.

challenge: ■ Extra point if you naturally use 'should have' or 'shouldn't have' at least once during your roleplay (reflecting on a past mistake).

Ask the teacher — notes to bring to class



Writing mini-task — a letter back

Choose *ONE* of the agony-aunt letters from the lead-in. Write a reply of 60–80 words. Use at least: *TWO* different advice modals (*should / ought to / had better*), *ONE* 'don't have to' or 'mustn't', and *TWO* vocabulary items from today.

Wrap-up · my self-care kit

Build *YOUR* own three-item self-care kit for this week. Be specific — not 'sleep more' but 'phone in another room from 10pm'. Write one item in each card and keep this page.

1. **emoji:** ■ · **label:** ONE thing I'll stop · **prompt:** A habit you'll quit this week (use *mustn't* or *shouldn't*).

2. **emoji:** ■ · **label:** ONE thing I'll start · **prompt:** A tiny new habit you'll begin (use *should* or *ought to*).

3. **emoji:** ■ · **label:** ONE person I'll reach out to · **prompt:** Someone you'll actually message this week (use *had better*).

Ask the teacher — notes to bring to class



Workbook — home practice



Ask the teacher — notes to bring to class

Mental fitness - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - how I'm feeling

Choose the option that best fits each sentence.

1. I've got six deadlines and a sick child. I'm completely ____.
(A) fed up
(B) beleaguered
(C) drowsy
2. Sorry I snapped - I've been ____ all morning waiting for the test results.
(A) edgy
(B) well-rested
(C) switched off
3. She skipped lunch every day for three weeks. She's totally ____.
(A) inundated
(B) spent
(C) fed up
4. I've been ____ with this software for six months and nothing has changed.
(A) exasperated
(B) despondent
(C) apprehensive
5. Whenever I'm stressed I go for a long run - it really helps me ____.
(A) set boundaries
(B) decompress
(C) confide

2. Vocabulary - coping strategies

Complete each sentence with ONE word from the box.

BOX: boundaries · unwind · vent · confide · self-care · detach

1. I just need to ____ for five minutes - can I tell you about my morning?
2. If you're really struggling, please ____ in someone you trust.
3. I take Sundays completely off. It's my non-negotiable ____ day.
4. You have to learn to set ____ with people who drain your energy.
5. I need to ____ properly during my holiday - no work emails.
6. When the meeting got heated, I had to ____ and breathe for a second.

3. Vocabulary - discursive writing

Discuss the importance of 'decompressing' and setting 'boundaries' for maintaining mental fitness in high-stress careers.

Checklist:

- ☐ Use at least 4 mental-fitness vocabulary items
- ☐ Maintain a formal, discursive register

- [] Use cohesive devices to link your arguments
- [] Check for varied C1-level grammatical structures

[illegible]

4. Grammar - must / mustn't / don't have to / have to

Choose ONE option to complete each sentence correctly.

1. You ____ smoke in here - there are signs everywhere.
(A) don't have to
(B) mustn't
(C) shouldn't
2. It's Saturday! You ____ wear a suit.
(A) mustn't
(B) don't have to
(C) must
3. I keep arriving late. I really ____ get a new alarm.
(A) must
(B) don't have to
(C) mustn't
4. In Portugal, you ____ stop at red lights, even on a bike.
(A) have to
(B) don't have to
(C) shouldn't
5. Hospital rule: you ____ use your phone in the ICU.
(A) don't have to
(B) mustn't
(C) have to
6. Lucky you - you ____ work this weekend!
(A) mustn't

Ask the teacher — notes to bring to class

- (B) have to
- (C) don't have to

5. Grammar - should, ought to, had better

Rewrite each sentence using the modal in CAPITALS. Keep the meaning the same.

1. It's a good idea for you to call your mother. (OUGHT)
2. If you don't leave now, you'll miss the train. (BETTER)
3. It's not a good idea to drink coffee at 10pm. (SHOULD)
4. Honestly, my advice is to apologise. (OUGHT)
5. Don't be late again - it'll cause real problems. (BETTER)
6. It would be a really good idea to see a doctor. (SHOULD)

6. Grammar - looking back with should have / shouldn't have

Rewrite each sentence as a regret/reflection using should have or shouldn't have + past participle.

1. I didn't book the hotel and now everything is full.
2. He sent that email at 1am. He really regrets it.
3. She didn't listen to her doctor and now it's worse.
4. I said yes to a fifth project and now I'm drowning.
5. We didn't tell them the truth from the start.

7. Grammar - find and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. You hadn't better tell her.
2. She musts to leave early today.
3. You don't must touch that - it's hot!
4. I should have went to bed earlier.
5. He shouldn't to drink so much coffee.

8. Reading - true / false / not given

Read the short text, then mark each statement T (true), F (false) or NG (not given).

For three years Marco worked sixty-hour weeks at a consultancy in Madrid. "I told myself I was thriving," he says. "Honestly? I was running on empty." The first warning was small - he started snapping at colleagues over tiny things. Then he stopped sleeping. By month thirty, he was crying in client meetings he couldn't even remember booking. His doctor was blunt: he had to take three months off and seriously rethink his life. Marco resisted at first - "I'm not someone who burns out" - but eventually he agreed. Today he runs a small consulting practice from a village near Toledo, with a strict 5pm finish. "I should have listened to my body two years earlier," he admits. "The signs were all there. I just thought they didn't apply to me."

1. Marco worked for a consultancy in Madrid for three years. [T / F / NG]
2. He initially recognised the signs of burnout as serious. [T / F / NG]
3. His doctor recommended three months off. [T / F / NG]
4. Marco's family helped him decide to take time off. [T / F / NG]

5. He now runs his own small consultancy. [T / F / NG]
6. He regrets not paying attention to early warning signs. [T / F / NG]

9. Writing - guided task

Write 60-80 words of advice to someone who says: "I work from home and I can't switch off. I'm exhausted but I keep checking my laptop in the evening." Include: (a) TWO advice modals (should / ought to / had better), (b) ONE "don't have to" or "mustn't", (c) TWO vocabulary items from this lesson.

Checklist:

- ☐ 60-80 words
- ☐ TWO different advice modals (should / ought to / had better)
- ☐ ONE 'don't have to' or 'mustn't'
- ☐ TWO vocabulary items from Lesson 2B
- ☐ Kind, useful tone

[illegible]

10. Audio: Listening - gist & detail

Play the coaching session once for gist, then again for detail. (Wellness coach Maya is meeting her client Ben for a check-in.)

Audio: Maya & Ben · weekly wellness coaching session

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

11. Audio: Listening - gap-fill (dictation)

Listen again and write the missing word in each line.

Audio: Maya & Ben - key lines

Transcript with gaps:

A: So, Ben, how did that digital detox go for you?

B: You know, Maya, surprisingly well. By Thursday, something shifted.

A: Really? I remember you were quite reluctant to even try it.

B: I was! I don't think you have to give up your phone entirely, but setting boundaries... that's key.

A: I agree. It's about finding that balance. I actually heard a great tip the other day.

B: Oh? Do tell.

A: It was about creating a buffer. You ought to give your brain a small transition between work and rest. Something like a 15-minute walk.

B: That makes sense. Like a signal: work is over.

A: Exactly. It helps your mind switch gears.

B: I did try something similar; I started reading a physical book for an hour before bed.

A: That's brilliant! What if you slip, though? Do you just give up?

B: No, definitely not. You mustn't beat yourself up if you slip. Stress recovery is non-linear, after all. Just pick it up the next day.

1. By Thursday, something ____.
2. I don't think you have to ____ up your phone.
3. You ought to give your brain a small ____ between work and rest.
4. A signal: work is ____.
5. You mustn't beat yourself ____ if you slip.
6. Stress recovery is ____-linear.

12. ■ Challenge - sentence transformation

Rewrite the second sentence so it means the same as the first, using 2-5 words including the KEYWORD.

1. It isn't necessary for you to come early. → You ____ early. (KEYWORD: HAVE)
2. It is forbidden to use phones in the exam. → You ____ phones in the exam. (KEYWORD: USE)
3. It would be a good idea to apologise. → You _____. (KEYWORD: OUGHT)
4. Leave now, or you'll miss the bus. → You ____ now. (KEYWORD: BETTER)
5. It was a mistake to call him. → I ____ him. (KEYWORD: HAVE)

13. ■ Challenge - word formation

Complete each sentence with the CORRECT form of the word in CAPITALS.

1. He suffers from terrible _____. (ANXIOUS)
2. Mindfulness has been life-_____ for me. (CHANGE)
3. Their relationship is emotionally _____. (DRAIN)
4. Don't make _____ decisions when you're tired. (EMOTION)

5. She showed great ____ during the crisis. (RESILIENT)
6. His ____ comments made everyone uncomfortable. (JUDGE)

14. ■ Challenge - odd one out

Three of the four share a meaning. Pick the ODD ONE OUT.

1. 1. Feeling stressed:
 - (A) overwhelmed
 - (B) snowed under
 - (C) well-rested
 - (D) on edge
2. 2. Ways to look after yourself:
 - (A) vent
 - (B) reach out
 - (C) let off steam
 - (D) catastrophise
3. 3. Strong advice / warning:
 - (A) had better
 - (B) must
 - (C) ought to
 - (D) have to
4. 4. Feeling low:
 - (A) down in the dumps
 - (B) fed up
 - (C) anxious
 - (D) well-rested

15. ■ Challenge - extended writing

Write a 120-150 word post titled "Three rules I've made for my mental fitness". Use AT LEAST: 3 different advice modals, 1 'should have / shouldn't have' (reflection on the past), and 4 vocabulary items from Lesson 2B.

Checklist:

- ☐ 120-150 words
- ☐ At least 3 different advice modals (should / ought to / had better / must / etc.)
- ☐ At least one 'should have' or 'shouldn't have' (regret)
- ☐ At least 4 vocabulary items from Lesson 2B
- ☐ Reflective, personal tone

16. Self-check

Tick the things you can now do confidently.

- ☐ I can use must, mustn't, have to and don't have to correctly.
- ☐ I can give advice with should, ought to and had better.
- ☐ I can reflect on past decisions with should have / shouldn't have.
- ☐ I can describe my emotional state with at least 5 new words.
- ☐ I can suggest coping strategies in English.
- ☐ I can hear and produce the weak forms of modal verbs.

Mental fitness — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — how I'm feeling

Choose the option that best fits each sentence.

1. I've got six deadlines and a sick child. I'm completely ____.
(A) fed up
(B) beleaguered
(C) drowsy
2. Sorry I snapped — I've been ____ all morning waiting for the test results.
(A) edgy
(B) well-rested
(C) switched off
3. She skipped lunch every day for three weeks. She's totally ____.
(A) inundated
(B) spent
(C) fed up
4. I've been ____ with this software for six months and nothing has changed.
(A) exasperated
(B) despondent
(C) apprehensive
5. Whenever I'm stressed I go for a long run — it really helps me ____.
(A) set boundaries
(B) decompress
(C) confide

2. Vocabulary — coping strategies

Complete each sentence with ONE word from the box.

BOX: boundaries · unwind · vent · confide · self-care · detach

1. I just need to ____ for five minutes — can I tell you about my morning?
2. If you're really struggling, please ____ in someone you trust.
3. I take Sundays completely off. It's my non-negotiable ____ day.
4. You have to learn to set ____ with people who drain your energy.
5. I need to ____ properly during my holiday — no work emails.
6. When the meeting got heated, I had to ____ and breathe for a second.

3. Vocabulary — discursive writing

Discuss the importance of 'decompressing' and setting 'boundaries' for maintaining mental fitness in high-stress careers.

Checklist:

- Use at least 4 mental-fitness vocabulary items
- Maintain a formal, discursive register

- Use cohesive devices to link your arguments
- Check for varied C1-level grammatical structures

This image shows a blank sheet of white paper with horizontal blue ruling lines. On the left side, there are short vertical blue lines that serve as margins, creating a series of narrow columns. The paper is otherwise empty of any text or markings.

4. Grammar — must / mustn't / don't have to / have to

Choose **ONE** option to complete each sentence correctly.

1. You ____ smoke in here — there are signs everywhere.
(A) don't have to
(B) mustn't
(C) shouldn't
2. It's Saturday! You ____ wear a suit.
(A) mustn't
(B) don't have to
(C) must
3. I keep arriving late. I really ____ get a new alarm.
(A) must
(B) don't have to
(C) mustn't
4. In Portugal, you ____ stop at red lights, even on a bike.
(A) have to
(B) don't have to
(C) shouldn't
5. Hospital rule: you ____ use your phone in the ICU.
(A) don't have to
(B) mustn't
(C) have to
6. Lucky you — you ____ work this weekend!
(A) mustn't

Ask the teacher — notes to bring to class

- (B) have to
- (C) don't have to

5. Grammar — should, ought to, had better

Rewrite each sentence using the modal in CAPITALS. Keep the meaning the same.

1. It's a good idea for you to call your mother. (OUGHT)
2. If you don't leave now, you'll miss the train. (BETTER)
3. It's not a good idea to drink coffee at 10pm. (SHOULD)
4. Honestly, my advice is to apologise. (OUGHT)
5. Don't be late again — it'll cause real problems. (BETTER)
6. It would be a really good idea to see a doctor. (SHOULD)

6. Grammar — looking back with should have / shouldn't have

Rewrite each sentence as a regret/reflection using should have or shouldn't have + past participle.

1. I didn't book the hotel and now everything is full.
2. He sent that email at 1am. He really regrets it.
3. She didn't listen to her doctor and now it's worse.
4. I said yes to a fifth project and now I'm drowning.
5. We didn't tell them the truth from the start.

7. Grammar — find and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. You hadn't better tell her.
2. She musts to leave early today.
3. You don't must touch that — it's hot!
4. I should have went to bed earlier.
5. He shouldn't to drink so much coffee.

8. Reading — true / false / not given

Read the short text, then mark each statement T (true), F (false) or NG (not given).

For three years Marco worked sixty-hour weeks at a consultancy in Madrid. "I told myself I was thriving," he says. "Honestly? I was running on empty." The first warning was small — he started snapping at colleagues over tiny things. Then he stopped sleeping. By month thirty, he was crying in client meetings he couldn't even remember booking. His doctor was blunt: he had to take three months off and seriously rethink his life. Marco resisted at first — "I'm not someone who burns out" — but eventually he agreed. Today he runs a small consulting practice from a village near Toledo, with a strict 5pm finish. "I should have listened to my body two years earlier," he admits. "The signs were all there. I just thought they didn't apply to me."

1. Marco worked for a consultancy in Madrid for three years. [T / F / NG]
2. He initially recognised the signs of burnout as serious. [T / F / NG]
3. His doctor recommended three months off. [T / F / NG]
4. Marco's family helped him decide to take time off. [T / F / NG]

5. He now runs his own small consultancy. [T / F / NG]
6. He regrets not paying attention to early warning signs. [T / F / NG]

9. Writing — guided task

Write 60–80 words of advice to someone who says: "I work from home and I can't switch off. I'm exhausted but I keep checking my laptop in the evening." Include: (a) TWO advice modals (should / ought to / had better), (b) ONE "don't have to" or "mustn't", (c) TWO vocabulary items from this lesson.

Checklist:

- 60–80 words
- TWO different advice modals (should / ought to / had better)
- ONE 'don't have to' or 'mustn't'
- TWO vocabulary items from Lesson 2B
- Kind, useful tone

[illegible]

10. ■ Listening — gist & detail

Play the coaching session once for gist, then again for detail. (Wellness coach Maya is meeting her client Ben for a check-in.)

■ **Audio:** Maya & Ben · weekly wellness coaching session

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

11. ■ Listening — gap-fill (dictation)

Listen again and write the missing word in each line.

■ **Audio:** Maya & Ben — key lines

Transcript with gaps:

A: So, Ben, how did that digital detox go for you?

B: You know, Maya, surprisingly well. By Thursday, something shifted.

A: Really? I remember you were quite reluctant to even try it.

B: I was! I don't think you have to give up your phone entirely, but setting boundaries... that's key.

A: I agree. It's about finding that balance. I actually heard a great tip the other day.

B: Oh? Do tell.

A: It was about creating a buffer. You ought to give your brain a small transition between work and rest. Something like a 15-minute walk.

B: That makes sense. Like a signal: work is over.

A: Exactly. It helps your mind switch gears.

B: I did try something similar; I started reading a physical book for an hour before bed.

A: That's brilliant! What if you slip, though? Do you just give up?

B: No, definitely not. You mustn't beat yourself up if you slip. Stress recovery is non-linear, after all. Just pick it up the next day.

1. By Thursday, something ____.
2. I don't think you have to ____ up your phone.
3. You ought to give your brain a small ____ between work and rest.
4. A signal: work is ____.
5. You mustn't beat yourself ____ if you slip.
6. Stress recovery is ____-linear.

12. ■ Challenge — sentence transformation

Rewrite the second sentence so it means the same as the first, using 2–5 words including the KEYWORD.

1. 1. It isn't necessary for you to come early. → You ____ early. (KEYWORD: HAVE)
2. 2. It is forbidden to use phones in the exam. → You ____ phones in the exam. (KEYWORD: USE)
3. 3. It would be a good idea to apologise. → You _____. (KEYWORD: OUGHT)
4. 4. Leave now, or you'll miss the bus. → You ____ now. (KEYWORD: BETTER)
5. 5. It was a mistake to call him. → I ____ him. (KEYWORD: HAVE)

13. ■ Challenge — word formation

Complete each sentence with the CORRECT form of the word in CAPITALS.

1. He suffers from terrible _____. (ANXIOUS)
2. Mindfulness has been life-_____ for me. (CHANGE)
3. Their relationship is emotionally _____. (DRAIN)
4. Don't make _____ decisions when you're tired. (EMOTION)

5. She showed great ____ during the crisis. (RESILIENT)
6. His ____ comments made everyone uncomfortable. (JUDGE)

14. ■ Challenge — odd one out

Three of the four share a meaning. Pick the ODD ONE OUT.

1. 1. Feeling stressed:
(A) overwhelmed
(B) snowed under
(C) well-rested
(D) on edge
2. 2. Ways to look after yourself:
(A) vent
(B) reach out
(C) let off steam
(D) catastrophise
3. 3. Strong advice / warning:
(A) had better
(B) must
(C) ought to
(D) have to
4. 4. Feeling low:
(A) down in the dumps
(B) fed up
(C) anxious
(D) well-rested

15. ■ Challenge — extended writing

Write a 120–150 word post titled "Three rules I've made for my mental fitness". Use AT LEAST: 3 different advice modals, 1 'should have / shouldn't have' (reflection on the past), and 4 vocabulary items from Lesson 2B.

Checklist:

- 120–150 words
- At least 3 different advice modals (should / ought to / had better / must / etc.)
- At least one 'should have' or 'shouldn't have' (regret)
- At least 4 vocabulary items from Lesson 2B
- Reflective, personal tone

16. Self-check

Tick the things you can now do confidently.

- I can use must, mustn't, have to and don't have to correctly.
- I can give advice with should, ought to and had better.
- I can reflect on past decisions with should have / shouldn't have.
- I can describe my emotional state with at least 5 new words.
- I can suggest coping strategies in English.
- I can hear and produce the weak forms of modal verbs.



Answer key — Class Book

Reading: Mental fitness is a verb

1. (B) As a muscle that needs regular training.
2. (B) Tiny acts of self-honesty done consistently.
3. (B) Sleep enough, move a little, talk to someone real.
4. (A) you've made things much worse than they had to be

Vocabulary: stress, emotions & coping

1. inundated
 2. spent
 3. unwind
 4. edgy
 5. confide
 6. vent
 7. set boundaries
 8. decompress
1. After the third crisis this week, the team felt beleaguered.
 2. She grew despondent after months of bad news.
 3. He was exasperated with the constant delays.
 4. I try to detach before replying angrily.
 5. They managed to weather the difficult period together.

Grammar focus: modals of obligation, prohibition & advice

1. mustn't
 2. don't have to
 3. have to
 4. must
 5. mustn't
 6. don't have to
1. You should/ought to talk to a doctor — and you shouldn't drink coffee after lunch.
 2. You'd better set some boundaries before you burn out. You ought to mute notifications after 7pm.
 3. You should sit down calmly and make a list together — you shouldn't talk about it when you're already angry.
 4. You ought to plan something small and pleasant for Sundays. You shouldn't sit at home scrolling.
 5. You'd better get a good night's sleep and prepare three stories you can tell. You shouldn't rehearse all night.
1. I shouldn't have eaten two desserts.
 2. She should have gone to the doctor.
 3. He shouldn't have sent that email at 1am.
 4. We should have booked the hotel.
 5. I shouldn't have said yes to another project.

Listening: Ana gives Tom a reality check

1. Work — being short-staffed and answering emails at midnight.
 2. Tom must take care of himself first and set small boundaries.
 3. Yes — he agrees to talk to his manager and put down his phone at dinner.
1. You shouldn't check work emails after hours.
 2. His manager.
 3. 'You can't pour from an empty cup.'
 4. No phone at dinner; a proper lunch break; a 20-minute walk with no podcast/scrolling.
 5. He really should see one if this keeps up — burnout is real.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

Mental fitness - Workbook — Answer Key

1. Vocabulary - how I'm feeling

1. **(B)** beleaguered
2. **(A)** edgy
3. **(B)** spent
4. **(A)** exasperated
5. **(B)** decompress

2. Vocabulary - coping strategies

1. **vent**
2. **confide**
3. **self-care**
4. **boundaries**
5. **unwind**
6. **detach**

3. Vocabulary - discursive writing

Sample answer

For the beleaguered professional, the ability to decompress after a long day is not merely a comfort, but a vital necessity for survival. High-stress environments often leave workers feeling completely spent, both emotionally and physically. To combat this, one must learn to set non-negotiable boundaries between their personal and professional lives. Engaging in regular self-care and finding time to truly unwind is essential for long-term mental fitness. Furthermore, the importance of having someone to confide in cannot be overstated; venting one's frustrations to a trusted friend or colleague can prevent small stresses from escalating into full-blown burnout. Ultimately, mental fitness requires a proactive approach to one's well-being, acknowledging that even the most dedicated worker needs to detach and recharge.

4. Grammar - must / mustn't / don't have to / have to

1. **(B)** mustn't
2. **(B)** don't have to
3. **(A)** must
4. **(A)** have to
5. **(B)** mustn't
6. **(C)** don't have to

5. Grammar - should, ought to, had better

1. *You ought to call your mother.*
2. *You'd better leave now (or you'll miss the train).*
3. *You shouldn't drink coffee at 10pm.*
4. *You ought to apologise.*
5. *You'd better not be late again.*
6. *You should see a doctor.*

6. Grammar - looking back with should have / shouldn't have

1. *I should have booked the hotel.*
2. *He shouldn't have sent that email at 1am.*
3. *She should have listened to her doctor.*
4. *I shouldn't have said yes to a fifth project.*
5. *We should have told them the truth from the start.*

7. Grammar - find and fix the mistake

1. *You'd better not tell her.*
2. *She has to leave early today. (or: She must leave early today.)*
3. *You mustn't touch that - it's hot!*
4. *I should have gone to bed earlier.*
5. *He shouldn't drink so much coffee.*

8. Reading - true / false / not given

1. **T**
2. **F**
3. **T**
4. **NG**
5. **T**
6. **T**

9. Writing - guided task

Sample answer

I really get it - working from home is brutal because the office never closes. First, you ought to set a hard finish time and physically shut your laptop in a drawer at 6pm. You don't have to answer messages in the evening; the world won't end. You'd better also take a proper lunch break away from your desk, otherwise you'll keep running on empty. And please reach out to a friend at least once a week - even a ten-minute call helps you switch off properly.

10. Audio: Listening - gist & detail

1. *A breathing exercise Maya suggested.*
2. *Awful - his mind was racing.*
3. *His evenings - he collapses on the sofa and scrolls for two hours.*
4. *A 10-minute walk, a shower, or even just changing clothes - a signal that work is over.*
5. *Beat himself up if he slips.*
6. *Non-linear - two steps forward, one back.*

11. Audio: Listening - gap-fill (dictation)

1. *shifted*
2. *give*
3. *transition*
4. *over*
5. *up*
6. *non*

12. ■ Challenge - sentence transformation

1. *don't have to come*
2. *mustn't use*
3. *ought to apologise*
4. *had better leave*
5. *shouldn't have called*

13. ■ Challenge - word formation

1. *anxiety*
2. *changing*
3. *draining*
4. *emotional*
5. *resilience*
6. *judgmental*

14. ■ Challenge - odd one out

1. **(C)** *well-rested*
2. **(D)** *catastrophise*
3. **(C)** *ought to*
4. **(D)** *well-rested*

15. ■ Challenge - extended writing

Sample answer

For most of my twenties I was proudly snowed under. I wore exhaustion like a medal. Now, at thirty-two, after one quiet, embarrassing collapse, I've made three rules. Rule one: I must put my phone in another room from 10pm. I shouldn't have spent so many years scrolling in bed - it ruined my sleep and my mood. Rule two: I ought to take one proper walk every day, alone, with no podcast. It's the only time my brain actually switches off. Rule three: I'd better reach out to one human being every single day, even just a voice note. Loneliness is sneakier than burnout. I'm not 'fixed'. I still feel overwhelmed sometimes. But the kit is small, boring, and mine - and that's the point.

16. Self-check

Self-assessment — no fixed answers.

Mental fitness — Workbook — Answer Key

1. Vocabulary — how I'm feeling

1. **(B)** beleaguered
2. **(A)** edgy
3. **(B)** spent
4. **(A)** exasperated
5. **(B)** decompress

2. Vocabulary — coping strategies

1. **vent**
2. **confide**
3. **self-care**
4. **boundaries**
5. **unwind**
6. **detach**

3. Vocabulary — discursive writing

Sample answer

For the beleaguered professional, the ability to decompress after a long day is not merely a comfort, but a vital necessity for survival. High-stress environments often leave workers feeling completely spent, both emotionally and physically. To combat this, one must learn to set non-negotiable boundaries between their personal and professional lives. Engaging in regular self-care and finding time to truly unwind is essential for long-term mental fitness. Furthermore, the importance of having someone to confide in cannot be overstated; venting one's frustrations to a trusted friend or colleague can prevent small stresses from escalating into full-blown burnout. Ultimately, mental fitness requires a proactive approach to one's well-being, acknowledging that even the most dedicated worker needs to detach and recharge.

4. Grammar — must / mustn't / don't have to / have to

1. **(B)** mustn't
2. **(B)** don't have to
3. **(A)** must
4. **(A)** have to
5. **(B)** mustn't
6. **(C)** don't have to

5. Grammar — should, ought to, had better

1. *You ought to call your mother.*
2. *You'd better leave now (or you'll miss the train).*
3. *You shouldn't drink coffee at 10pm.*
4. *You ought to apologise.*
5. *You'd better not be late again.*
6. *You should see a doctor.*

6. Grammar — looking back with should have / shouldn't have

1. *I should have booked the hotel.*
2. *He shouldn't have sent that email at 1am.*
3. *She should have listened to her doctor.*
4. *I shouldn't have said yes to a fifth project.*
5. *We should have told them the truth from the start.*

7. Grammar — find and fix the mistake

1. *You'd better not tell her.*
2. *She has to leave early today. (or: She must leave early today.)*
3. *You mustn't touch that — it's hot!*
4. *I should have gone to bed earlier.*
5. *He shouldn't drink so much coffee.*

8. Reading — true / false / not given

1. **T**
2. **F**
3. **T**
4. **NG**
5. **T**
6. **T**

9. Writing — guided task

Sample answer

I really get it — working from home is brutal because the office never closes. First, you ought to set a hard finish time and physically shut your laptop in a drawer at 6pm. You don't have to answer messages in the evening; the world won't end. You'd better also take a proper lunch break away from your desk, otherwise you'll keep running on empty. And please reach out to a friend at least once a week — even a ten-minute call helps you switch off properly.

10. ■ Listening — gist & detail

1. *A breathing exercise Maya suggested.*
2. *Awful — his mind was racing.*
3. *His evenings — he collapses on the sofa and scrolls for two hours.*
4. *A 10-minute walk, a shower, or even just changing clothes — a signal that work is over.*
5. *Beat himself up if he slips.*
6. *Non-linear — two steps forward, one back.*

11. ■ Listening — gap-fill (dictation)

1. *shifted*
2. *give*
3. *transition*
4. *over*
5. *up*
6. *non*

12. ■ Challenge — sentence transformation

1. *don't have to come*
2. *mustn't use*
3. *ought to apologise*
4. *had better leave*
5. *shouldn't have called*

13. ■ Challenge — word formation

1. *anxiety*
2. *changing*
3. *draining*
4. *emotional*
5. *resilience*
6. *judgmental*

14. ■ Challenge — odd one out

1. **(C)** *well-rested*
2. **(D)** *catastrophise*
3. **(C)** *ought to*
4. **(D)** *well-rested*

15. ■ Challenge — extended writing

Sample answer

For most of my twenties I was proudly snowed under. I wore exhaustion like a medal. Now, at thirty-two, after one quiet, embarrassing collapse, I've made three rules. Rule one: I must put my phone in another room from 10pm. I shouldn't have spent so many years scrolling in bed — it ruined my sleep and my mood. Rule two: I ought to take one proper walk every day, alone, with no podcast. It's the only time my brain actually switches off. Rule three: I'd better reach out to one human being every single day, even just a voice note. Loneliness is sneakier than burnout. I'm not 'fixed'. I still feel overwhelmed sometimes. But the kit is small, boring, and mine — and that's the point.

16. Self-check

Self-assessment — no fixed answers.



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 3 · 3A

Street food stories

Theme · Food for Thought

Unit 3 · 3A

Street food stories

Theme: Food for Thought



Learning objectives

- Tell a vivid food story using past simple, past continuous and past perfect (simple & continuous).
- Use so / such ...that for dramatic effect.
- Describe dishes, textures, flavours and cooking methods with B2 precision.
- Pronounce common irregular past forms correctly and use sentence rhythm to bring narratives to life.

Ask the teacher — notes to bring to class



Class Book

Warm-up · taste map of your childhood

On a paper napkin (or in your notebook), draw three quick circles. In each one, write ONE childhood dish you remember vividly — and one smell, sound or person attached to it. Then show your napkin to a partner and tell the story behind each circle in 30 seconds.

1. **emoji:** ■ · **label:** A smell that takes you straight back

2. **emoji:** ■ · **label:** A person whose kitchen you can still see

3. **emoji:** ■ · **label:** A dish you'd queue an hour for again

followUp: Whose napkin made you the hungriest? Whose memory was the most unexpected?

Lead-in: guess the street food

Six short, easy clues about famous street foods. In pairs, read them out loud and guess. The clues use simple past and past continuous — nothing tricky.

1. **clue:** It is round and yellow. People sell it on the beach in Rio, hot from a big pan. Inside there is cheese, or chicken, or shrimp. You eat it with your hands. · **answer:** Pastel (or acarajé, if it has shrimp)

2. **clue:** I was walking in São Paulo when I smelled it. Grilled meat on a small wooden stick, with salt and sometimes cheese. Very cheap, very popular after a football match. · **answer:** Espetinho / churrasquinho

3. **clue:** It is small, round and crispy. It was frying in hot oil when I arrived. Italians eat it in the street in Naples — flat, with tomato and cheese on top. · **answer:** Pizza (Neapolitan)

4. **clue:** She was cooking it on a hot flat pan in Mexico City. A soft corn bread, folded, with meat, onion and a green sauce. You eat two or three, standing up. · **answer:** Tacos

Ask the teacher — notes to bring to class



5. **clue:** It is long, sweet and fried. People eat it in the streets of Mexico and Spain. It is crunchy outside, soft inside, and you can dip it in hot chocolate or sugar. · **answer:** Churros

6. **clue:** It is a long bread with a sausage inside. You can put ketchup, mustard or mayonnaise on top. People sell it in the street everywhere — at the beach, at concerts, at football games. · **answer:** Hot dog

followUp: Which of these have you tried? Which one would you like to try? Do you have a favourite street food in your city?

Reading: the night the kitchen caught fire

I had been cooking in my grandmother's kitchen since I was six years old, but the night the kitchen caught fire was the night I actually learned to cook.

It was October in Naples, the air heavy with rain that hadn't quite arrived. My grandmother was frying zeppole — little balls of dough that puff up in hot oil and disappear, one by one, into the mouths of cousins. She had been frying them for almost an hour when the phone rang. She turned, distracted, and the oil — which had been getting hotter and hotter the whole time — finally spat, jumped, and caught.

The flames were so tall they kissed the bottom of the cupboard. My grandmother didn't scream. She simply picked up the metal lid of the pan, slid it across the flames, and held it down with both hands while she counted, calmly, to thirty. By the time she lifted it, the fire was gone. The zeppole, blackened and miraculous, were still in the oil.

"You cook with attention," she said, finally turning off the stove. "That's the whole recipe. Everything else is just shopping." She handed me the slotted spoon. "Now finish the batch. They're waiting."

I had been thinking of cooking as a series of instructions. That night I started thinking of it as a conversation — one where, if you stop listening for even a second, something burns.

1. How long had the writer been cooking in her grandmother's kitchen before this night?

- (A) Six months
- (B) Since she was six years old
- (C) For about an hour

2. What had been happening to the oil while the grandmother was frying?

- (A) It had been cooling down.
- (B) It had been getting hotter and hotter.
- (C) It had been jumping out of the pan.

Ask the teacher — notes to bring to class



3. How did the grandmother put out the fire?
- (A) She screamed for help.
 - (B) She poured water on it.
 - (C) She covered the pan with its lid and waited calmly.
4. What does the grandmother mean by "Everything else is just shopping"?
- (A) Ingredients matter more than technique.
 - (B) Attention matters more than ingredients.
 - (C) Cooking should be done quickly.
5. By the end of the story, the writer sees cooking as...
- (A) a set of instructions to follow exactly.
 - (B) a conversation that needs constant attention.
 - (C) something dangerous she'd rather avoid.

Vocabulary in context

Find these in the text and match them to the closest meaning.

spat — (of hot oil) jumped/splashed violently — past of 'spit'

blackened — burned dark on the outside

miraculous — amazingly survived / unexpectedly fine

slotted spoon — a kitchen spoon with holes for lifting food out of oil

batch — a quantity of food cooked together

puff up — swell and become light and airy

Vocabulary: food, flavour & cooking

piquant — sharply tasty, slightly sour (like lime)

umami — salty/savoury depth (opposite of sweet)

opulent — heavy with fat, cream or flavour

insipid — boring, lacking flavour

charred — tasting of wood smoke

crisp — pleasantly crunchy on the outside

succulent — soft, easy to cut (esp. meat)

lead — heavy and filling, hard to digest

grill (BrE) / broil (AmE) — cook with direct heat from above

deep-fry — cook submerged in hot oil

Ask the teacher — notes to bring to class



stir-fry — cook quickly in a hot wok, stirring constantly

simmer — cook gently just below boiling

roast — cook in an oven with dry heat

marinate — soak in flavoured liquid before cooking

season — add salt, pepper, herbs or spices

drizzle — pour a tiny stream over food (e.g. olive oil)

practice

Complete each sentence with *ONE* word/phrase from above (correct form).

1. The lamb was so ____ you could cut it with a spoon.

2. I love the ____ crunch of perfectly fried calamari.

3. Honestly, the soup was a bit ____ — it needed salt and herbs.

4. You should ____ the chicken in lemon and garlic overnight.

5. Quickly ____ the vegetables on high heat — don't let them go soft.

6. Just ____ a little olive oil over the salad at the end.

7. Cheese, anchovies, soy sauce — all classic ____ flavours.

8. Don't boil the stew. ____ it gently for two hours.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with *ONE* word from this lesson's vocabulary. Keep the meaning identical.

1. The curry had a sharp, sour <u>tangy bite</u> that woke up my whole mouth.

2. The soup tasted <u>completely flat and flavourless</u>, so I added more herbs.

Ask the teacher — notes to bring to class



3. The steak had been <u>cooked with direct smoky flame</u> until the edges were black.

4. The lamb was so <u>tender and juicy</u> it fell off the bone.

5. Please <u>pour a thin stream of</u> olive oil over the salad before serving.

Practice 3 — discursive writing

prompt: Think of a meal or dish from your childhood that still shapes how you cook or eat today. Write a reflective paragraph about that memory and what it taught you about food.

Use at least FOUR of the target words from this unit.

Vary sentence length; include one relative clause.

Aim for a reflective, cohesive C1 register.

sample: There is a dish that still defines, for me, what good food should taste like: my grandmother's fish stew, which she cooked every Sunday without ever consulting a recipe. The broth was rich and faintly piquant, sharpened with lime, while the fish itself stayed succulent no matter how long it simmered. I remember watching her season it instinctively, tasting constantly, never insipid, never leaden. What she taught me, without ever saying it directly, was that attention matters more than precision. Years later, when I marinate meat overnight or drizzle oil over a finished plate, I am really just repeating her gestures, trying to recreate that same charred, comforting warmth of a Sunday kitchen I can no longer visit.



Grammar focus: narrative tenses + so / such ...that

Ask the teacher — notes to bring to class



- 1. Past simple — the main events** — Use the past simple for completed actions that move the story forward, one after another. • She turned, the oil spat, the flames jumped. This is the 'spine' of every narrative.
- 2. Past continuous — the background** — Use the past continuous (was/were + -ing) for actions in progress when something else happened. It's the 'scenery' around the action. • She WAS FRYING zeppole when the phone RANG. • It WAS RAINING. People WERE QUEUING under umbrellas.
- 3. Past perfect — earlier than the past** — Use the past perfect (had + past participle) for actions COMPLETED before another past moment. It jumps back in time. • By the time she answered, the oil HAD ALREADY BECOME dangerous. • He HAD JUST PULLED it out of the oven when the alarm went off.
- 4. Past perfect continuous — long earlier action** — Use had been + -ing for an action that HAD BEEN GOING ON for some time before another past moment. Emphasises duration. • She HAD BEEN FRYING zeppole for almost an hour when the phone rang. • He HAD BEEN QUEUING since seven. Often used to explain why something then happened (tired arms, hot oil, sore feet).
- 5. so / such ...that — dramatic results** — Use SO + adjective/adverb + that... • The flames were SO tall THAT they kissed the cupboard. • She moved SO calmly THAT no one panicked. Use SUCH + (a/an) + (adjective) + noun + that... • It was SUCH a hot pan THAT the lid stuck. • There were SUCH long queues THAT we gave up. In spoken English, 'that' is often dropped: 'It was so hot, my eyes watered.'

Exercise A — past simple vs. past continuous

Put the verbs into the correct past tense (simple or continuous).

1. While I (wait) ____ for my noodles, the chef suddenly (drop) ____ the wok.

2. It (rain) ____ heavily when we finally (find) ____ the market.

3. She (chop) ____ onions when she (cut) ____ her finger.

4. He (eat) ____ his third dumpling when his phone (ring) ____.

5. I (try) ____ the chilli, and it (be) ____ unbelievably hot.

Exercise B — past perfect (simple) and past perfect continuous

Choose the better form: *had + past participle* OR *had been + -ing*.

1. By the time we arrived, they (sell out) ____ of the famous beef noodles.

Ask the teacher — notes to bring to class



2. He was exhausted because he (queue) ____ for over two hours.

3. She finally tasted it — she (wait) ____ all year for this dish.

4. I knew the cook well; I (eat) ____ there every Friday for a year.

5. When I opened the lid, I realised someone (already / take) ____ the last one.

6. Her hands smelt of garlic — she (peel) ____ it all morning.

Exercise C — so / such ...that

Join each pair into ONE dramatic sentence using *so* or *such ...that*.

1. The soup was very hot. I burned my tongue.

2. It was a long queue. We almost gave up.

3. The chef cooked very quickly. We couldn't see his hands.

4. There was a delicious smell. We had to follow it.

5. The portions were huge. We couldn't finish them.

6. It was a memorable meal. We still talk about it.

Exercise D — gap-fill narrative

Read the story and put the verbs into the correct narrative tense. Use past simple, past continuous, past perfect (simple or continuous), or *so/such ...that* where needed.

It (1) ____ a warm Friday evening in Lisbon and the streets of Bairro Alto (2) ____ with the smell of grilled sardines. Marco and I (3) ____ around for nearly an hour, looking for the tiny tasca his cousin had recommended, when we finally (4) ____ it — a blue door with a handwritten menu taped to the window.

We (5) ____ inside and the owner, an old woman with flour on her apron, (6) ____ us straight to the kitchen. She (7) ____ bacalhau for the whole neighbourhood that afternoon, she explained, so the pans (8) ____ still hot. She handed us two plates and said, 'Eat standing up. It (9) ____ better that way.'

Ask the teacher — notes to bring to class



The cod (10) ____ so salty and rich that we (11) ____ two glasses of vinho verde just to keep up. By the time we (12) ____, the kitchen (13) ____ empty and the old woman (14) ____ the floor, humming a fado she (15) ____ since she was twelve. We paid, thanked her, and stepped back into the night with oil on our fingers and a story we (16) ____ tell for years.

was

were filled

had been walking

found

stepped / walked

led / took

had been cooking / had cooked

were

tastes

was

drank / needed

left / finished

was

was mopping / mopped

had known / had been singing

would / knew we'd

Listening: the night I tried durian

Two friends, Priya and Sam, are at a café. Priya is telling Sam the story of a memorable food experience in Singapore. Listen once for the big picture, then again for detail.

Before you listen

What do you know about durian? Why is it so famous (or infamous)?

Predict: do you think she ended up loving it or hating it?

First listen — gist

1. What food is Priya describing?

2. Where and when did the experience happen?

Ask the teacher — notes to bring to class



3. What is her overall feeling about it now?

Second listen — detail

1. How long had Priya been wanting to try durian?

2. Who took her to try it?

3. How does she describe the smell?

4. How does she describe the taste?

5. What 'so ...that' detail does she give about the smell?

6. What does she say she had been doing all afternoon before they got there?

Sam: OK, you've been promising me a food story all week. Spill.

Priya: Right. So, Singapore, last spring. I had been wanting to try durian for, honestly, about ten years — since a friend told me about it at university.

Sam: The stinky fruit?

Priya: The stinky fruit. My cousin Ravi lives there, and he'd been promising for ages he'd take me. So one night we go to this hawker centre near Geylang.

Sam: And...?

Priya: Sam. I smelled it before I saw it. It was so strong that my eyes were watering before I'd even taken a bite.

Sam: Watering how?

Ask the teacher — notes to bring to class



Priya: Like — imagine gym socks left in a warm taxi. Sweet and sharp and a little horrible. People were eating it like it was nothing.

Sam: So you ran?

Priya: I almost did. I'd been walking around the markets all afternoon, I was starving, and now this. Ravi was laughing at my face. He just said, 'Hold your nose, take one bite, and then we'll talk.'

Sam: And?

Priya: I took the bite. And — Sam — it was unbelievable. Creamy. Sweet, like custard. Rich, almost savoury at the same time. Nothing like the smell.

Sam: So you became a durian fan?

Priya: I had three more bites and stopped. It was such an intense flavour that I couldn't manage more. And the smell stayed on my fingers for two days.

Sam: Would you do it again?

Priya: Honestly? I think once was enough. But I'm so glad I did it. That's the whole point of a food story — you remember it forever.

Speaking: story dice — build a food memory

In pairs, choose ONE word from EACH of the three boxes below. Those three words must appear in your story — naturally. Tell a 90-second food memory using past simple, past continuous AND at least one past perfect / past perfect continuous. Use one 'so/such ...that'. Listener: at the end, repeat the three words back. If both partners agree they were used well, you each earn a ■.

1. **label:** WHERE · **emoji:** ■

2. **label:** WHAT · **emoji:** ■■

3. **label:** TWIST · **emoji:** ■

challenge: ■ Extra ■ if you naturally use one of: 'I had been ...-ing for ages when...', 'It was so ... that...', 'By the time I...'. ■

Writing mini-task — a tiny food memoir (90–110 words)

Write a 90–110 word food memoir about a real or invented memorable meal. You MUST include: (a) at least one past continuous, (b) at least one past perfect simple OR continuous, (c) one 'so/such ...that' construction, (d) at least three vocabulary items from today (flavour or cooking method).

Ask the teacher — notes to bring to class



Wrap-up · the one-bite review

You're a food critic with 15 seconds to file your review. In ONE sentence each, complete the cards below about today's class — the way you would about a meal.

1. **emoji:** ■ · **label:** First bite · **prompt:** The moment in class that grabbed you — finish: 'It was so ... that...'

2. **emoji:** ■■ · **label:** Strong flavour · **prompt:** A new word or grammar point that stood out — and an example sentence.

3. **emoji:** ■ · **label:** I'll order again · **prompt:** One thing you want to practise this week (use 'I should/had better...').

Ask the teacher — notes to bring to class

Workbook — home practice



Ask the teacher — notes to bring to class

Street food stories - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - taste & texture

Choose the option that best fits each sentence.

1. The lamb was so soft it almost melted - really ____.
(A) insipid
(B) succulent
(C) leaden
2. These chips have lost their crunch. They're not ____ anymore.
(A) crisp
(B) opulent
(C) charred
3. After a whole plate of cheese fondue, I felt completely ____.
(A) piquant
(B) succulent
(C) leaden
4. Lemons, vinegar and limes all have a ____ flavour.
(A) piquant
(B) opulent
(C) charred
5. Soy sauce, parmesan and miso are typical ____ flavours.
(A) insipid
(B) umami
(C) charred

2. Vocabulary - cooking methods (gap-fill)

Complete each sentence with ONE word from the box.

BOX: marinate · simmer · roast · stir-fry · drizzle · season

1. ____ the chicken in yoghurt and spices for at least three hours.
2. Let the sauce ____ gently for forty minutes - never boil it.
3. We always ____ a whole chicken on Sundays.
4. Heat the wok until smoking, then ____ the vegetables for 90 seconds.
5. Just ____ a little olive oil over the burrata at the end.
6. Always taste before you serve - and ____ generously.

3. Vocabulary - discursive writing

Some argue that street food is a more 'authentic' cultural experience than fine dining. To what extent do you agree?

Checklist:

- ☐ Use at least 4 taste/texture or cooking vocabulary items
- ☐ Maintain a formal, discursive register

- [] Use cohesive devices to link your arguments
- [] Check for varied C1-level grammatical structures

[illegible]

4. Grammar - past simple vs. past continuous

Choose the better tense for each gap.

1. While I ____ the soup, the doorbell rang.
(A) stirred
(B) was stirring
(C) had stirred
2. It ____ heavily when we finally found the restaurant.
(A) rained
(B) was raining
(C) had rained
3. He ____ his coffee and left without saying goodbye.
(A) finished
(B) was finishing
(C) had finished
4. She cut her finger while she ____ onions.
(A) chopped
(B) was chopping
(C) had chopped
5. We ____ in a tiny café when the lights suddenly ____ off.
(A) sat / went
(B) were sitting / went
(C) had sat / had gone

5. Grammar - past perfect simple vs. past perfect continuous

Ask the teacher — notes to bring to class

Put the verb in CAPITALS into *had + past participle* OR *had been + -ing*.

1. He was exhausted; he (QUEUE) for two hours.
2. By the time we arrived, they (SELL OUT) of dumplings.
3. Her fingers smelled of garlic - she (CHOP) it all morning.
4. I (NEVER / EAT) anything so spicy before that night.
5. She finally tasted the dish she (DREAM OF) all year.
6. When I opened the pot, I realised someone (ALREADY / TAKE) the last piece.

6. Grammar - so / such ...that

Join each pair into ONE sentence using *so* or *such ...that*.

1. The chilli was very spicy. My eyes watered.
2. It was a long queue. We almost gave up.
3. The chef cooked very fast. I couldn't see her hands.
4. There was a wonderful smell. We had to stop and eat.
5. The portions were huge. We took half home.
6. It was a memorable meal. We still talk about it.

7. Grammar - find and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I had been ate three plates before I felt full.
2. While I was finishing my plate when he arrived.
3. It was so a hot soup that I burned my tongue.
4. By the time we got there, they were selling out.
5. She had been chop onions for an hour when the knife slipped.

8. Reading - true / false / not given

Read the short text, then mark each statement T (true), F (false) or NG (not given).

On the corner of Rue Mouffetard in Paris, an old man called Henri had been selling crêpes from the same tiny stall since 1972. He didn't talk much. He didn't smile much either. But the queue was always there, sometimes three streets long, and tourists who'd been waiting for an hour would still leave saying it had been worth every minute. Henri's secret, he once told a journalist, was that he never changed the recipe and he never rushed. "A crêpe is a conversation between butter, sugar and time," he said. "If you rush, you've already lost." He retired last spring. His granddaughter, who'd been training quietly beside him for six years, opened the same stall on the same corner the following Monday. The queue, people say, is still three streets long.

1. Henri had been selling crêpes from the same spot for over 50 years. [T / F / NG]
2. Henri was famous for being friendly with customers. [T / F / NG]
3. Tourists complained about the long waiting time. [T / F / NG]
4. Henri said the secret was using more expensive ingredients. [T / F / NG]
5. His granddaughter had been working with him for several years before he retired. [T / F / NG]
6. Henri's granddaughter studied cooking at a famous Paris school. [T / F / NG]

A: Leo, are you going to help me in the kitchen at all today?

B: Oh, Aunt Mei, I'm so sorry! I didn't realise. What can I do?

A: Well, I've been chopping garlic since seven this morning. Any help would be appreciated.

B: I know, the last time you 'helped' you burned the rice. Let's try something simpler.

A: How about you taste this sauce for me? What do you think?

B: Hmm, it's rich. Smoky. But a little bland at the end?

A: Exactly! I was so excited about the new chillies that I forgot the balance. Good catch.

B: And how's the fish coming along?

A: The fish is marinating, and once we drizzle the sauce over it, we cannot wait for dinner.

B: Sounds delicious! I was so hungry on my way here. I'd been walking for an hour when I saw this old woman selling amazing-smelling bread.

A: Oh, I know that stall! Right, let's get this perfectly balanced now. It will be such a memorable meal that your grandchildren will hear about it.

1. I've been ____ garlic since seven.
2. The last time you 'helped' you ____ the rice.
3. It's rich. Smoky. But a little ____ at the end?
4. I was so excited about the new chillies that I forgot the ____.
5. I'd been walking for an hour when I ____ this old woman.
6. It will be ____ a memorable meal that your grandchildren will hear about it.
7. The fish is ____, and once we drizzle the sauce over it, we cannot wait.

12. ■ Challenge - sentence transformation

Rewrite the second sentence so it means the same as the first, using 3-6 words including the KEYWORD.

1. 1. The soup was very hot, so my tongue burned. → The soup was ____ my tongue burned. (KEYWORD: SO)
2. 2. It was a long queue and we left. → It was ____ we left. (KEYWORD: SUCH)
3. 3. He waited two hours before he got a table. → He ____ for two hours before he got a table. (KEYWORD: BEEN)
4. 4. The chef finished before we arrived. → The chef ____ before we arrived. (KEYWORD: HAD)
5. 5. While I was eating, the lights went out. → I ____ when the lights went out. (KEYWORD: EATING)

13. ■ Challenge - irregular pasts

Write the past simple AND past participle of each verb.

1. 1. eat
2. 2. spit
3. 3. bite
4. 4. catch
5. 5. break
6. 6. feed
7. 7. drink

8. 8. burn

14. ■ Challenge - odd one out

Three of the four share a meaning. Pick the ODD ONE OUT.

1. 1. Soft texture:

- (A) tender
- (B) creamy
- (C) crispy
- (D) melt-in-the-mouth

2. 2. Cooking methods:

- (A) simmer
- (B) roast
- (C) stir-fry
- (D) marinate

3. 3. Strong / intense flavour:

- (A) rich
- (B) smoky
- (C) tangy
- (D) bland

4. 4. Past forms of regular verbs:

- (A) walked
- (B) talked
- (C) cooked
- (D) ate

15. ■ Challenge - extended writing

Write a 130-160 word food story titled "The meal that changed me". Use AT LEAST: 2 different past tenses (continuous and perfect/perfect continuous), 1 so/such ...that, and 4 vocabulary items from Lesson 3A.

Checklist:

- ☐ 130-160 words
- ☐ At least 2 different past tenses (continuous + perfect/perfect continuous)
- ☐ At least one so/such ...that construction
- ☐ At least 4 vocabulary items from Lesson 3A
- ☐ A clear, personal story arc

16. Self-check

Tick the things you can now do confidently.

- ☐ I can tell a short story using past simple AND past continuous correctly.
- ☐ I can use past perfect simple to jump back in time.
- ☐ I can use past perfect continuous to show duration before another past moment.
- ☐ I can use so/such ...that for dramatic effect.
- ☐ I can describe flavours and textures with at least 6 new adjectives.
- ☐ I can name and use at least 5 cooking methods.
- ☐ I can pronounce common irregular past forms correctly.

Street food stories — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — taste & texture

Choose the option that best fits each sentence.

1. The lamb was so soft it almost melted — really ____.
(A) insipid
(B) succulent
(C) leaden
2. These chips have lost their crunch. They're not ____ anymore.
(A) crisp
(B) opulent
(C) charred
3. After a whole plate of cheese fondue, I felt completely ____.
(A) piquant
(B) succulent
(C) leaden
4. Lemons, vinegar and limes all have a ____ flavour.
(A) piquant
(B) opulent
(C) charred
5. Soy sauce, parmesan and miso are typical ____ flavours.
(A) insipid
(B) umami
(C) charred

2. Vocabulary — cooking methods (gap-fill)

Complete each sentence with ONE word from the box.

BOX: marinate · simmer · roast · stir-fry · drizzle · season

1. ____ the chicken in yoghurt and spices for at least three hours.
2. Let the sauce ____ gently for forty minutes — never boil it.
3. We always ____ a whole chicken on Sundays.
4. Heat the wok until smoking, then ____ the vegetables for 90 seconds.
5. Just ____ a little olive oil over the burrata at the end.
6. Always taste before you serve — and ____ generously.

3. Vocabulary — discursive writing

Some argue that street food is a more 'authentic' cultural experience than fine dining. To what extent do you agree?

Checklist:

- Use at least 4 taste/texture or cooking vocabulary items
- Maintain a formal, discursive register

- Use cohesive devices to link your arguments
- Check for varied C1-level grammatical structures

[illegible]

4. Grammar — past simple vs. past continuous

Choose the better tense for each gap.

1. While I ____ the soup, the doorbell rang.
(A) stirred
(B) was stirring
(C) had stirred
2. It ____ heavily when we finally found the restaurant.
(A) rained
(B) was raining
(C) had rained
3. He ____ his coffee and left without saying goodbye.
(A) finished
(B) was finishing
(C) had finished
4. She cut her finger while she ____ onions.
(A) chopped
(B) was chopping
(C) had chopped
5. We ____ in a tiny café when the lights suddenly ____ off.
(A) sat / went
(B) were sitting / went
(C) had sat / had gone

5. Grammar — past perfect simple vs. past perfect continuous

Ask the teacher — notes to bring to class

Put the verb in CAPITALS into *had + past participle* OR *had been + -ing*.

1. He was exhausted; he (QUEUE) for two hours.
2. By the time we arrived, they (SELL OUT) of dumplings.
3. Her fingers smelled of garlic — she (CHOP) it all morning.
4. I (NEVER / EAT) anything so spicy before that night.
5. She finally tasted the dish she (DREAM OF) all year.
6. When I opened the pot, I realised someone (ALREADY / TAKE) the last piece.

6. Grammar — so / such ...that

Join each pair into ONE sentence using *so* or *such ...that*.

1. The chilli was very spicy. My eyes watered.
2. It was a long queue. We almost gave up.
3. The chef cooked very fast. I couldn't see her hands.
4. There was a wonderful smell. We had to stop and eat.
5. The portions were huge. We took half home.
6. It was a memorable meal. We still talk about it.

7. Grammar — find and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I had been ate three plates before I felt full.
2. While I was finishing my plate when he arrived.
3. It was so a hot soup that I burned my tongue.
4. By the time we got there, they were selling out.
5. She had been chop onions for an hour when the knife slipped.

8. Reading — true / false / not given

Read the short text, then mark each statement T (true), F (false) or NG (not given).

On the corner of Rue Mouffetard in Paris, an old man called Henri had been selling crêpes from the same tiny stall since 1972. He didn't talk much. He didn't smile much either. But the queue was always there, sometimes three streets long, and tourists who'd been waiting for an hour would still leave saying it had been worth every minute. Henri's secret, he once told a journalist, was that he never changed the recipe and he never rushed. "A crêpe is a conversation between butter, sugar and time," he said. "If you rush, you've already lost." He retired last spring. His granddaughter, who'd been training quietly beside him for six years, opened the same stall on the same corner the following Monday. The queue, people say, is still three streets long.

1. Henri had been selling crêpes from the same spot for over 50 years. [T / F / NG]
2. Henri was famous for being friendly with customers. [T / F / NG]
3. Tourists complained about the long waiting time. [T / F / NG]
4. Henri said the secret was using more expensive ingredients. [T / F / NG]
5. His granddaughter had been working with him for several years before he retired. [T / F / NG]
6. Henri's granddaughter studied cooking at a famous Paris school. [T / F / NG]

A: Leo, are you going to help me in the kitchen at all today?

B: Oh, Aunt Mei, I'm so sorry! I didn't realise. What can I do?

A: Well, I've been chopping garlic since seven this morning. Any help would be appreciated.

B: I know, the last time you 'helped' you burned the rice. Let's try something simpler.

A: How about you taste this sauce for me? What do you think?

B: Hmm, it's rich. Smoky. But a little bland at the end?

A: Exactly! I was so excited about the new chillies that I forgot the balance. Good catch.

B: And how's the fish coming along?

A: The fish is marinating, and once we drizzle the sauce over it, we cannot wait for dinner.

B: Sounds delicious! I was so hungry on my way here. I'd been walking for an hour when I saw this old woman selling amazing-smelling bread.

A: Oh, I know that stall! Right, let's get this perfectly balanced now. It will be such a memorable meal that your grandchildren will hear about it.

1. I've been ____ garlic since seven.
2. The last time you 'helped' you ____ the rice.
3. It's rich. Smoky. But a little ____ at the end?
4. I was so excited about the new chillies that I forgot the ____.
5. I'd been walking for an hour when I ____ this old woman.
6. It will be ____ a memorable meal that your grandchildren will hear about it.
7. The fish is ____, and once we drizzle the sauce over it, we cannot wait.

12. ■ Challenge — sentence transformation

Rewrite the second sentence so it means the same as the first, using 3–6 words including the KEYWORD.

1. 1. The soup was very hot, so my tongue burned. → The soup was ____ my tongue burned. (KEYWORD: SO)
2. 2. It was a long queue and we left. → It was ____ we left. (KEYWORD: SUCH)
3. 3. He waited two hours before he got a table. → He ____ for two hours before he got a table. (KEYWORD: BEEN)
4. 4. The chef finished before we arrived. → The chef ____ before we arrived. (KEYWORD: HAD)
5. 5. While I was eating, the lights went out. → I ____ when the lights went out. (KEYWORD: EATING)

13. ■ Challenge — irregular pasts

Write the past simple AND past participle of each verb.

1. 1. eat
2. 2. spit
3. 3. bite
4. 4. catch
5. 5. break
6. 6. feed
7. 7. drink

8. 8. burn

14. ■ Challenge — odd one out

Three of the four share a meaning. Pick the ODD ONE OUT.

1. 1. Soft texture:

- (A) tender
- (B) creamy
- (C) crispy
- (D) melt-in-the-mouth

2. 2. Cooking methods:

- (A) simmer
- (B) roast
- (C) stir-fry
- (D) marinate

3. 3. Strong / intense flavour:

- (A) rich
- (B) smoky
- (C) tangy
- (D) bland

4. 4. Past forms of regular verbs:

- (A) walked
- (B) talked
- (C) cooked
- (D) ate

15. ■ Challenge — extended writing

Write a 130–160 word food story titled "The meal that changed me". Use AT LEAST: 2 different past tenses (continuous and perfect/perfect continuous), 1 so/such ...that, and 4 vocabulary items from Lesson 3A.

Checklist:

- 130–160 words
- At least 2 different past tenses (continuous + perfect/perfect continuous)
- At least one so/such ...that construction
- At least 4 vocabulary items from Lesson 3A
- A clear, personal story arc

16. Self-check

Tick the things you can now do confidently.

- I can tell a short story using past simple AND past continuous correctly.
- I can use past perfect simple to jump back in time.
- I can use past perfect continuous to show duration before another past moment.
- I can use so/such ...that for dramatic effect.
- I can describe flavours and textures with at least 6 new adjectives.
- I can name and use at least 5 cooking methods.
- I can pronounce common irregular past forms correctly.



Answer key — Class Book

Reading: the night the kitchen caught fire

1. (B) Since she was six years old
2. (B) It had been getting hotter and hotter.
3. (C) She covered the pan with its lid and waited calmly.
4. (B) Attention matters more than ingredients.
5. (B) a conversation that needs constant attention.

Vocabulary: food, flavour & cooking

1. succulent
 2. crisp
 3. insipid
 4. marinate
 5. stir-fry
 6. drizzle
 7. umami
 8. simmer
1. The curry was wonderfully piquant.
 2. The soup was insipid, so I added more herbs.
 3. The steak was charred until the edges were black.
 4. The lamb was so succulent it fell off the bone.
 5. Please drizzle olive oil over the salad before serving.

Grammar focus: narrative tenses + so / such ...that

1. was waiting / dropped
 2. was raining / found
 3. was chopping / cut
 4. was eating / rang
 5. tried / was
1. had sold out
 2. had been queuing
 3. had been waiting
 4. had been eating
 5. had already taken
 6. had been peeling
1. The soup was so hot (that) I burned my tongue.
 2. It was such a long queue (that) we almost gave up.
 3. The chef cooked so quickly (that) we couldn't see his hands.
 4. There was such a delicious smell (that) we had to follow it.
 5. The portions were so huge (that) we couldn't finish them.
 6. It was such a memorable meal (that) we still talk about it.

Listening: the night I tried durian

1. Durian — the famously stinky tropical fruit.
 2. On a hot night in Singapore, at a hawker centre near Geylang.
 3. Mixed — she loved the taste once she got past the smell, but she's not sure she'd repeat the experience.
1. About ten years — since a friend had told her about it at university.
 2. Her cousin Ravi, who lives in Singapore.
 3. Like gym socks left in a warm taxi — sweet, sharp and slightly horrible.
 4. Sweet, creamy, almost like custard — rich and a bit savoury, nothing like the smell.
 5. It was so strong that her eyes watered before she'd even taken a bite.
 6. She'd been walking around the markets and was already starving.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

Street food stories - Workbook — Answer Key

1. Vocabulary - taste & texture

1. **(B)** *succulent*
2. **(A)** *crisp*
3. **(C)** *leaden*
4. **(A)** *piquant*
5. **(B)** *umami*

2. Vocabulary - cooking methods (gap-fill)

1. *marinate*
2. *simmer*
3. *roast*
4. *stir-fry*
5. *drizzle*
6. *season*

3. Vocabulary - discursive writing

Sample answer

Street food offers a window into the soul of a culture that fine dining often fails to provide. There is something profoundly authentic about watching a vendor stir-fry fresh ingredients in a well-seasoned wok right before your eyes. The flavours are often bold and uncompromising, from the succulent texture of slow-cooked meats to the intense umami punch of traditional sauces. While a high-end restaurant might offer an opulent atmosphere, it can feel detached from the daily reality of the locals. In contrast, street food is a democratic experience, where the quality of the food—perhaps a perfectly charred skewer or a piquant curry—speaks for itself. To truly understand a place, one must be willing to eat where the locals eat, experiencing the vibrant, unpolished reality of their culinary heritage.

4. Grammar - past simple vs. past continuous

1. **(B)** *was stirring*
2. **(B)** *was raining*
3. **(A)** *finished*
4. **(B)** *was chopping*
5. **(B)** *were sitting / went*

5. Grammar - past perfect simple vs. past perfect continuous

1. *had been queuing*
2. *had sold out*
3. *had been chopping*
4. *had never eaten*
5. *had been dreaming of*
6. *had already taken*

6. Grammar - so / such ...that

- 1. The chilli was so spicy (that) my eyes watered.*
- 2. It was such a long queue (that) we almost gave up.*
- 3. The chef cooked so fast (that) I couldn't see her hands.*
- 4. There was such a wonderful smell (that) we had to stop and eat.*
- 5. The portions were so huge (that) we took half home.*
- 6. It was such a memorable meal (that) we still talk about it.*

7. Grammar - find and fix the mistake

- 1. I had eaten three plates before I felt full.*
- 2. I was finishing my plate when he arrived.*
- 3. It was such a hot soup (that) I burned my tongue. (or: It was so hot that I burned my tongue.)*
- 4. By the time we got there, they had sold out.*
- 5. She had been chopping onions for an hour when the knife slipped.*

8. Reading - true / false / not given

- 1. T**
- 2. F**
- 3. F**
- 4. F**
- 5. T**
- 6. NG**

9. Writing - guided task

Sample answer

I was twenty-two and travelling alone in Vietnam when it happened. I had been walking around Hoi An since sunrise, lost and hungry. On a tiny plastic stool at the market, a woman handed me a steaming bowl of cao lầu - chewy noodles, smoky pork, crispy fried croutons and fresh herbs piled on top. It was such a perfect bowl of food that I sat there for forty minutes, not moving, eating slowly. I still think about it. I had never tasted anything so alive.

10. Audio: Listening - gist & detail

- 1. Since seven - for some time, before he was even early.*
- 2. It's rich and smoky, but a little bland at the end.*
- 3. A bit more salt and a squeeze of lime.*
- 4. At the market by the river, from an old woman with very bright red chillies.*
- 5. Walking around the market.*
- 6. She was so excited about the new chillies that she forgot the balance of seasoning.*

11. Audio: Listening - gap-fill (dictation)

1. *chopping*
2. *burned*
3. *bland*
4. *balance*
5. *saw*
6. *such*
7. *marinating*

12. ■ Challenge - sentence transformation

1. *so hot that*
2. *such a long queue (that)*
3. *had been waiting*
4. *had finished*
5. *was eating*

13. ■ Challenge - irregular pasts

1. *ate / eaten*
2. *spat / spat*
3. *bit / bitten*
4. *caught / caught*
5. *broke / broken*
6. *fed / fed*
7. *drank / drunk*
8. *burnt (or burned) / burnt (or burned)*

14. ■ Challenge - odd one out

1. **(C)** *crispy*
2. **(D)** *marinate*
3. **(D)** *bland*
4. **(D)** *ate*

15. ■ Challenge - extended writing

Sample answer

I was twenty-four and lonely in Bangkok when I found the noodle stall. I had been wandering since lunchtime, eating nothing, watching everyone else eat. Down a tiny side street, an old man was stir-frying noodles over a fire so hot the flames jumped higher than his shoulders. There was no menu. He just looked at me, nodded, and started cooking. I sat on a plastic stool while he worked. He had been seasoning the wok for years - you could see it in his wrist. When he handed me the plate, the noodles were so smoky and tender that I almost cried. Garlic, chilli, soy - sharp, savoury, alive. I ate slowly. He watched. We didn't say one word. I've eaten in expensive restaurants since. None of them were such a perfect meal that I would walk three thousand miles back for it. That one was.

16. Self-check

Self-assessment — no fixed answers.

Street food stories — Workbook — Answer Key

1. Vocabulary — taste & texture

1. **(B)** succulent
2. **(A)** crisp
3. **(C)** leaden
4. **(A)** piquant
5. **(B)** umami

2. Vocabulary — cooking methods (gap-fill)

1. **marinate**
2. **simmer**
3. **roast**
4. **stir-fry**
5. **drizzle**
6. **season**

3. Vocabulary — discursive writing

Sample answer

Street food offers a window into the soul of a culture that fine dining often fails to provide. There is something profoundly authentic about watching a vendor stir-fry fresh ingredients in a well-seasoned wok right before your eyes. The flavours are often bold and uncompromising, from the succulent texture of slow-cooked meats to the intense umami punch of traditional sauces. While a high-end restaurant might offer an opulent atmosphere, it can feel detached from the daily reality of the locals. In contrast, street food is a democratic experience, where the quality of the food—perhaps a perfectly charred skewer or a piquant curry—speaks for itself. To truly understand a place, one must be willing to eat where the locals eat, experiencing the vibrant, unpolished reality of their culinary heritage.

4. Grammar — past simple vs. past continuous

1. **(B)** was stirring
2. **(B)** was raining
3. **(A)** finished
4. **(B)** was chopping
5. **(B)** were sitting / went

5. Grammar — past perfect simple vs. past perfect continuous

1. *had been queuing*
2. *had sold out*
3. *had been chopping*
4. *had never eaten*
5. *had been dreaming of*
6. *had already taken*

6. Grammar — so / such ...that

1. *The chilli was so spicy (that) my eyes watered.*
2. *It was such a long queue (that) we almost gave up.*
3. *The chef cooked so fast (that) I couldn't see her hands.*
4. *There was such a wonderful smell (that) we had to stop and eat.*
5. *The portions were so huge (that) we took half home.*
6. *It was such a memorable meal (that) we still talk about it.*

7. Grammar — find and fix the mistake

1. *I had eaten three plates before I felt full.*
2. *I was finishing my plate when he arrived.*
3. *It was such a hot soup (that) I burned my tongue. (or: It was so hot that I burned my tongue.)*
4. *By the time we got there, they had sold out.*
5. *She had been chopping onions for an hour when the knife slipped.*

8. Reading — true / false / not given

1. **T**
2. **F**
3. **F**
4. **F**
5. **T**
6. **NG**

9. Writing — guided task

Sample answer

I was twenty-two and travelling alone in Vietnam when it happened. I had been walking around Hoi An since sunrise, lost and hungry. On a tiny plastic stool at the market, a woman handed me a steaming bowl of cao lầu — chewy noodles, smoky pork, crispy fried croutons and fresh herbs piled on top. It was such a perfect bowl of food that I sat there for forty minutes, not moving, eating slowly. I still think about it. I had never tasted anything so alive.

10. ■ Listening — gist & detail

1. *Since seven — for some time, before he was even early.*
2. *It's rich and smoky, but a little bland at the end.*
3. *A bit more salt and a squeeze of lime.*
4. *At the market by the river, from an old woman with very bright red chillies.*
5. *Walking around the market.*
6. *She was so excited about the new chillies that she forgot the balance of seasoning.*

11. ■ Listening — gap-fill (dictation)

1. *chopping*
2. *burned*
3. *bland*
4. *balance*
5. *saw*
6. *such*
7. *marinating*

12. ■ Challenge — sentence transformation

1. *so hot that*
2. *such a long queue (that)*
3. *had been waiting*
4. *had finished*
5. *was eating*

13. ■ Challenge — irregular pasts

1. *ate / eaten*
2. *spat / spat*
3. *bit / bitten*
4. *caught / caught*
5. *broke / broken*
6. *fed / fed*
7. *drank / drunk*
8. *burnt (or burned) / burnt (or burned)*

14. ■ Challenge — odd one out

1. **(C)** *crispy*
2. **(D)** *marinate*
3. **(D)** *bland*
4. **(D)** *ate*

15. ■ Challenge — extended writing

Sample answer

I was twenty-four and lonely in Bangkok when I found the noodle stall. I had been wandering since lunchtime, eating nothing, watching everyone else eat. Down a tiny side street, an old man was stir-frying noodles over a fire so hot the flames jumped higher than his shoulders. There was no menu. He just looked at me, nodded, and started cooking. I sat on a plastic stool while he worked. He had been seasoning the wok for years — you could see it in his wrist. When he handed me the plate, the noodles were so smoky and tender that I almost cried. Garlic, chilli, soy — sharp, savoury, alive. I ate slowly. He watched. We didn't say one word. I've eaten in expensive restaurants since. None of them were such a perfect meal that I would walk three thousand miles back for it. That one was.

16. Self-check

Self-assessment — no fixed answers.



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 3 · 3B

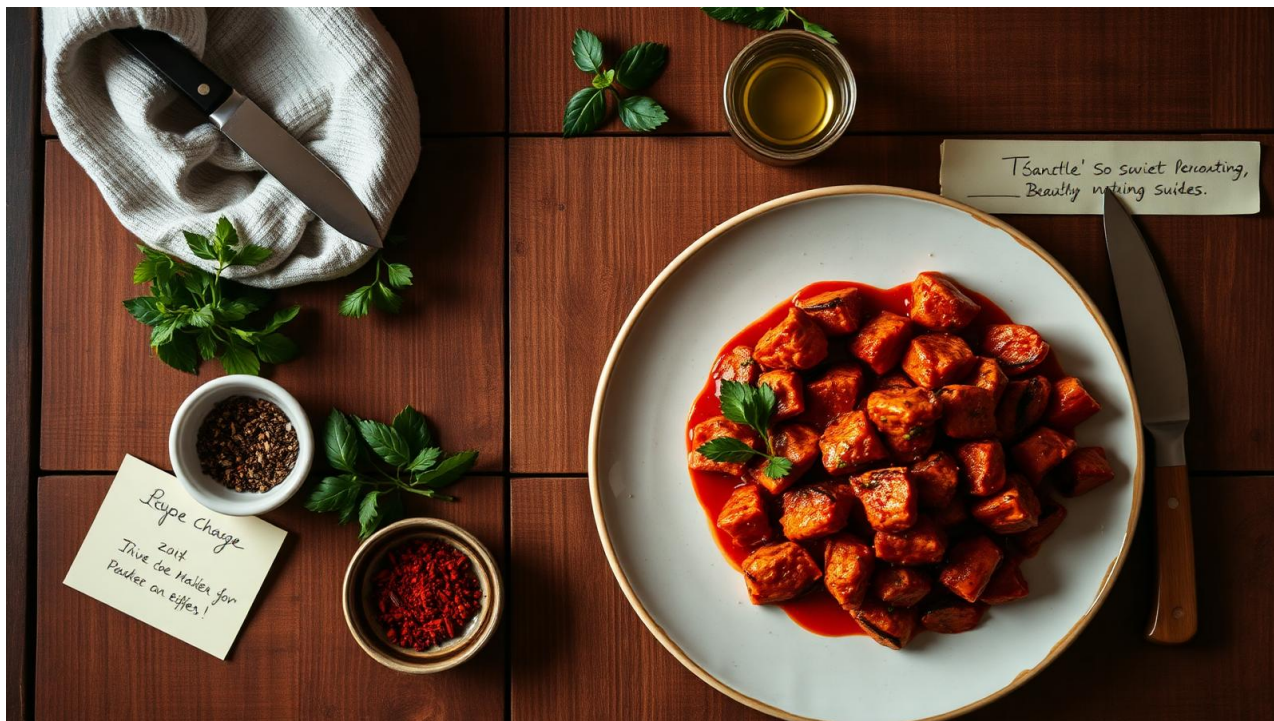
The perfect recipe

Theme · Food for Thought

Unit 3 · 3B

The perfect recipe

Theme: Food for Thought



Learning objectives

- Place adverbs and adverbial phrases correctly in a sentence (manner, place, time, frequency, degree).
- Use a wider range of B2 adverbs to describe how, when, where and how often things happen in the kitchen.
- Distinguish word stress in two- and three-syllable adverbs and use intonation to sound natural, not robotic.
- Follow, explain and 'improve' a recipe in fluent, connected English.

Ask the teacher — notes to bring to class



Class Book

Warm-up · kitchen confessions

Stand up. Imagine a line across the classroom: on the LEFT = 'Absolutely me!', on the RIGHT = 'Not me at all!'. Your teacher will read each confession — walk to the spot on the line that fits YOU. Then look around: who's your kitchen twin?

I secretly enjoy washing up.

I never follow a recipe exactly.

I've genuinely set off a smoke alarm cooking.

I always taste the batter before it goes in the oven.

I completely panic when guests are coming for dinner.

I honestly prefer other people's cooking to my own.

followUp: Look at the underlined words: ALWAYS, SECRETLY, NEVER, GENUINELY, COMPLETELY, HONESTLY — where did they sit in each sentence? That's today's grammar.

Lead-in: recipe autopsy

Below is a recipe for 'The world's most disappointing pasta'. In pairs, read it and diagnose the problem. What's missing? What's in the wrong order? You have three minutes.

1. Boil the water.

2. Add the pasta.

3. Cook the pasta.

4. Drain it.

5. Add sauce.

6. Serve.

Where is the SALT?

Where is the TIME (how long?) — 'for eight minutes', 'until al dente'?

Where is the MANNER — 'gently', 'quickly', 'generously'?

Where is the PLACE — 'in a large pot', 'onto warm plates'?

1. Bring a large pot of water to the boil and salt it GENEROUSLY.

2. Add the pasta CAREFULLY and stir ONCE.

3. Cook UNCOVERED FOR ABOUT EIGHT MINUTES, or UNTIL AL DENTE.

4. Drain QUICKLY, keeping a cup of the cooking water.

5. Toss the pasta GENTLY with the sauce IN THE PAN, adding a little water if needed.

6. Serve IMMEDIATELY on WARM plates, with grated Parmesan ON TOP.

Ask the teacher — notes to bring to class



followUp: What was missing? Adverbs and adverbial phrases — words that answer HOW, WHEN, WHERE, HOW MUCH. Without them, a recipe (and a sentence) is flat.

Reading: is there such a thing as the perfect recipe?

Ask any chef whether there's such a thing as 'the perfect recipe' and you'll get very different answers. For some, perfection is a matter of precision — grams, seconds, temperatures. For others, it's exactly the opposite: cooking, they insist, should be done instinctively, with the hands and the eyes, never with a scale.

Restaurateur Massimo Bottura famously argues that a recipe is only a starting point. "I follow recipes carefully when I'm learning them," he once told a journalist. "But after that, I cook them freely." His now-legendary 'Oops! I dropped the lemon tart' was, quite literally, an accident that his sous-chef eventually turned into a signature dish.

Home cooks tend to be more anxious. A recent survey found that 68% of people under 35 rarely cook without a phone open on the counter. They measure obsessively, they Google frantically, and they secretly worry that everyone else's food tastes better than theirs.

But the science of 'perfect' is surprisingly forgiving. Food writer Samin Nosrat argues that only four elements truly matter: salt, fat, acid and heat. Get those roughly right, and almost anything will taste good. Get one badly wrong, and no recipe on earth will save you.

Maybe, then, the perfect recipe isn't a list of instructions at all. Maybe it's a habit: taste often, adjust bravely, and trust that a dish cooked with attention will always beat a dish cooked with fear.

1. According to the text, chefs disagree about whether cooking should be...
 - (A) cheap or expensive.
 - (B) precise or instinctive.
 - (C) traditional or modern.
2. How does Massimo Bottura say he uses recipes?
 - (A) He follows them exactly every time.
 - (B) He never uses them.
 - (C) He follows them carefully at first, then cooks freely.
3. What is TRUE about home cooks under 35, according to the survey?
 - (A) Most cook without any recipe.
 - (B) Most rarely cook without their phone on the counter.
 - (C) Most cook better than professional chefs.
4. What are Samin Nosrat's four key elements?
 - (A) Salt, sugar, spice and time.
 - (B) Salt, fat, acid and heat.
 - (C) Butter, oil, garlic and lemon.

Ask the teacher — notes to bring to class



5. The writer's final message is that the 'perfect recipe' is really...
- (A) a set of exact instructions.
 - (B) a habit of tasting and adjusting.
 - (C) impossible to achieve at home.

Adverbs in context

Find these adverbs in the text and match them to the closest meaning.

- instinctively** — using feeling, without thinking
- obsessively** — far too much, unable to stop
- frantically** — in a hurried, worried way
- bravely** — with courage, not afraid of getting it wrong
- roughly** — approximately, not exactly
- eventually** — in the end, after some time

Vocabulary: adverbs & adverbial phrases

intro: Adverbs answer HOW, WHERE, WHEN, HOW OFTEN, HOW MUCH. Adverbial phrases do the same job with MORE than one word ('in a hurry', 'on the top shelf', 'once in a while'). At B2, we upgrade from tired ones ('very much', 'really nice') to specific, elegant ones.

1. **label:** Manner (how?)

2. **label:** Time (when? how long?)

3. **label:** Frequency (how often?)

4. **label:** Degree (how much?)

practice

Complete each sentence with ONE adverb or adverbial phrase from above (correct form). More than one answer may be possible.

1. Marinate the beef ____ — at least 8 hours in the fridge.

Ask the teacher — notes to bring to class



2. Salt the water ____ before you add the pasta.

3. Add the eggs ____ so they don't scramble.

4. The bread was ____ delicious — I ate the whole loaf.

5. I ____ cook without watching a YouTube video first.

6. Serve the soup ____, while it's still hot.

7. The sauce was ____ too salty, but still edible.

8. Great cooks work ____ — they don't read every step.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word from this lesson's vocabulary. Keep the meaning identical.

1. She chopped the herbs <u>very carefully and gently</u> so as not to bruise them.

2. He seasoned the fish <u>using a generous, feeling-based instinct</u> rather than a scale.

3. We <u>almost never</u> eat dessert on weekdays.

4. The soup was <u>completely, totally</u> delicious — nothing needed to change.

5. In the end, the cake turned out better than expected.

Practice 3 — discursive writing

prompt: Some people say cooking is a precise science; others say it is an intuitive art. Reflect on your own approach to cooking (or another skill) and which side you lean towards, and why.

Use at least FOUR of the target words from this unit.

Vary sentence length; include one relative clause.

Ask the teacher — notes to bring to class

Aim for a reflective, cohesive C1 register.

sample: I have never been the kind of cook who works intuitively, trusting instinct alone; instead, I measure everything liberally but carefully, thoroughly checking each step before moving on. My mother, by contrast, cooked effortlessly, seasoning delicately by feel and seldom opening a cookbook. For years I envied her confidence, until I realised that precision is simply my own form of intuition, one built through repetition rather than talent. Ultimately, I have come to believe that neither approach is superior; what matters is that the cook, whoever they are, pays attention. A dish made thoroughly and carefully can be every bit as delicious as one made instinctively, provided the person behind it genuinely cares about the result.



Grammar focus: the position of adverbs & adverbial phrases

1. The default order (when several adverbs meet) — When you have MORE than one adverbial in a clause, English usually prefers this order: MANNER → PLACE → TIME • She cooked patiently (manner) in the kitchen (place) all afternoon (time). Not: 'She cooked all afternoon in the kitchen patiently.'

2. Adverbs of frequency (always, often, rarely, never...) — These usually go BEFORE the main verb, but AFTER 'be' and AFTER auxiliaries. • I always taste the sauce. / She rarely cooks meat. • He is often late for dinner. • I have never tried octopus. For emphasis, some (usually, sometimes, occasionally) can go at the start of the sentence: • Occasionally, we order pizza on Fridays.

3. Adverbs of manner (carefully, quickly, gently...) — Usually AFTER the verb (+ object) or at the END: • Stir the sauce gently. / She read the recipe carefully. For dramatic effect, they can go at the START: • Slowly, he opened the oven.

4. Adverbs of degree (very, absolutely, quite, hardly, almost...) — They go BEFORE the adjective, adverb or verb they modify: • The soup was absolutely delicious. • I hardly touched the dessert. • He almost dropped the plate.

Ask the teacher — notes to bring to class



5. Comment adverbs (honestly, luckily, apparently, obviously...) — These give YOUR opinion on the whole sentence. Put them at the START, or between commas: • Honestly, this is the best pizza I've eaten. • The chef, apparently, learned it from his grandmother.

6. Adverbial phrases (in a hurry, on the top shelf...) — Multi-word adverbials usually go at the END, following the same MANNER-PLACE-TIME order. Only put them at the start for emphasis or contrast: • The chef prepared it in a hurry / on the tiny stove / at midnight. • In a hurry, she added far too much salt.

Exercise A — put the adverb in the right place

Rewrite each sentence, inserting the adverb in CAPITALS in the most natural position.

1. I add salt to the water. (ALWAYS)

2. She cooks fish. (RARELY)

3. He stirred the risotto. (PATIENTLY)

4. The steak was overcooked. (SLIGHTLY)

5. We have eaten better tacos. (NEVER)

6. The pasta was ready. (HONESTLY, not)

Exercise B — put the sentence in order

Put the words in the correct order.

1. the oven / carefully / she / opened / at midnight

2. for years / has / cooked / he / in that tiny kitchen / happily

3. occasionally / go / for dinner / we / to their house / on Fridays

4. the sauce / gently / for twenty minutes / simmer / on a low heat

5. absolutely / it / delicious / was

Ask the teacher — notes to bring to class

**Exercise C — one adverb is in the WRONG place. Fix it.**

Find and correct the mistake in each sentence.

1. I go rarely to fast-food restaurants.

2. The chef the soup tasted carefully.

3. She always is late for family lunches.

4. We have eaten never such spicy noodles.

5. He added too much salt slightly.

6. In the kitchen quickly, she made a sandwich.

Exercise D — gap-fill recipe (adverbs & adverbial phrases)

Read the recipe and put ONE adverb or adverbial phrase from the box in each gap. Use each ONCE.

Word bank: gently · generously · immediately · on a low heat · always · for about ten minutes · honestly · roughly · in the fridge · occasionally

This is my grandmother's tomato sauce, and (1) ____, it's the only recipe I'll ever need. It takes twenty minutes, uses five ingredients, and (2) ____ tastes better the next day.

First, chop a large onion (3) ____ — don't worry about being neat. Warm four tablespoons of good olive oil (4) ____, and cook the onion (5) ____, stirring (6) ____, until it's soft and golden.

Add a tin of tomatoes, salt (7) ____, and a pinch of sugar. Let it simmer (8) ____, until the sauce thickens. Toss it (9) ____ with hot pasta, and serve (10) ____ . If there's any left, keep it (11) ____ for two days — it'll be even better tomorrow.

honestly

always

roughly

on a low heat

gently

occasionally

generously

for about ten minutes

gently

Ask the teacher — notes to bring to class



immediately

in the fridge

Listening: the perfect scrambled eggs

Two friends, Aya (a home cook who follows recipes exactly) and Ben (who cooks by feeling), are arguing about the 'right' way to make scrambled eggs. Your teacher will read it aloud twice — first for gist, then for detail.

Before you listen

How do YOU make scrambled eggs? Low heat or high heat? Butter, oil, cream, or nothing?

Predict: do you think Aya and Ben will agree at the end? Why / why not?

First listen — gist

1. What are Aya and Ben arguing about?

2. Who wins the argument?

3. What is the one thing they both agree matters most?

Second listen — detail

1. How long does Aya say she cooks her eggs?

2. What does Ben do differently?

3. What adverb does Aya use for how she stirs?

4. What comment adverb does Ben use to describe his own method?

Ask the teacher — notes to bring to class



5. What do they say about butter?

6. How does the conversation end?

Aya: OK, but you're doing it wrong. Scrambled eggs need low heat — really low — and about eight minutes. You stir them patiently, in figure-eights, and you never walk away.

Ben: Eight minutes? Honestly, mine are better and they take three.

Aya: Three?!

Ben: Hot pan. Butter — generously. In go the eggs, and I move them constantly. Off the heat the moment they're almost set. The pan finishes them.

Aya: That is a completely different dish.

Ben: It is the same dish, cooked instinctively instead of obsessively.

Aya: Obsessively?

Ben: You have a timer. On your phone. For scrambled eggs.

Aya: ...Yes. And they're perfect. Every time.

Ben: 'Perfect' every time is boring. Sometimes mine are slightly runnier, sometimes drier. But they always taste alive.

Aya: Alive.

Ben: Alive. Look, we agree on one thing — low heat, or off the heat before you think, and never, ever walk away.

Aya: And butter. Generously.

Ben: Absolutely. So — Sunday. My kitchen. We cook both. We taste. We decide.

Aya: Deal. And if mine wins, you buy the wine for a month.

Ben: And if mine wins, you throw the timer in the bin.

Speaking: the MasterChef pitch

You have ONE minute to pitch your 'signature dish' to a MasterChef judge. In your pitch, you MUST use at least: (a) TWO adverbs of manner ('gently', 'carefully'...), (b) ONE adverb of frequency ('always', 'occasionally'...), (c) ONE comment adverb ('honestly', 'surprisingly'...), (d) ONE degree adverb ('absolutely', 'slightly'...). Judge listens and gives ■ for each one used naturally.

Ask the teacher — notes to bring to class



1. **label:** Name of the dish · **hint:** Real or invented — make it sound tempting.

2. **label:** The story · **hint:** Where does it come from? Who taught you?

3. **label:** The technique · **hint:** How exactly do you cook it? Use manner adverbs.

4. **label:** The secret · **hint:** What's the ONE thing everyone else gets wrong?

5. **label:** The verdict · **hint:** How does it taste? Use degree + comment adverbs.

example: Honestly, this is the dish I'm most proud of. It's my grandmother's slow-cooked lamb. I always brown the meat quickly on a very high heat, then simmer it patiently for four hours on a low heat. The secret? A slightly bitter square of dark chocolate at the end — surprisingly, it makes the sauce absolutely incredible.

challenge: ■ Extra ■ if you naturally add an adverbial PHRASE ('in a heavy pan', 'once in a while', 'the moment it starts to bubble').

Writing mini-task — 'my perfect recipe' (100–120 words)

Write your own 100–120 word recipe. You **MUST** include: (a) at least 3 adverbs of manner, (b) 1 adverb of frequency, (c) 1 comment adverb, (d) 1 adverbial phrase of time. Underline every adverb / adverbial phrase you use.

Wrap-up · the adverb pyramid

Build your own pyramid of the class. Fill each row with something from today, using the adverb TYPE indicated. Share your pyramid with a partner.

1. **label:** 1 comment adverb · **prompt:** ...about today's class — 'Honestly, ...'

2. **label:** 2 adverbs of manner · **prompt:** ...describing how YOU worked today.

3. **label:** 3 things you'll do this week · **prompt:** ...each with a frequency adverb (always, occasionally, rarely...).

Ask the teacher — notes to bring to class



Workbook — home practice



Ask the teacher — notes to bring to class

The perfect recipe - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - adverb families

Choose the adverb that best fits each sentence.

1. Stir the sauce ____ so the eggs don't scramble.
(A) intuitively
(B) delicately
(C) roughly
2. I ____ ever eat dessert - maybe once a month.
(A) scarcely
(B) always
(C) immediately
3. Serve the soufflé ____ , before it collapses.
(A) periodically
(B) instantly
(C) briefly
4. The bread was ____ delicious - I ate the whole loaf.
(A) marginally
(B) wholly
(C) roughly
5. Great chefs work ____ , with their hands, not their eyes on a book.
(A) intuitively
(B) liberally
(C) seldom

2. Vocabulary - adverbial phrases

Complete each sentence with ONE phrase from the box.

BOX: on a low heat · in the fridge · once in a while · the moment it boils · overnight · with ease

1. Marinate the beef ____ , at least eight hours.
2. Add the pasta ____ - not before.
3. Keep the leftovers ____ for up to three days.
4. Cook the onion ____ until soft and golden.
5. She flips omelettes ____ - I still drop mine.
6. ____ , we treat ourselves to a proper Sunday roast.

3. Vocabulary - discursive writing

Is cooking an exact science that requires strict adherence to recipes, or is it an intuitive art form?

Checklist:

- ☐ Use at least 4 adverbs or adverbial phrases
- ☐ Maintain a formal, discursive register
- ☐ Use cohesive devices to link your arguments

[] Check for varied C1-level grammatical structures

This image shows a blank sheet of white paper with horizontal blue ruling lines. On the left side, there are short vertical blue lines that serve as margins, creating a series of narrow columns. The paper is otherwise empty of any text or markings.

4. Grammar - position of frequency adverbs

Choose the sentence with the adverb in the correct position.

1. Frequency + main verb:
 - (A) I taste always the sauce.
 - (B) I always taste the sauce.
 - (C) Always I taste the sauce.
2. Frequency + be:
 - (A) He often is late for dinner.
 - (B) He is often late for dinner.
 - (C) He is late often for dinner.
3. Frequency + auxiliary + main verb:
 - (A) I never have tried octopus.
 - (B) I have never tried octopus.
 - (C) I have tried never octopus.
4. Front position (emphasis):
 - (A) Occasionally, we order pizza on Fridays.
 - (B) We order occasionally pizza on Fridays.
 - (C) We order pizza on Fridays occasionally sometimes.
5. Frequency in a question:
 - (A) Do you always cook at home?
 - (B) Do always you cook at home?
 - (C) You do always cook at home?

5. Grammar - manner, place, time

Put the words in the correct order.

1. in the kitchen / patiently / she / for hours / cooked
2. carefully / at midnight / he / the oven / opened
3. on the terrace / happily / we / all summer / ate
4. quickly / in the microwave / she / lunch / heated / at 1 p.m.
5. gently / on a low heat / for twenty minutes / the sauce / simmer

6. Grammar - insert the adverb

Rewrite each sentence, inserting the CAPITAL adverb in the most natural position.

1. I add salt to the water. (ALWAYS)
2. The steak was overcooked. (SLIGHTLY)
3. He stirred the risotto. (PATIENTLY)
4. We have eaten better tacos. (NEVER)
5. This is the best pizza I've eaten. (HONESTLY)
6. The chef learned it from his grandmother. (APPARENTLY)

7. Grammar - find and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I go rarely to Italian restaurants.
2. She always is late for family lunches.
3. We have eaten never such spicy noodles.
4. He added too much salt slightly.
5. The chef the soup tasted carefully.
6. In the kitchen quickly she made a sandwich.

8. Reading - true / false / not given

Read the short article and mark each statement T, F or NG.

Chef Marta Rivera has run a tiny fifteen-seat restaurant in Bilbao for almost twenty years. She rarely uses recipes. Instead, she walks slowly through the market every morning and buys, quite literally, whatever surprises her. Back in the kitchen, she cooks instinctively - a pinch of this, a squeeze of that - and her only rules are: never rush, taste obsessively, and season generously. Occasionally, she writes down a dish that has worked particularly well, but she rarely repeats it exactly. Her regulars say that is precisely why they keep coming back: they know they will never eat the same meal twice.

1. Marta has cooked in Bilbao for twenty years exactly. [T / F / NG]
2. Marta walks through the market every morning. [T / F / NG]
3. Her kitchen has strict rules. [T / F / NG]
4. She sometimes writes down dishes that worked well. [T / F / NG]
5. She reuses her written recipes exactly next time. [T / F / NG]
6. Her restaurant is the most expensive in Bilbao. [T / F / NG]

9. Writing - guided task

Write 80-100 words describing YOUR perfect way to cook ONE simple dish (eggs, rice, pasta, a sandwich...). Include at least: 3 manner adverbs, 1 frequency adverb, 1 comment adverb, 1 adverbial phrase of time.

Checklist:

- [] 80-100 words
- [] 3 adverbs of manner
- [] 1 frequency adverb
- [] 1 comment adverb (honestly, surprisingly, luckily...)
- [] 1 adverbial phrase of time (for X minutes, overnight, the moment it boils...)

This image shows a blank sheet of white paper with horizontal blue ruling lines. On the left side, there are short vertical blue lines that serve as margins, creating a series of narrow columns. The paper is otherwise empty, with no text or other markings.

10. Listening - Marta the chef (interview)

Listen to the short interview with Marta, a chef in Bilbao. Answer the questions. Play it twice if you need to.

Audio: Reporter interviews Marta · ~1 min

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

11. Dictation - adverb gap-fill (from the interview)

Listen again to the Marta interview and complete each line with the missing adverb or adverbial phrase.

Audio: Marta interview - key adverbs

Transcript with gaps:

A: Good morning, Marta! Thanks for having me. I've always admired your cooking.

B: My pleasure! So, you want to know my secrets, huh?

A: Absolutely! Let's start with your routine. How do you approach your day?

B: Well, I walk slowly through the market every morning. It's important to choose the freshest ingredients.

A: And in the kitchen?

B: I cook instinctively - a pinch of this, a squeeze of that. Never rush, taste obsessively, and season generously.

A: Do you always stick to the same recipes?

B: Occasionally, when something works particularly well. But I hardly ever repeat it exactly the same way.

A: That's fascinating! So, your dishes are always a bit different?

B: Surprisingly, no. My regulars come back precisely because they know it will always be delicious, even with subtle variations. The key is to cook everything gently, on a low heat.

1. I walk ____ through the market every morning.
2. I cook ____ - a pinch of this, a squeeze of that.
3. Never rush, taste ____ , and season ____ .
4. ____ , when something works particularly well.
5. I ____ repeat it exactly the same way.
6. ____ , no. My regulars come back precisely because...
7. Cook everything ____ , on a low heat.

12. ■ Challenge - sentence transformation

Rewrite the second sentence to mean the same, using 2-5 words including the KEYWORD.

1. 1. I almost never cook meat. → I ____ meat. (KEYWORD: HARDLY)
2. 2. It's the truth: this cake is terrible. → ____ , this cake is terrible. (KEYWORD: HONESTLY)
3. 3. She stirred the risotto in a very patient way. → She stirred the risotto ____ . (KEYWORD: PATIENTLY)
4. 4. In the end, the sauce thickened. → The sauce ____ . (KEYWORD: EVENTUALLY)
5. 5. It surprised me that the dish was good. → ____ , the dish was good. (KEYWORD: SURPRISINGLY)

13. ■ Challenge - word stress

Write the STRESSED syllable in CAPITALS.

1. 1. honestly
2. 2. absolutely
3. 3. instinctively
4. 4. occasionally
5. 5. patiently
6. 6. surprisingly
7. 7. dramatically
8. 8. immediately

14. ■ Challenge - odd one out

Three share a category. Pick the ODD ONE OUT.

1. 1. Manner adverbs:

- (A) gently
- (B) generously
- (C) quickly
- (D) occasionally

2. 2. Frequency adverbs:

- (A) always
- (B) rarely
- (C) hardly ever
- (D) utterly

3. 3. Comment adverbs:

- (A) honestly
- (B) obviously
- (C) immediately
- (D) surprisingly

4. 4. Degree adverbs:

- (A) absolutely
- (B) slightly
- (C) utterly
- (D) patiently

15. ■ Challenge - extended writing

Write a 130-160 word review of a meal you had recently - real or invented. Use AT LEAST: 4 different types of adverb (manner, frequency, degree, comment) AND 2 adverbial phrases.

Checklist:

- ☐ 130-160 words
- ☐ At least 4 different adverb types (manner + frequency + degree + comment)
- ☐ At least 2 adverbial phrases (e.g. 'on a low heat', 'once in a while')
- ☐ A clear reviewer's voice

16. Self-check

Tick what you can now do confidently.

- ☐ I can place adverbs of frequency correctly with 'be', main verbs and auxiliaries.
- ☐ I can order adverbials manner-place-time in a sentence.
- ☐ I can use comment adverbs (honestly, surprisingly, luckily...) naturally.
- ☐ I can use degree adverbs (slightly, absolutely, utterly...) with adjectives.
- ☐ I can use at least 4 adverbial phrases from this lesson.
- ☐ I can stress the correct syllable in -ly and -ically adverbs.
- ☐ I can explain a recipe in clear, connected English.

The perfect recipe — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — adverb families

Choose the adverb that best fits each sentence.

1. Stir the sauce ____ so the eggs don't scramble.
(A) intuitively
(B) delicately
(C) roughly
2. I ____ ever eat dessert — maybe once a month.
(A) scarcely
(B) always
(C) immediately
3. Serve the soufflé ____ , before it collapses.
(A) periodically
(B) instantly
(C) briefly
4. The bread was ____ delicious — I ate the whole loaf.
(A) marginally
(B) wholly
(C) roughly
5. Great chefs work ____ , with their hands, not their eyes on a book.
(A) intuitively
(B) liberally
(C) seldom

2. Vocabulary — adverbial phrases

Complete each sentence with ONE phrase from the box.

BOX: on a low heat · in the fridge · once in a while · the moment it boils · overnight · with ease

1. Marinate the beef ____ , at least eight hours.
2. Add the pasta ____ — not before.
3. Keep the leftovers ____ for up to three days.
4. Cook the onion ____ until soft and golden.
5. She flips omelettes ____ — I still drop mine.
6. ____ , we treat ourselves to a proper Sunday roast.

3. Vocabulary — discursive writing

Is cooking an exact science that requires strict adherence to recipes, or is it an intuitive art form?

Checklist:

- Use at least 4 adverbs or adverbial phrases
- Maintain a formal, discursive register
- Use cohesive devices to link your arguments

- Check for varied C1-level grammatical structures

[illegible]

4. Grammar — position of frequency adverbs

Choose the sentence with the adverb in the correct position.

1. Frequency + main verb:
 - (A) I taste always the sauce.
 - (B) I always taste the sauce.
 - (C) Always I taste the sauce.
2. Frequency + be:
 - (A) He often is late for dinner.
 - (B) He is often late for dinner.
 - (C) He is late often for dinner.
3. Frequency + auxiliary + main verb:
 - (A) I never have tried octopus.
 - (B) I have never tried octopus.
 - (C) I have tried never octopus.
4. Front position (emphasis):
 - (A) Occasionally, we order pizza on Fridays.
 - (B) We order occasionally pizza on Fridays.
 - (C) We order pizza on Fridays occasionally sometimes.
5. Frequency in a question:
 - (A) Do you always cook at home?
 - (B) Do always you cook at home?
 - (C) You do always cook at home?

5. Grammar — manner, place, time

Put the words in the correct order.

1. in the kitchen / patiently / she / for hours / cooked
2. carefully / at midnight / he / the oven / opened
3. on the terrace / happily / we / all summer / ate
4. quickly / in the microwave / she / lunch / heated / at 1 p.m.
5. gently / on a low heat / for twenty minutes / the sauce / simmer

6. Grammar — insert the adverb

Rewrite each sentence, inserting the CAPITAL adverb in the most natural position.

1. I add salt to the water. (ALWAYS)
2. The steak was overcooked. (SLIGHTLY)
3. He stirred the risotto. (PATIENTLY)
4. We have eaten better tacos. (NEVER)
5. This is the best pizza I've eaten. (HONESTLY)
6. The chef learned it from his grandmother. (APPARENTLY)

7. Grammar — find and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I go rarely to Italian restaurants.
2. She always is late for family lunches.
3. We have eaten never such spicy noodles.
4. He added too much salt slightly.
5. The chef the soup tasted carefully.
6. In the kitchen quickly she made a sandwich.

8. Reading — true / false / not given

Read the short article and mark each statement T, F or NG.

Chef Marta Rivera has run a tiny fifteen-seat restaurant in Bilbao for almost twenty years. She rarely uses recipes. Instead, she walks slowly through the market every morning and buys, quite literally, whatever surprises her. Back in the kitchen, she cooks instinctively — a pinch of this, a squeeze of that — and her only rules are: never rush, taste obsessively, and season generously. Occasionally, she writes down a dish that has worked particularly well, but she rarely repeats it exactly. Her regulars say that is precisely why they keep coming back: they know they will never eat the same meal twice.

1. Marta has cooked in Bilbao for twenty years exactly. [T / F / NG]
2. Marta walks through the market every morning. [T / F / NG]
3. Her kitchen has strict rules. [T / F / NG]
4. She sometimes writes down dishes that worked well. [T / F / NG]
5. She reuses her written recipes exactly next time. [T / F / NG]
6. Her restaurant is the most expensive in Bilbao. [T / F / NG]

9. Writing — guided task

Write 80–100 words describing YOUR perfect way to cook ONE simple dish (eggs, rice, pasta, a sandwich...). Include at least: 3 manner adverbs, 1 frequency adverb, 1 comment adverb, 1 adverbial phrase of time.

Checklist:

- 80–100 words
- 3 adverbs of manner
- 1 frequency adverb
- 1 comment adverb (honestly, surprisingly, luckily...)
- 1 adverbial phrase of time (for X minutes, overnight, the moment it boils...)

This image shows a blank sheet of white paper with horizontal blue ruling lines. On the left side, there are short vertical blue lines that serve as margins, creating a series of narrow columns. The paper is otherwise empty, with no text or other markings.

10. Listening — Marta the chef (interview)

Listen to the short interview with Marta, a chef in Bilbao. Answer the questions. Play it twice if you need to.

■ **Audio:** Reporter interviews Marta · ~1 min

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

11. Dictation — adverb gap-fill (from the interview)

Listen again to the Marta interview and complete each line with the missing adverb or adverbial phrase.

■ **Audio:** *Marta interview — key adverbs*

Transcript with gaps:

A: Good morning, Marta! Thanks for having me. I've always admired your cooking.

B: My pleasure! So, you want to know my secrets, huh?

A: Absolutely! Let's start with your routine. How do you approach your day?

B: Well, I walk slowly through the market every morning. It's important to choose the freshest ingredients.

A: And in the kitchen?

B: I cook instinctively — a pinch of this, a squeeze of that. Never rush, taste obsessively, and season generously.

A: Do you always stick to the same recipes?

B: Occasionally, when something works particularly well. But I hardly ever repeat it exactly the same way.

A: That's fascinating! So, your dishes are always a bit different?

B: Surprisingly, no. My regulars come back precisely because they know it will always be delicious, even with subtle variations. The key is to cook everything gently, on a low heat.

1. I walk ____ through the market every morning.
2. I cook ____ — a pinch of this, a squeeze of that.
3. Never rush, taste ____, and season ____.
4. ____, when something works particularly well.
5. I ____ repeat it exactly the same way.
6. ____, no. My regulars come back precisely because...
7. Cook everything ____, on a low heat.

12. ■ Challenge — sentence transformation

Rewrite the second sentence to mean the same, using 2–5 words including the KEYWORD.

1. 1. I almost never cook meat. → I ____ meat. (KEYWORD: HARDLY)
2. 2. It's the truth: this cake is terrible. → ____, this cake is terrible. (KEYWORD: HONESTLY)
3. 3. She stirred the risotto in a very patient way. → She stirred the risotto ____ . (KEYWORD: PATIENTLY)
4. 4. In the end, the sauce thickened. → The sauce ____ . (KEYWORD: EVENTUALLY)
5. 5. It surprised me that the dish was good. → ____, the dish was good. (KEYWORD: SURPRISINGLY)

13. ■ Challenge — word stress

Write the STRESSED syllable in CAPITALS.

1. 1. honestly
2. 2. absolutely
3. 3. instinctively
4. 4. occasionally
5. 5. patiently
6. 6. surprisingly
7. 7. dramatically
8. 8. immediately

14. ■ Challenge — odd one out

Three share a category. Pick the **ODD ONE OUT**.

1. 1. Manner adverbs:

- (A) gently
- (B) generously
- (C) quickly
- (D) occasionally

2. 2. Frequency adverbs:

- (A) always
- (B) rarely
- (C) hardly ever
- (D) utterly

3. 3. Comment adverbs:

- (A) honestly
- (B) obviously
- (C) immediately
- (D) surprisingly

4. 4. Degree adverbs:

- (A) absolutely
- (B) slightly
- (C) utterly
- (D) patiently

15. ■ Challenge — extended writing

Write a 130–160 word review of a meal you had recently — real or invented. Use **AT LEAST**: 4 different types of adverb (manner, frequency, degree, comment) **AND** 2 adverbial phrases.

Checklist:

- 130–160 words
- At least 4 different adverb types (manner + frequency + degree + comment)
- At least 2 adverbial phrases (e.g. 'on a low heat', 'once in a while')
- A clear reviewer's voice

16. Self-check

Tick what you can now do confidently.

- I can place adverbs of frequency correctly with 'be', main verbs and auxiliaries.
- I can order adverbials manner–place–time in a sentence.
- I can use comment adverbs (honestly, surprisingly, luckily...) naturally.
- I can use degree adverbs (slightly, absolutely, utterly...) with adjectives.
- I can use at least 4 adverbial phrases from this lesson.
- I can stress the correct syllable in -ly and -ically adverbs.
- I can explain a recipe in clear, connected English.



Answer key — Class Book

Reading: is there such a thing as the perfect recipe?

1. (B) precise or instinctive.
2. (C) He follows them carefully at first, then cooks freely.
3. (B) Most rarely cook without their phone on the counter.
4. (B) Salt, fat, acid and heat.
5. (B) a habit of tasting and adjusting.

Vocabulary: adverbs & adverbial phrases

1. overnight
 2. liberally
 3. delicately
 4. wholly / thoroughly
 5. seldom / scarcely ever
 6. instantly
 7. marginally / moderately
 8. intuitively / effortlessly
1. She chopped the herbs delicately so as not to bruise them.
 2. He seasoned the fish intuitively rather than a scale.
 3. We seldom eat dessert on weekdays.
 4. The soup was thoroughly delicious — nothing needed to change.
 5. Ultimately, the cake turned out better than expected.

Grammar focus: the position of adverbs & adverbial phrases

1. I always add salt to the water.
 2. She rarely cooks fish.
 3. He stirred the risotto patiently. (or: Patiently, he stirred the risotto.)
 4. The steak was slightly overcooked.
 5. We have never eaten better tacos.
 6. Honestly, the pasta wasn't ready.
1. She opened the oven carefully at midnight.
 2. He has cooked happily in that tiny kitchen for years.
 3. We occasionally go to their house for dinner on Fridays. (or: Occasionally, we go to their house for dinner on Fridays.)
 4. Simmer the sauce gently on a low heat for twenty minutes.
 5. It was absolutely delicious.
1. I rarely go to fast-food restaurants.
 2. The chef tasted the soup carefully.
 3. She is always late for family lunches.
 4. We have never eaten such spicy noodles.
 5. He added slightly too much salt.
 6. She quickly made a sandwich in the kitchen. (manner → place → time)

Listening: the perfect scrambled eggs

1. The correct way to make scrambled eggs — Aya wants precision, Ben wants instinct.
 2. Neither, really — they agree that both methods can work if you pay attention.
 3. Low heat, patience and never walking away from the pan.
1. For about eight minutes on a very low heat.
 2. He uses a hot pan, moves them constantly, and takes them off the heat before they're fully set.
 3. 'Patiently' — she stirs patiently, in figure-eights.
 4. 'Honestly' — 'Honestly, mine are better.'
 5. Both agree: generously — never be shy with butter.
 6. They plan to cook both versions next Sunday and compare — a friendly draw.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

The perfect recipe - Workbook — Answer Key

1. Vocabulary - adverb families

1. **(B)** *delicately*
2. **(A)** *scarcely*
3. **(B)** *instantly*
4. **(B)** *wholly*
5. **(A)** *intuitively*

2. Vocabulary - adverbial phrases

1. **overnight**
2. **the moment it boils**
3. **in the fridge**
4. **on a low heat**
5. **with ease**
6. **once in a while**

3. Vocabulary - discursive writing

Sample answer

The debate between those who view cooking as a science and those who see it as an art is as old as the kitchen itself. While beginners may rely heavily on recipes, a master chef often works intuitively, adjusting flavours by taste rather than measurement. There is a certain beauty in watching someone handle ingredients delicately, knowing exactly when to increase the heat or when to let a sauce simmer gently on a low heat. This level of skill allows a cook to navigate complex dishes with ease, reacting to the subtle changes in texture and aroma. However, this does not mean that precision is wholly unnecessary; indeed, many great dishes require an almost obsessive attention to detail. Ultimately, the best results are achieved when one combines the rigour of technique with the freedom of intuition, creating something that is more than the sum of its parts.

4. Grammar - position of frequency adverbs

1. **(B)** *I always taste the sauce.*
2. **(B)** *He is often late for dinner.*
3. **(B)** *I have never tried octopus.*
4. **(A)** *Occasionally, we order pizza on Fridays.*
5. **(A)** *Do you always cook at home?*

5. Grammar - manner, place, time

1. *She cooked patiently in the kitchen for hours.*
2. *He opened the oven carefully at midnight.*
3. *We ate happily on the terrace all summer.*
4. *She heated lunch quickly in the microwave at 1 p.m.*
5. *Simmer the sauce gently on a low heat for twenty minutes.*

6. Grammar - insert the adverb

- 1. I always add salt to the water.*
- 2. The steak was slightly overcooked.*
- 3. He stirred the risotto patiently.*
- 4. We have never eaten better tacos.*
- 5. Honestly, this is the best pizza I've eaten.*
- 6. Apparently, the chef learned it from his grandmother. (or: The chef, apparently, learned it from his grandmother.)*

7. Grammar - find and fix the mistake

- 1. I rarely go to Italian restaurants.*
- 2. She is always late for family lunches.*
- 3. We have never eaten such spicy noodles.*
- 4. He added slightly too much salt.*
- 5. The chef tasted the soup carefully.*
- 6. She quickly made a sandwich in the kitchen.*

8. Reading - true / false / not given

- 1. F**
- 2. T**
- 3. F**
- 4. T**
- 5. F**
- 6. NG**

9. Writing - guided task

Sample answer

Honestly, the only rice I trust is the one my father taught me. I always rinse it three times, quite thoroughly, until the water runs clear. Then I add it to a heavy pan with one and a half times its volume of cold water and a generous pinch of salt. I bring it slowly to a boil, cover it tightly, and cook it patiently on a very low heat for eighteen minutes. I never lift the lid. Surprisingly, the rice finishes itself, off the heat, in the last five minutes.

10. Listening - Marta the chef (interview)

- 1. Twenty years.*
- 2. She walks slowly through the market and buys whatever surprises her.*
- 3. Never rush, taste obsessively, and season generously.*
- 4. Occasionally, when something works particularly well - but she hardly ever repeats it exactly.*
- 5. Because they know they will never eat the same dish twice.*
- 6. Patience - cook everything gently, on a low heat.*

11. Dictation - adverb gap-fill (from the interview)

1. *slowly*
2. *instinctively*
3. *obsessively / generously*
4. *Occasionally*
5. *hardly ever*
6. *Surprisingly*
7. *gently*

12. ■ Challenge - sentence transformation

1. *hardly ever cook*
2. *Honestly*
3. *patiently*
4. *eventually thickened*
5. *Surprisingly*

13. ■ Challenge - word stress

1. *HON-est-ly*
2. *AB-so-LUTE-ly* (main stress on LUTE, secondary on AB)
3. *in-STINC-tive-ly*
4. *oc-CA-sion-al-ly*
5. *PA-tient-ly*
6. *sur-PRIS-ing-ly*
7. *dra-MAT-i-cal-ly*
8. *im-ME-di-ate-ly*

14. ■ Challenge - odd one out

1. **(D)** *occasionally*
2. **(D)** *utterly*
3. **(C)** *immediately*
4. **(D)** *patiently*

15. ■ Challenge - extended writing

Sample answer

Honestly, I wasn't expecting much from a tiny place tucked behind the bus station, but the food was surprisingly good. The waiter greeted us warmly, showed us to a corner table, and quietly recommended the octopus. It arrived on a warm plate, dressed generously with olive oil and a slightly smoky paprika. The meat was absolutely tender - clearly, someone had cooked it patiently on a low heat for hours. Between courses, the chef came out briefly, smiled shyly, and disappeared. I rarely leave a restaurant feeling that everything, from bread to bill, was cared for; here I did. Occasionally, a meal reminds you why you fell in love with food in the first place. This was one of those meals. I'll be back soon - probably next week, honestly, if I can get a table.

16. Self-check

Self-assessment — no fixed answers.

The perfect recipe — Workbook — Answer Key

1. Vocabulary — adverb families

1. **(B)** *delicately*
2. **(A)** *scarcely*
3. **(B)** *instantly*
4. **(B)** *wholly*
5. **(A)** *intuitively*

2. Vocabulary — adverbial phrases

1. **overnight**
2. **the moment it boils**
3. **in the fridge**
4. **on a low heat**
5. **with ease**
6. **once in a while**

3. Vocabulary — discursive writing

Sample answer

The debate between those who view cooking as a science and those who see it as an art is as old as the kitchen itself. While beginners may rely heavily on recipes, a master chef often works intuitively, adjusting flavours by taste rather than measurement. There is a certain beauty in watching someone handle ingredients delicately, knowing exactly when to increase the heat or when to let a sauce simmer gently on a low heat. This level of skill allows a cook to navigate complex dishes with ease, reacting to the subtle changes in texture and aroma. However, this does not mean that precision is wholly unnecessary; indeed, many great dishes require an almost obsessive attention to detail. Ultimately, the best results are achieved when one combines the rigour of technique with the freedom of intuition, creating something that is more than the sum of its parts.

4. Grammar — position of frequency adverbs

1. **(B)** *I always taste the sauce.*
2. **(B)** *He is often late for dinner.*
3. **(B)** *I have never tried octopus.*
4. **(A)** *Occasionally, we order pizza on Fridays.*
5. **(A)** *Do you always cook at home?*

5. Grammar — manner, place, time

1. *She cooked patiently in the kitchen for hours.*
2. *He opened the oven carefully at midnight.*
3. *We ate happily on the terrace all summer.*
4. *She heated lunch quickly in the microwave at 1 p.m.*
5. *Simmer the sauce gently on a low heat for twenty minutes.*

6. Grammar — insert the adverb

- 1. I always add salt to the water.*
- 2. The steak was slightly overcooked.*
- 3. He stirred the risotto patiently.*
- 4. We have never eaten better tacos.*
- 5. Honestly, this is the best pizza I've eaten.*
- 6. Apparently, the chef learned it from his grandmother. (or: The chef, apparently, learned it from his grandmother.)*

7. Grammar — find and fix the mistake

- 1. I rarely go to Italian restaurants.*
- 2. She is always late for family lunches.*
- 3. We have never eaten such spicy noodles.*
- 4. He added slightly too much salt.*
- 5. The chef tasted the soup carefully.*
- 6. She quickly made a sandwich in the kitchen.*

8. Reading — true / false / not given

- 1. F**
- 2. T**
- 3. F**
- 4. T**
- 5. F**
- 6. NG**

9. Writing — guided task

Sample answer

Honestly, the only rice I trust is the one my father taught me. I always rinse it three times, quite thoroughly, until the water runs clear. Then I add it to a heavy pan with one and a half times its volume of cold water and a generous pinch of salt. I bring it slowly to a boil, cover it tightly, and cook it patiently on a very low heat for eighteen minutes. I never lift the lid. Surprisingly, the rice finishes itself, off the heat, in the last five minutes.

10. Listening — Marta the chef (interview)

- 1. Twenty years.*
- 2. She walks slowly through the market and buys whatever surprises her.*
- 3. Never rush, taste obsessively, and season generously.*
- 4. Occasionally, when something works particularly well — but she hardly ever repeats it exactly.*
- 5. Because they know they will never eat the same dish twice.*
- 6. Patience — cook everything gently, on a low heat.*

11. Dictation — adverb gap-fill (from the interview)

1. *slowly*
2. *instinctively*
3. *obsessively / generously*
4. *Occasionally*
5. *hardly ever*
6. *Surprisingly*
7. *gently*

12. ■ Challenge — sentence transformation

1. *hardly ever cook*
2. *Honestly*
3. *patiently*
4. *eventually thickened*
5. *Surprisingly*

13. ■ Challenge — word stress

1. *HON-est-ly*
2. *AB-so-LUTE-ly* (main stress on LUTE, secondary on AB)
3. *in-STINC-tive-ly*
4. *oc-CA-sion-al-ly*
5. *PA-tient-ly*
6. *sur-PRIS-ing-ly*
7. *dra-MAT-i-cal-ly*
8. *im-ME-di-ate-ly*

14. ■ Challenge — odd one out

1. **(D)** *occasionally*
2. **(D)** *utterly*
3. **(C)** *immediately*
4. **(D)** *patiently*

15. ■ Challenge — extended writing

Sample answer

Honestly, I wasn't expecting much from a tiny place tucked behind the bus station, but the food was surprisingly good. The waiter greeted us warmly, showed us to a corner table, and quietly recommended the octopus. It arrived on a warm plate, dressed generously with olive oil and a slightly smoky paprika. The meat was absolutely tender — clearly, someone had cooked it patiently on a low heat for hours. Between courses, the chef came out briefly, smiled shyly, and disappeared. I rarely leave a restaurant feeling that everything, from bread to bill, was cared for; here I did. Occasionally, a meal reminds you why you fell in love with food in the first place. This was one of those meals. I'll be back soon — probably next week, honestly, if I can get a table.

16. Self-check

Self-assessment — no fixed answers.



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 4 · 4A

Forces of nature

Theme · Wild Planet



Unit 4 · 4A

Forces of nature

Theme: Wild Planet



Learning objectives

- Use the future perfect (will have done) to talk about actions finished before a point in the future.
- Use the future continuous (will be doing) to talk about actions in progress at a point in the future.
- Describe extreme weather and environmental change with accurate B2 vocabulary.
- Distinguish and produce the key English vowel sounds /i■/, /■/, /æ/, /■/, /■■/, /■■/, /u■/.

Ask the teacher — notes to bring to class



Class Book

Warm-up · the storm-o-meter

Look at the weather scale below. On a scale of 1 (a light breeze) to 10 (full-on hurricane), how would you rate the weather you REMEMBER most vividly? Share the story with a partner in 60 seconds.

I've been caught in a thunderstorm with absolutely no shelter.

I've genuinely seen snow for the first time as an adult.

I've experienced a heatwave so bad I couldn't sleep for a week.

I've been on a plane during severe turbulence.

I've felt a real earthquake — or something that shook the building.

I've swum in the sea during a proper storm.

followUp: Notice: 'I've been...', 'I've seen...', 'I've felt...'. Later today, we'll shift into the FUTURE: 'By 2050, I will have seen...' and 'This time next year, I'll be living somewhere with better weather.'

Lead-in: predict the planet

Below are six predictions about our planet in the next 30 years. In pairs, decide: LIKELY, POSSIBLE, or NEVER. Justify each answer. You have three minutes.

1. By 2050, most cars on the road will be electric.
2. By 2050, humans will have colonised the Moon.
3. By 2040, half the world's coral reefs will have disappeared.
4. In ten years, we'll be flying in fully autonomous planes.
5. By 2035, we'll have banned single-use plastic worldwide.
6. In twenty years, people in Northern Europe will be growing oranges in their gardens.

Which trend is already happening?

Which prediction is technology-driven, and which is climate-driven?

Which country would you bet on to make it real first?

Which prediction would you MOST like to be wrong about?

1. LIKELY — EV sales have overtaken petrol in several markets already.
2. NEVER (in that time frame) — a small research base, maybe; a colony, no.
3. LIKELY — the IPCC estimates 70–90% loss with 1.5 °C of warming.
4. POSSIBLE — cargo yes, passenger flights probably not by 2036.
5. POSSIBLE — treaties are moving, but enforcement is slow.
6. LIKELY in a warmer climate — southern England is already growing wine.

followUp: Look at the grammar you just used: 'will HAVE disappeared', 'will BE flying', 'will HAVE banned'. Two different futures, two different meanings — that's today's focus.

Ask the teacher — notes to bring to class



Reading: the century of extremes

Meteorologists have started calling the 21st century 'the century of extremes'. In just the last decade, we have watched wildfires devour whole Californian towns, floods swallow entire neighbourhoods of Pakistan, and heatwaves shatter records from Sicily to Siberia. And, if the models are right, we are only at the beginning.

According to the World Meteorological Organization, by 2050 more than three billion people will be living in areas that experience extreme heat for at least one month a year. In cities like Cairo, Delhi and Phoenix, summer nights will rarely drop below 30 °C. Farmers who grew wheat for generations will be growing sorghum or nothing at all.

The oceans, too, are changing. In some parts of the Pacific, sea surface temperatures will have risen by more than 2 °C by the middle of the century. Half of the world's coral reefs, scientists warn, will have bleached beyond recovery. Storms will be forming further from the equator, and hurricane season will be starting weeks earlier than it does today.

It is not all bad news. Reforestation projects in Ethiopia, Rwanda and Costa Rica have already planted billions of trees. By the end of this decade, the European Union will have installed enough offshore wind capacity to power thirty million homes. Cities from Copenhagen to Curitiba are proving that a modern life can be low-carbon.

What no expert doubts is this: the world that our children will be living in will look, sound and feel quite different from ours. The question is not whether nature will change us — it is whether we, in time, will have changed the way we treat it.

1. What does the phrase 'the century of extremes' refer to?
 - (A) Extreme political change in the 21st century.
 - (B) Increasingly severe weather events worldwide.
 - (C) Rapid technological progress in this century.
2. By 2050, more than three billion people will...
 - (A) have moved to cooler countries.
 - (B) be experiencing extreme heat for at least a month each year.
 - (C) have stopped using air conditioning.
3. What will happen to hurricane season, according to the text?
 - (A) It will start weeks earlier and form further from the equator.
 - (B) It will disappear from the Atlantic.
 - (C) It will only affect the southern hemisphere.
4. Which of these is presented as GOOD news?
 - (A) Coral bleaching has slowed.
 - (B) Reforestation projects have planted billions of trees.
 - (C) Sea temperatures are cooling in the Pacific.

Ask the teacher — notes to bring to class



5. The writer's final message is that...

- (A) climate change is unavoidable and hopeless.
- (B) our children will live in a world that depends on our choices today.
- (C) technology alone will fix the climate.

Weather & environment vocabulary in context

Find these words in the text and match them to the closest meaning.

wildfire — a fast, uncontrolled fire in nature

flood — a large amount of water covering land that is usually dry

heatwave — a long period of unusually hot weather

reef — an underwater ridge of coral, rock or sand

bleach (a reef) — to lose colour, usually because of stress or heat

offshore wind — wind-power turbines placed at sea, away from land

Vocabulary: the environment & extreme weather

intro: At B2, we upgrade from 'It's rainy' to specific, precise weather and environment words — the kind you meet on the news, in documentaries, and in real conversations about the planet.

1. **label:** Extreme weather (nouns)

2. **label:** Weather adjectives

3. **label:** Environment (nouns & verbs)

4. **label:** Verbs of nature's power

practice

Complete each sentence with **ONE** word or phrase from above (correct form). More than one answer may be possible.

1. Farmers in Spain lost half their harvest because of a two-year ____ .

Ask the teacher — notes to bring to class



2. Solar and wind are the fastest-growing forms of ____ .

3. The Arctic sea ice is ____ faster than scientists predicted.

4. A ____ shut down the airport for four days last January.

5. It's ____ outside — I need a jumper.

6. Cars in the city centre ____ the air more than factories now.

7. The 2023 summer ____ shattered records across southern Europe.

8. The wildfire ____ 20,000 hectares of forest in three days.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word from this lesson's vocabulary. Keep the meaning identical.

1. The wildfire <u>destroyed quickly and completely</u> thousands of hectares of forest.

2. The flood <u>completely covered</u> the entire village within hours.

3. It has been unbearably hot and humid all week; the air feels heavy.

4. The factory continues to <u>make the river dirty</u> with its untreated waste.

5. The government promised to <u>keep the coastline safe from harm</u>.

Practice 3 — discursive writing

prompt: Describe an extreme weather event you have experienced or heard about, and reflect on what it revealed to you about how the climate is changing.

Use at least FOUR of the target words from this unit.

Vary sentence length; include one relative clause.

Ask the teacher — notes to bring to class

Aim for a reflective, cohesive C1 register.

sample: Last summer, a scorcher that obliterated every previous temperature record settled over my city for nearly three weeks, turning ordinary afternoons into something almost unbearable. The heat felt sultry rather than merely hot, thick enough that even the evenings brought no relief. Watching the news, I saw footage of wildfires that had ravaged entire hillsides not far from where relatives live, and for the first time the phrase global heating stopped feeling abstract. I found myself wondering whether sustainable energy, which had always seemed like someone else's responsibility, was in fact the only thing standing between comfort and disaster. That summer did not just assail our routines; it quietly convinced me that safeguarding the climate is no longer optional.



Grammar focus: future perfect & future continuous

1. Future continuous — will be + -ing — For an action IN PROGRESS at a point in the future. • This time tomorrow, I'll be flying to Iceland. • At 8 p.m. on Sunday, they'll be watching the storm on the news. Also for planned / expected future events (softer than 'will'): • I'll be seeing Ana next week anyway — I'll ask her.

2. Future perfect — will have + past participle — For an action FINISHED before a point in the future. • By 2050, half the reefs will have disappeared. • By the time you arrive, I'll have finished packing. Often with 'by + time', 'by the time...', 'in X years'.

3. The two contrasted — At 10 p.m. tonight, I'll be studying. (in progress at 10 p.m.) By 10 p.m. tonight, I'll have studied for four hours. (finished before 10 p.m.) At lunchtime, they'll be building the roof. (in progress) By lunchtime, they'll have built the roof. (already done)

4. Negatives & questions — Continuous: I won't be working on Saturday. / Will you be using the car? Perfect: They won't have arrived by 6. / Will she have finished by then?

5. Common time signals — Future continuous: this time tomorrow / next week, at 3 o'clock, all day, this evening. Future perfect: by 2030, by the time..., in ten years' time, before you know it.

Ask the teacher — notes to bring to class



6. Neither for immediate plans — Don't use them for things happening RIGHT NOW or for arrangements today. ✗ 'I'll have called her in a minute.' → ✓ 'I'll call her in a minute.' ✗ 'I'll be seeing you in five minutes.' → ✓ 'I'll see you in five minutes.'

Exercise A — future continuous or future perfect?

Complete each sentence with the verb in CAPITALS in the future continuous OR future perfect.

1. This time tomorrow, we ____ (fly) over the Atlantic.

2. By 2030, scientists ____ (map) the entire ocean floor.

3. Don't call at 8 — I ____ (watch) the football.

4. By the time you finish reading this, another hectare of forest ____ (burn).

5. At midnight, most of the city ____ (sleep) through the storm.

6. In ten years, we ____ (install) solar panels on half of Europe's roofs.

Exercise B — put the sentence in order

Put the words in the correct order.

1. have / by 2040 / risen / sea levels / will

2. will / this time next week / lying / I / on a beach / be

3. the roof / by lunchtime / built / they / have / will

4. will / all afternoon / be / it / snowing

5. have / before you know it / it / stopped / raining / will

Exercise C — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

Ask the teacher — notes to bring to class



1. By 2050 the ice caps will melting completely.

2. This time tomorrow I will have swimming in the sea.

3. By the time she arrives, we finished dinner.

4. At 9 tonight I will been studying.

5. By 2030 they will build the new dam.

6. I'll have seeing you tomorrow morning.

Exercise D — gap-fill weather forecast (2050 edition)

Read the future weather bulletin and put **ONE** verb from the box in each gap — future perfect OR future continuous.

Word bank: will be shining · will have doubled · will be raining · will have disappeared · will be blowing · will have risen · will be flowing · will have flooded · will be arriving · will have reached · will be sitting

Good morning, and welcome to the 2050 weather bulletin. As you drink your coffee, the sun (1) ____ over central Europe, but by lunchtime storm Elena (2) ____ from the Atlantic coast.

By this afternoon, sea levels along the Dutch coast (3) ____ by another eight centimetres compared to yesterday, and by tomorrow they (4) ____ several low-lying farms in Zeeland. Emergency water (5) ____ through the new drainage tunnels all night.

Further south, temperatures in Andalusia (6) ____ 46 °C by 3 p.m., and by the end of the week the summer heatwave record (7) ____ compared to 2049. A strong dry wind (8) ____ from the Sahara all weekend.

In Arctic news, sadly, most of this year's summer sea ice (9) ____ by September. Meanwhile, viewers in northern England: at bedtime, you (10) ____ heavily, so keep the umbrella by the door. And at midnight, half of you (11) ____ under an extra blanket. Stay safe out there.

will be shining

will be arriving

will have risen

will have flooded

will be flowing

will have reached

will have doubled

Ask the teacher — notes to bring to class



will be blowing
will have disappeared
will be raining
will be sitting

Listening: the storm chasers

Two friends, Priya (a science journalist) and Marco (a very anxious traveller), are looking at the weather forecast the night before a hiking trip to the mountains.

Before you listen

Have you ever cancelled a trip because of the weather? What happened?

Predict: does Marco go on the trip or not? Why do you think so?

First listen — gist

1. What is the weather forecast for the weekend?

2. What is Marco most worried about?

3. What do they decide in the end?

Second listen — detail

1. What time will the storm be arriving on Saturday?

2. How long will the storm be blowing through the valley?

3. By what time on Sunday will the sky have cleared?

Ask the teacher — notes to bring to class



4. What piece of gear does Priya insist on packing?

5. What weather word does Marco use for the sky in the second half of the dialogue?

6. What do they agree to do at the summit at 10 a.m. Sunday?

Priya: Alright, so, the forecast: Saturday's a mess. A cold front will be arriving from the west around 2 p.m., and the storm will be blowing through the valley for about six hours.

Marco: Six hours? On the ridge? With no shelter? Priya, absolutely not.

Priya: Nobody is hiking in a storm. Sunday, though — look. By 8 a.m. the sky will have cleared, and by lunchtime it'll be boiling.

Marco: Boiling in the mountains? In April?

Priya: Twenty-three degrees, easily. So the plan is: we start at first light on Sunday, we hike up while it's still chilly, and by ten we'll be standing at the summit.

Marco: And by the time we come down, everyone else will just be leaving the car park.

Priya: Exactly. But listen — proper waterproof jacket. No plastic ponchos. If we're wrong about the timing, we don't want to be freezing three hours from the car.

Marco: Fine. And at ten on the summit, we take a photo, we send it to Ana, and we tell her that while she's still asleep, we've already conquered the mountain.

Priya: Now you're talking. By the end of Sunday, we'll have walked twenty-two kilometres, we'll have eaten our body weight in chocolate, and we'll be sleeping like babies.

Marco: ...and by Monday, my legs will have completely given up on me.

Speaking: your life in 2050

You have *ONE* minute to describe your *OWN* life in the year 2050. In your talk, you *MUST* use at least: (a) *TWO* future continuous sentences ('I'll be living...'), (b) *TWO* future perfect sentences ('I will have...'), (c) *ONE* piece of environment vocabulary ('renewable energy', 'heatwave'...), (d) *ONE* weather adjective. Judge listens and gives ■ for each one used naturally.

1. **label:** Where you'll be living · **hint:** City, country, climate — use future continuous.

Ask the teacher — notes to bring to class



2. **label:** What you'll be doing daily · **hint:** Job, hobby, routine — future continuous.

3. **label:** What you'll have achieved · **hint:** Career, family, travel — future perfect.

4. **label:** How the planet will have changed · **hint:** Environment vocabulary + future perfect.

5. **label:** Your biggest hope · **hint:** One optimistic prediction.

example: In 2050, I'll be living in a small wooden house just outside Lisbon, near the coast. It'll be scorching by then — summers of forty degrees will be totally normal. Every morning I'll be walking my dog along the beach before work. By then, I will have written three novels, I will have travelled to Antarctica, and my daughter will have finished university. Portugal will have installed solar panels on almost every roof, and, honestly, I think we will have finally stopped burning coal. My biggest hope? That my grandchildren will be swimming in a cleaner sea than the one I grew up with.

challenge: ■ Extra ■ if you use 'by the time...' naturally: 'By the time I'm sixty, I will have...'

Writing mini-task — 'a letter to my future self' (100–120 words)

Write a short letter to yourself, to be opened in 2050. You MUST use: (a) at least 3 future perfect sentences, (b) 2 future continuous sentences, (c) 2 words of environment / weather vocabulary. Underline every grammar target you use.

Wrap-up · the prediction ladder

Climb the ladder: each row is one confident prediction about the world. Share yours with a partner and vote on which is the most likely.

1. **label:** 1 prediction — by next year · **prompt:** Something small and personal (future perfect).

2. **label:** 2 predictions — by 2035 · **prompt:** One about YOU, one about your city.

3. **label:** 3 predictions — by 2050 · **prompt:** About the planet — climate, cities, food (mix future perfect + future continuous).

Ask the teacher — notes to bring to class

Workbook — home practice



Ask the teacher — notes to bring to class

Forces of nature - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - extreme weather

Choose the word that best fits each sentence.

1. The 2003 European ____ killed more than 70,000 people.
(A) whiteout
(B) scorcher
(C) deluge
2. After three years without rain, the region was in a serious ____ .
(A) aridity
(B) cyclone
(C) conflagration
3. The mountain village was cut off for a week by a ____ .
(A) scorcher
(B) whiteout
(C) aridity
4. In August, ____ destroyed thousands of hectares of pine forest.
(A) conflagrations
(B) deluges
(C) cyclones
5. The tropical ____ made landfall on the Philippine coast at dawn.
(A) whiteout
(B) cyclone
(C) aridity

2. Vocabulary - weather adjectives

Complete each sentence with ONE adjective from the box.

BOX: sultry · torrid · nippy · leaden · temperate · sweltering

1. It was ____ outside - 42 degrees at midday.
2. Take a jumper - it's a bit ____ in the evenings now.
3. Summers in Singapore are extremely ____ - you sweat just walking.
4. It's been ____ all morning - I don't think we'll see the sun.
5. The winter has been surprisingly ____ this year - no snow at all.
6. Turn the fan on - it's ____ in here!

3. Vocabulary - discursive writing

As extreme weather events become more frequent, how should urban planners adapt our cities to ensure long-term survival?

Checklist:

- ☐ Use at least 4 extreme weather or environment vocabulary items
- ☐ Maintain a formal, discursive register

- [] Use cohesive devices to link your arguments
- [] Check for varied C1-level grammatical structures

[illegible]

4. Grammar - future continuous or future perfect?

Choose the correct form.

1. This time tomorrow, I ____ on a plane to Oslo.
(A) will have been
(B) will be sitting
(C) will sit
2. By the end of the century, half the coral reefs ____ .
(A) will have disappeared
(B) will be disappearing
(C) will disappear
3. Don't ring me at 9 - I ____ the news.
(A) will have watched
(B) will be watching
(C) will watch
4. By the time you read this, I ____ my flight.
(A) will have caught
(B) will be catching
(C) will catch
5. In 2050, most European cars ____ powered by electricity.
(A) will have
(B) will be
(C) will
6. By 2030, the EU ____ single-use plastics.
(A) will ban

Ask the teacher — notes to bring to class

- (B) will be banning
- (C) will have banned

5. Grammar - put the verb in the right future

Put the verb in CAPITALS into the future continuous OR future perfect.

1. By 2040, scientists (map) the entire ocean floor.
2. At midnight, most of the city (sleep) through the storm.
3. By this evening, the storm (pass).
4. This time next month, I (live) in Berlin.
5. By the age of 30, she (write) three novels.
6. At 8 o'clock tomorrow, we (drive) to the airport.

6. Grammar - put the sentence in order

Put the words in the correct order.

1. have / by 2040 / risen / sea levels / will
2. will / this time next week / lying / I / on a beach / be
3. the roof / by lunchtime / built / they / have / will
4. will / all afternoon / be / it / snowing
5. have / by 2035 / banned / most countries / plastic bags / will

7. Grammar - find and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. By 2050 the ice caps will melting completely.
2. This time tomorrow I will have swimming in the sea.
3. By the time she arrives, we finished dinner.
4. At 9 tonight I will been studying.
5. By 2030 they will build the new dam.
6. I'll have seeing you tomorrow morning.

8. Reading - true / false / not given

Read the short article and mark each statement T, F or NG.

The small town of Longyearbyen, on the Norwegian island of Svalbard, is one of the fastest-warming places on Earth. In the last thirty years, average winter temperatures have risen by more than 4 °C. Local scientists predict that by 2050 the town will have lost more than a third of its permafrost, and the airport runway, built directly on frozen ground, will be shifting slightly every year. Most houses are already on stilts. Tourists still come for the northern lights and the polar bears, but by the end of this decade the guides will be leading visitors along completely different routes - the old glacier trails have become too dangerous. Locals joke, darkly, that their grandchildren will be growing tomatoes in the garden.

1. Winter temperatures in Longyearbyen have risen more than 4 °C in the last thirty years. [T / F / NG]
2. By 2050 the town will have lost all of its permafrost. [T / F / NG]
3. The airport runway is built directly on frozen ground. [T / F / NG]

4. Tourism has completely stopped in Svalbard. [T / F / NG]
5. The old glacier trails are no longer safe. [T / F / NG]
6. Longyearbyen has the highest polar bear population in the world. [T / F / NG]

9. Writing - guided task

Write 80-100 words about YOUR life ten years from now. Include at least: 3 future perfect sentences, 2 future continuous sentences, and 2 words of environment / weather vocabulary.

Checklist:

- ☐ 80-100 words
- ☐ 3 future perfect sentences
- ☐ 2 future continuous sentences
- ☐ 2 environment / weather words

This image shows a blank sheet of white paper with horizontal blue ruling lines. On the left side, there are short vertical blue lines that serve as margins, creating a series of narrow columns. The paper is otherwise empty of any text or markings.

10. Listening - climate reporter interview

Listen to the short interview with a climate reporter in Lisbon. Two voices - the interviewer and the reporter. Answer the questions. Play it twice if you need to.

Audio: Interview · climate change in Portugal · ~1 min

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

11. Dictation - future forms (from the interview)

Ask the teacher — notes to bring to class

Listen again to the reporter and complete each line with the missing verb form.

Audio: Climate reporter - key future forms

Transcript with gaps:

A: Welcome to 'Future Earth', today we're with climate reporter, Leo, discussing Lisbon. Leo, what's your take on its future?

B: Thanks for having me! Well, it's clear that by 2040, Lisbon will have turned into a very different city.

A: Interesting. What kind of changes are we looking at there?

B: For one, every new building will have solar panels. It's a huge shift.

A: That sounds promising. But what about the bigger picture, like climate effects?

B: Unfortunately, wildfires will be starting earlier every year across the region. It's a stark reality.

A: That's concerning. Are there any positives in terms of energy initiatives?

B: Absolutely. By 2050, Portugal will have generated more than 80% of its electricity from renewables. It's a key target.

A: And what about fossil fuels?

B: By the end of this decade, we will have finished almost entirely with coal. It's a major step for the country.

A: So, what does this mean for agriculture?

B: In ten years, farmers will be growing crops we don't even grow today, adapting to the changing climate.

1. By 2040, Lisbon ____ into a very different city.
2. Every new building ____ solar panels.
3. Wildfires ____ earlier every year.
4. Portugal ____ more than 80% of its electricity from renewables.
5. By the end of this decade, we ____ almost entirely with coal.
6. In ten years, farmers ____ crops we don't even grow today.

12. ■ Challenge - sentence transformation

Rewrite the second sentence to mean the same, using 2-5 words including the KEYWORD.

1. 1. I'll finish the report before 6 p.m. → I ____ the report by 6 p.m. (KEYWORD: HAVE)
2. 2. At 8 tonight I'm in the middle of dinner. → At 8 tonight I ____ dinner. (KEYWORD: HAVING)
3. 3. In 30 years, the Arctic ice will disappear. → In 30 years, the Arctic ice ____ . (KEYWORD: DISAPPEARED)
4. 4. When you get home, the film will be in progress. → When you get home, we ____ the film. (KEYWORD: WATCHING)
5. 5. By June we'll be finished with the exams. → By June we ____ the exams. (KEYWORD: FINISHED)

13. ■ Challenge - vowel sounds

Write the vowel sound each pair shares - /i:/, /e:/, /æ/, /u:/, /a:/, /o:/, /u:/ or /ə/.

1. 1. bird / heard
2. 2. sheep / leave
3. 3. cut / run

4. 4. cat / ran
5. 5. port / storm
6. 6. pool / food
7. 7. pull / full
8. 8. ship / hit

14. ■ Challenge - odd one out

Three share a category. Pick the *ODD ONE OUT*.

1. 1. Extreme weather:
(A) heatwave
(B) blizzard
(C) wildfire
(D) rainbow
2. 2. Weather adjectives:
(A) scorching
(B) chilly
(C) humid
(D) renewable
3. 3. Environment nouns:
(A) emissions
(B) climate change
(C) renewable energy
(D) drought
4. 4. Verbs of nature's power:
(A) devour
(B) swallow
(C) shatter
(D) cook

15. ■ Challenge - extended writing

Write a 130-160 word letter *FROM* your future self, dated 2050, to yourself today. Use *AT LEAST* 4 future perfect + 3 future continuous sentences, and 3 words of weather/environment vocabulary.

Checklist:

- ☐ 130-160 words
- ☐ 4+ future perfect sentences
- ☐ 3+ future continuous sentences
- ☐ 3+ weather/environment words

16. Self-check

Tick what you can now do confidently.

- ☐ I can form the future perfect (will have + past participle) correctly.
- ☐ I can form the future continuous (will be + -ing) correctly.
- ☐ I can choose between the two based on the time reference.
- ☐ I can describe extreme weather with precise B2 vocabulary.
- ☐ I can talk about the environment (emissions, renewables, pollute, preserve).
- ☐ I can distinguish the vowels /i/ vs /ɪ/, /æ/ vs /ʌ/, /u/ vs /ʊ/, /e/ vs /ɛ/, /o/ vs /ɔ/.
- ☐ I can make confident predictions about my own life and the planet in 2050.

Forces of nature — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — extreme weather

Choose the word that best fits each sentence.

1. The 2003 European ____ killed more than 70,000 people.
(A) whiteout
(B) scorcher
(C) deluge
2. After three years without rain, the region was in a serious ____ .
(A) aridity
(B) cyclone
(C) conflagration
3. The mountain village was cut off for a week by a ____ .
(A) scorcher
(B) whiteout
(C) aridity
4. In August, ____ destroyed thousands of hectares of pine forest.
(A) conflagrations
(B) deluges
(C) cyclones
5. The tropical ____ made landfall on the Philippine coast at dawn.
(A) whiteout
(B) cyclone
(C) aridity

2. Vocabulary — weather adjectives

Complete each sentence with ONE adjective from the box.

BOX: sultry · torrid · nippy · leaden · temperate · sweltering

1. It was ____ outside — 42 degrees at midday.
2. Take a jumper — it's a bit ____ in the evenings now.
3. Summers in Singapore are extremely ____ — you sweat just walking.
4. It's been ____ all morning — I don't think we'll see the sun.
5. The winter has been surprisingly ____ this year — no snow at all.
6. Turn the fan on — it's ____ in here!

3. Vocabulary — discursive writing

As extreme weather events become more frequent, how should urban planners adapt our cities to ensure long-term survival?

Checklist:

- Use at least 4 extreme weather or environment vocabulary items
- Maintain a formal, discursive register

- Use cohesive devices to link your arguments
- Check for varied C1-level grammatical structures

[illegible]

4. Grammar — future continuous or future perfect?

Choose the correct form.

1. This time tomorrow, I ____ on a plane to Oslo.
(A) will have been
(B) will be sitting
(C) will sit
2. By the end of the century, half the coral reefs ____ .
(A) will have disappeared
(B) will be disappearing
(C) will disappear
3. Don't ring me at 9 — I ____ the news.
(A) will have watched
(B) will be watching
(C) will watch
4. By the time you read this, I ____ my flight.
(A) will have caught
(B) will be catching
(C) will catch
5. In 2050, most European cars ____ powered by electricity.
(A) will have
(B) will be
(C) will
6. By 2030, the EU ____ single-use plastics.
(A) will ban

Ask the teacher — notes to bring to class

- (B) will be banning
- (C) will have banned

5. Grammar — put the verb in the right future

Put the verb in CAPITALS into the future continuous OR future perfect.

1. By 2040, scientists (map) the entire ocean floor.
2. At midnight, most of the city (sleep) through the storm.
3. By this evening, the storm (pass).
4. This time next month, I (live) in Berlin.
5. By the age of 30, she (write) three novels.
6. At 8 o'clock tomorrow, we (drive) to the airport.

6. Grammar — put the sentence in order

Put the words in the correct order.

1. have / by 2040 / risen / sea levels / will
2. will / this time next week / lying / I / on a beach / be
3. the roof / by lunchtime / built / they / have / will
4. will / all afternoon / be / it / snowing
5. have / by 2035 / banned / most countries / plastic bags / will

7. Grammar — find and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. By 2050 the ice caps will melting completely.
2. This time tomorrow I will have swimming in the sea.
3. By the time she arrives, we finished dinner.
4. At 9 tonight I will been studying.
5. By 2030 they will build the new dam.
6. I'll have seeing you tomorrow morning.

8. Reading — true / false / not given

Read the short article and mark each statement T, F or NG.

The small town of Longyearbyen, on the Norwegian island of Svalbard, is one of the fastest-warming places on Earth. In the last thirty years, average winter temperatures have risen by more than 4 °C. Local scientists predict that by 2050 the town will have lost more than a third of its permafrost, and the airport runway, built directly on frozen ground, will be shifting slightly every year. Most houses are already on stilts. Tourists still come for the northern lights and the polar bears, but by the end of this decade the guides will be leading visitors along completely different routes — the old glacier trails have become too dangerous. Locals joke, darkly, that their grandchildren will be growing tomatoes in the garden.

1. Winter temperatures in Longyearbyen have risen more than 4 °C in the last thirty years. [T / F / NG]
2. By 2050 the town will have lost all of its permafrost. [T / F / NG]
3. The airport runway is built directly on frozen ground. [T / F / NG]

4. Tourism has completely stopped in Svalbard. [T / F / NG]
5. The old glacier trails are no longer safe. [T / F / NG]
6. Longyearbyen has the highest polar bear population in the world. [T / F / NG]

9. Writing — guided task

Write 80–100 words about YOUR life ten years from now. Include at least: 3 future perfect sentences, 2 future continuous sentences, and 2 words of environment / weather vocabulary.

Checklist:

- 80–100 words
- 3 future perfect sentences
- 2 future continuous sentences
- 2 environment / weather words

[illegible]

10. Listening — climate reporter interview

Listen to the short interview with a climate reporter in Lisbon. Two voices — the interviewer and the reporter. Answer the questions. Play it twice if you need to.

■ **Audio:** Interview · climate change in Portugal · ~1 min

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

11. Dictation — future forms (from the interview)

Ask the teacher — notes to bring to class

Listen again to the reporter and complete each line with the missing verb form.

■ **Audio:** Climate reporter — key future forms

Transcript with gaps:

A: Welcome to 'Future Earth', today we're with climate reporter, Leo, discussing Lisbon. Leo, what's your take on its future?

B: Thanks for having me! Well, it's clear that by 2040, Lisbon will have turned into a very different city.

A: Interesting. What kind of changes are we looking at there?

B: For one, every new building will have solar panels. It's a huge shift.

A: That sounds promising. But what about the bigger picture, like climate effects?

B: Unfortunately, wildfires will be starting earlier every year across the region. It's a stark reality.

A: That's concerning. Are there any positives in terms of energy initiatives?

B: Absolutely. By 2050, Portugal will have generated more than 80% of its electricity from renewables. It's a key target.

A: And what about fossil fuels?

B: By the end of this decade, we will have finished almost entirely with coal. It's a major step for the country.

A: So, what does this mean for agriculture?

B: In ten years, farmers will be growing crops we don't even grow today, adapting to the changing climate.

1. By 2040, Lisbon ____ into a very different city.
2. Every new building ____ solar panels.
3. Wildfires ____ earlier every year.
4. Portugal ____ more than 80% of its electricity from renewables.
5. By the end of this decade, we ____ almost entirely with coal.
6. In ten years, farmers ____ crops we don't even grow today.

12. ■ Challenge — sentence transformation

Rewrite the second sentence to mean the same, using 2–5 words including the KEYWORD.

1. 1. I'll finish the report before 6 p.m. → I ____ the report by 6 p.m. (KEYWORD: HAVE)
2. 2. At 8 tonight I'm in the middle of dinner. → At 8 tonight I ____ dinner. (KEYWORD: HAVING)
3. 3. In 30 years, the Arctic ice will disappear. → In 30 years, the Arctic ice ____ . (KEYWORD: DISAPPEARED)
4. 4. When you get home, the film will be in progress. → When you get home, we ____ the film. (KEYWORD: WATCHING)
5. 5. By June we'll be finished with the exams. → By June we ____ the exams. (KEYWORD: FINISHED)

13. ■ Challenge — vowel sounds

Write the vowel sound each pair shares — /i:/, /e:/, /æ/, /u:/, /a:/, /ɔ:/, /ʊ/ or /ɒ/.

1. 1. bird / heard
2. 2. sheep / leave
3. 3. cut / run

4. 4. cat / ran
5. 5. port / storm
6. 6. pool / food
7. 7. pull / full
8. 8. ship / hit

14. ■ Challenge — odd one out

Three share a category. Pick the *ODD ONE OUT*.

1. 1. Extreme weather:
(A) heatwave
(B) blizzard
(C) wildfire
(D) rainbow
2. 2. Weather adjectives:
(A) scorching
(B) chilly
(C) humid
(D) renewable
3. 3. Environment nouns:
(A) emissions
(B) climate change
(C) renewable energy
(D) drought
4. 4. Verbs of nature's power:
(A) devour
(B) swallow
(C) shatter
(D) cook

15. ■ Challenge — extended writing

Write a 130–160 word letter *FROM* your future self, dated 2050, to yourself today. Use *AT LEAST* 4 future perfect + 3 future continuous sentences, and 3 words of weather/environment vocabulary.

Checklist:

- 130–160 words
- 4+ future perfect sentences
- 3+ future continuous sentences
- 3+ weather/environment words

16. Self-check

Tick what you can now do confidently.

- ☐ I can form the future perfect (will have + past participle) correctly.
- ☐ I can form the future continuous (will be + -ing) correctly.
- ☐ I can choose between the two based on the time reference.
- ☐ I can describe extreme weather with precise B2 vocabulary.
- ☐ I can talk about the environment (emissions, renewables, pollute, preserve).
- ☐ I can distinguish the vowels /i/ vs /e/, /æ/ vs /a/, /u/ vs /o/, /i/ vs /e/, /u/ vs /o/.
- ☐ I can make confident predictions about my own life and the planet in 2050.



Answer key — Class Book

Reading: the century of extremes

1. (B) Increasingly severe weather events worldwide.
2. (B) be experiencing extreme heat for at least a month each year.
3. (A) It will start weeks earlier and form further from the equator.
4. (B) Reforestation projects have planted billions of trees.
5. (B) our children will live in a world that depends on our choices today.

Vocabulary: the environment & extreme weather

1. aridity
 2. sustainable energy
 3. liquefying
 4. whiteout
 5. nippy
 6. contaminate
 7. scorcher
 8. ravaged
1. The wildfire ravaged thousands of hectares of forest.
 2. The flood engulfed the entire village within hours.
 3. It has been sultry all week; the air feels heavy.
 4. The factory continues to contaminate the river with its untreated waste.
 5. The government promised to safeguard the coastline.

Grammar focus: future perfect & future continuous

1. will be flying
 2. will have mapped
 3. will be watching
 4. will have burned
 5. will be sleeping
 6. will have installed
1. By 2040, sea levels will have risen.
 2. This time next week, I will be lying on a beach.
 3. By lunchtime, they will have built the roof.
 4. It will be snowing all afternoon.
 5. Before you know it, it will have stopped raining.
1. By 2050 the ice caps will have melted completely.
 2. This time tomorrow I will be swimming in the sea.
 3. By the time she arrives, we will have finished dinner.
 4. At 9 tonight I will be studying.
 5. By 2030 they will have built the new dam.
 6. I'll be seeing you tomorrow morning.

Listening: the storm chasers

1. A storm on Saturday afternoon, but a clear Sunday morning.
 2. Getting caught in the storm up on the ridge with no shelter.
 3. They will hike early on Sunday morning after the storm has passed, not Saturday.
1. Around 2 p.m., according to the forecast.
 2. About six hours.
 3. By around 8 a.m.
 4. A proper waterproof jacket — 'no plastic ponchos'.
 5. 'Boiling' — 'it'll be boiling by lunchtime on Sunday'.
 6. Take a photo and send it to their friend Ana as a challenge.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

Forces of nature - Workbook — Answer Key

1. Vocabulary - extreme weather

1. **(B)** *scorcher*
2. **(A)** *aridity*
3. **(B)** *whiteout*
4. **(A)** *conflagrations*
5. **(B)** *cyclone*

2. Vocabulary - weather adjectives

1. **torrid**
2. **nippy**
3. **sultry**
4. **leaden**
5. **temperate**
6. **sweltering**

3. Vocabulary - discursive writing

Sample answer

The increasing frequency of extreme weather events presents a monumental challenge for urban planners. As summers become sweltering and torrid, cities must be redesigned to provide relief from the scorching heat. This might involve creating more green spaces and using reflective materials to reduce the 'urban heat island' effect. Conversely, we must also prepare for more frequent deluges, ensuring that our drainage systems can handle sudden, massive amounts of water. In regions prone to aridity, water conservation must become a central pillar of city design. Furthermore, the threat of conflagrations in nearby rural areas necessitates better firebreaks and more resilient infrastructure. While a leaden sky once merely signalled rain, it now often brings the fear of a destructive storm. Adaptation is no longer optional; it is a matter of survival.

4. Grammar - future continuous or future perfect?

1. **(B)** *will be sitting*
2. **(A)** *will have disappeared*
3. **(B)** *will be watching*
4. **(A)** *will have caught*
5. **(B)** *will be*
6. **(C)** *will have banned*

5. Grammar - put the verb in the right future

1. *will have mapped*
2. *will be sleeping*
3. *will have passed*
4. *will be living*
5. *will have written*
6. *will be driving*

6. Grammar - put the sentence in order

1. *By 2040, sea levels will have risen.*
2. *This time next week, I will be lying on a beach.*
3. *By lunchtime, they will have built the roof.*
4. *It will be snowing all afternoon.*
5. *By 2035, most countries will have banned plastic bags.*

7. Grammar - find and fix the mistake

1. *By 2050 the ice caps will have melted completely.*
2. *This time tomorrow I will be swimming in the sea.*
3. *By the time she arrives, we will have finished dinner.*
4. *At 9 tonight I will be studying.*
5. *By 2030 they will have built the new dam.*
6. *I'll be seeing you tomorrow morning.*

8. Reading - true / false / not given

1. **T**
2. **F**
3. **T**
4. **F**
5. **T**
6. **NG**

9. Writing - guided task

Sample answer

By 2036, I will have finished my PhD and, hopefully, I will have paid off my student loan. I will probably be living in a smaller, greener city - maybe Ljubljana, maybe Porto - somewhere where the summers are not scorching. Every morning, I'll be cycling to work along a proper cycle path, past solar panels on every rooftop. By then, my country will have closed its last coal plant, and I will have travelled to at least three continents. Honestly, this time next decade, I hope I'll be sleeping better than I do now.

10. Listening - climate reporter interview

1. *Around fifteen years.*
2. *The nights - they hardly ever cool down below 25 °C anymore.*
3. *There will be many more shaded streets, green roofs, and every new building will have solar panels.*
4. *Wildfires in the centre and north of the country - they'll be starting earlier every year.*
5. *Portugal will soon have generated more than 80% of its electricity from renewables.*
6. *Vote - and, at home, cut back on flying rather than on food.*

11. Dictation - future forms (from the interview)

1. *will have turned*
2. *will have*
3. *will be starting*
4. *will have generated*
5. *will have finished*
6. *will be growing*

12. ■ Challenge - sentence transformation

1. *will have finished*
2. *will be having*
3. *will have disappeared*
4. *will be watching*
5. *will have finished*

13. ■ Challenge - vowel sounds

1. /**■**■/
2. /i**■**/
3. /**■**/
4. /æ/
5. /**■**■/
6. /u**■**/
7. /**■**/
8. /**■**/

14. ■ Challenge - odd one out

1. **(D)** rainbow
2. **(D)** renewable
3. **(D)** drought
4. **(D)** cook

15. ■ Challenge - extended writing

Sample answer

Hello, past me. It's 2050. Yes, it's real - I'm sitting on the balcony of a small flat in a slightly cooler part of Portugal, drinking coffee. The summers really are scorching now, but the mornings, honestly, are still gorgeous. By this year, you will have finished the second novel you're too shy to talk about. You will have taken your mum to see the northern lights. You will have moved country twice - the second time you'll be sure. And, quite surprisingly, you will have adopted a very loud dog. Right now, on Sunday afternoons, you'll be walking along a coast that has slightly changed shape. Your city will have installed solar panels on almost every rooftop and, thankfully, will have banned petrol cars in the centre. Be kind to yourself in the meantime - the world will still be beautiful in 2050.

16. Self-check

Self-assessment — no fixed answers.

Forces of nature — Workbook — Answer Key

1. Vocabulary — extreme weather

1. **(B)** *scorcher*
2. **(A)** *aridity*
3. **(B)** *whiteout*
4. **(A)** *conflagrations*
5. **(B)** *cyclone*

2. Vocabulary — weather adjectives

1. **torrid**
2. **nippy**
3. **sultry**
4. **leaden**
5. **temperate**
6. **sweltering**

3. Vocabulary — discursive writing

Sample answer

The increasing frequency of extreme weather events presents a monumental challenge for urban planners. As summers become sweltering and torrid, cities must be redesigned to provide relief from the scorching heat. This might involve creating more green spaces and using reflective materials to reduce the 'urban heat island' effect. Conversely, we must also prepare for more frequent deluges, ensuring that our drainage systems can handle sudden, massive amounts of water. In regions prone to aridity, water conservation must become a central pillar of city design. Furthermore, the threat of conflagrations in nearby rural areas necessitates better firebreaks and more resilient infrastructure. While a leaden sky once merely signalled rain, it now often brings the fear of a destructive storm. Adaptation is no longer optional; it is a matter of survival.

4. Grammar — future continuous or future perfect?

1. **(B)** *will be sitting*
2. **(A)** *will have disappeared*
3. **(B)** *will be watching*
4. **(A)** *will have caught*
5. **(B)** *will be*
6. **(C)** *will have banned*

5. Grammar — put the verb in the right future

1. *will have mapped*
2. *will be sleeping*
3. *will have passed*
4. *will be living*
5. *will have written*
6. *will be driving*

6. Grammar — put the sentence in order

1. *By 2040, sea levels will have risen.*
2. *This time next week, I will be lying on a beach.*
3. *By lunchtime, they will have built the roof.*
4. *It will be snowing all afternoon.*
5. *By 2035, most countries will have banned plastic bags.*

7. Grammar — find and fix the mistake

1. *By 2050 the ice caps will have melted completely.*
2. *This time tomorrow I will be swimming in the sea.*
3. *By the time she arrives, we will have finished dinner.*
4. *At 9 tonight I will be studying.*
5. *By 2030 they will have built the new dam.*
6. *I'll be seeing you tomorrow morning.*

8. Reading — true / false / not given

1. **T**
2. **F**
3. **T**
4. **F**
5. **T**
6. **NG**

9. Writing — guided task

Sample answer

By 2036, I will have finished my PhD and, hopefully, I will have paid off my student loan. I will probably be living in a smaller, greener city — maybe Ljubljana, maybe Porto — somewhere where the summers are not scorching. Every morning, I'll be cycling to work along a proper cycle path, past solar panels on every rooftop. By then, my country will have closed its last coal plant, and I will have travelled to at least three continents. Honestly, this time next decade, I hope I'll be sleeping better than I do now.

10. Listening — climate reporter interview

1. *Around fifteen years.*
2. *The nights — they hardly ever cool down below 25 °C anymore.*
3. *There will be many more shaded streets, green roofs, and every new building will have solar panels.*
4. *Wildfires in the centre and north of the country — they'll be starting earlier every year.*
5. *Portugal will soon have generated more than 80% of its electricity from renewables.*
6. *Vote — and, at home, cut back on flying rather than on food.*

11. Dictation — future forms (from the interview)

1. *will have turned*
2. *will have*
3. *will be starting*
4. *will have generated*
5. *will have finished*
6. *will be growing*

12. ■ Challenge — sentence transformation

1. *will have finished*
2. *will be having*
3. *will have disappeared*
4. *will be watching*
5. *will have finished*

13. ■ Challenge — vowel sounds

1. /**■**■/
2. /i**■**/
3. /**■**/
4. /æ/
5. /**■**■/
6. /u**■**/
7. /**■**/
8. /**■**/

14. ■ Challenge — odd one out

1. **(D)** *rainbow*
2. **(D)** *renewable*
3. **(D)** *drought*
4. **(D)** *cook*

15. ■ Challenge — extended writing

Sample answer

Hello, past me. It's 2050. Yes, it's real — I'm sitting on the balcony of a small flat in a slightly cooler part of Portugal, drinking coffee. The summers really are scorching now, but the mornings, honestly, are still gorgeous. By this year, you will have finished the second novel you're too shy to talk about. You will have taken your mum to see the northern lights. You will have moved country twice — the second time you'll be sure. And, quite surprisingly, you will have adopted a very loud dog. Right now, on Sunday afternoons, you'll be walking along a coast that has slightly changed shape. Your city will have installed solar panels on almost every rooftop and, thankfully, will have banned petrol cars in the centre. Be kind to yourself in the meantime — the world will still be beautiful in 2050.

16. Self-check

Self-assessment — no fixed answers.



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 4 · 4B

Saving the wild

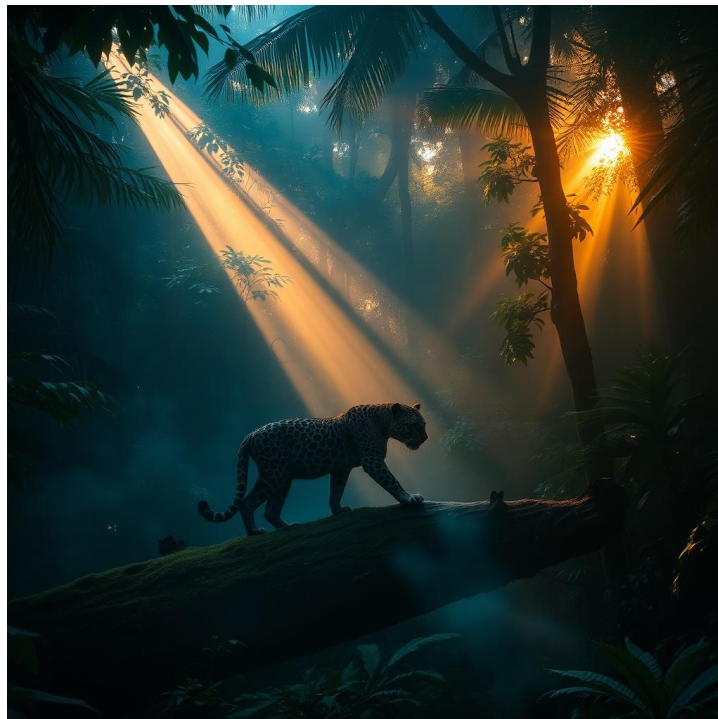
Theme · Wild Planet



Unit 4 · 4B

Saving the wild

Theme: Wild Planet



Learning objectives

- Use the zero conditional (if + present, present) for general truths and cause–effect in nature.
- Use the first conditional (if + present, will/won't) for real future possibilities.
- Handle future time clauses correctly with when, as soon as, until, before, after, once.
- Use natural expressions with 'take' (take action, take responsibility, take a step, take care of...).
- Link words smoothly in connected speech: consonant-to-vowel, 'r'-linking and intrusive /w/ /j/.

Ask the teacher — notes to bring to class



Class Book

Warm-up · endangered or bouncing back?

Look at the six animals below. In pairs, decide: is each one (a) endangered and struggling, (b) recovering, or (c) already extinct? You have two minutes.

the Bengal tiger

the mountain gorilla

the giant panda

the Amazon river dolphin

the Tasmanian tiger (thylacine)

the humpback whale

followUp: Answers: tiger — recovering; gorilla — recovering slowly; panda — recovering; river dolphin — endangered; thylacine — extinct since 1936; humpback — recovering strongly. Today's grammar: if we protect them, they recover; when we stop, they disappear.

Lead-in: cause & effect in the wild

Match each cause to a natural effect. Then, in pairs, form ONE sentence using 'If...' for each match.

1. Bees disappear from a region...
2. A forest loses its top predator...
3. Ocean temperatures rise by 2 °C...
4. Villagers earn money from tourism to see gorillas...
5. A ranger patrols a park at night...
6. Plastic gets into a river...
 - a) ...corals bleach and die.
 - b) ...poaching drops dramatically.
 - c) ...crops fail because there is no pollination.
 - d) ...fish eat it and end up on our plates.
 - e) ...deer populations explode and eat all the young trees.
 - f) ...they protect the gorillas themselves.

- 1 → c · If bees disappear from a region, crops fail because there is no pollination.
- 2 → e · If a forest loses its top predator, deer populations explode and eat all the young trees.
- 3 → a · If ocean temperatures rise by 2 °C, corals bleach and die.
- 4 → f · If villagers earn money from tourism to see gorillas, they protect the gorillas themselves.
- 5 → b · If a ranger patrols the park at night, poaching drops dramatically.
- 6 → d · If plastic gets into a river, fish eat it and end up on our plates.

Ask the teacher — notes to bring to class



followUp: Notice: 'if + present, present' — this is the ZERO conditional. It describes cause and effect that is generally, scientifically true. In a moment we'll shift to real future possibilities: 'If we act now, we WILL save the reef.'

Reading: the return of the wild

For most of the twentieth century, the story of wildlife on this planet was a story of loss. Tigers vanished from most of Asia. Wolves were hunted out of nearly every European country. Whales, gorillas, elephants — all pushed to the edge. If governments hadn't intervened, many of these species would already be extinct.

But something has begun to change. In the past two decades, wild tiger numbers have risen by more than seventy per cent. Wolves have returned to Germany, France and even the Netherlands. Humpback whales, once down to a few thousand individuals, now number over a hundred thousand. When protection works, life comes back with astonishing speed.

The most important lesson from these stories is simple: conservation succeeds when local people benefit from it. In Rwanda, families near the mountain gorillas receive a share of the tourism income. As soon as a gorilla family is threatened, the whole village takes action. In India, villagers around Ranthambore reserve report poachers because tiger tourism now pays their wages. When people take responsibility for the wild, the wild takes care of itself.

Technology is helping too. Rangers in Kenya use drones and thermal cameras to track poachers at night. In the Amazon, indigenous guardians upload satellite images of illegal logging directly to their phones. Once the location is confirmed, teams can arrive in less than an hour. Twenty years ago, this would have been science fiction.

None of this means the crisis is over. If deforestation continues at today's rate, the Amazon will begin to dry out within a generation. If the oceans keep warming, half of all coral reefs may disappear before 2050. But the recent good news matters — it proves that when we take a real step, nature meets us halfway. As one biologist put it, 'Nature doesn't need us to save it. It just needs us to stop killing it.'

1. What was the overall story of wildlife in most of the 20th century?
 - (A) A story of steady recovery.
 - (B) A story of loss and decline.
 - (C) A story of scientific discovery only.
2. According to the text, wild tiger numbers...
 - (A) have fallen by 70% in the last twenty years.
 - (B) have risen by more than 70% in the last twenty years.
 - (C) have stayed exactly the same.
3. What is presented as the KEY reason conservation succeeds?
 - (A) Rich foreign donors giving large amounts of money.
 - (B) Local people benefiting from protecting the wildlife themselves.
 - (C) Fencing off huge areas and keeping people out completely.

Ask the teacher — notes to bring to class



4. How is technology helping conservation, according to the text?
- (A) Zoos are becoming completely digital.
 - (B) Rangers use drones and satellite images to catch poachers and loggers.
 - (C) AI decides which animals to save first.
5. The biologist's final quote suggests that...
- (A) nature is too damaged to recover.
 - (B) if we simply stop harming nature, it can recover itself.
 - (C) only humans can save nature by intervening constantly.

Wildlife vocabulary in context

Find these words in the text and match them to the closest meaning.

- extinct** — no longer existing as a species
- poacher** — someone who hunts animals illegally
- endangered** — at serious risk of dying out
- reserve** — a protected area where wildlife is safe
- deforestation** — the cutting down of large areas of forest
- conservation** — the protection of nature and species

Vocabulary: expressions with TAKE

intro: 'Take' is one of the most common verbs in English — and one of the most flexible. At B2, you can lift almost any conversation about the environment, decisions and daily life just by mastering a handful of collocations.

1. **label:** TAKE + action / responsibility (elevated)

2. **label:** TAKE + care / a break (elevated)

3. **label:** TAKE + step / part / place (elevated)

4. **label:** TAKE + idiomatic (elevated)

practice

Complete each sentence with the correct expression from the box (correct form).

Ask the teacher — notes to bring to class



1. We can't wait any longer — governments must ____ on climate now.

2. Who's going to ____ the dog while you're away?

3. Let's ____ — I'm exhausted. Ten minutes and a coffee.

4. The concert will ____ on Saturday at the Central Park.

5. The photo really ____ me — I never expected to see her there.

6. You shouldn't ____ your parents' support — many people don't have that.

7. OK, everyone, please ____ speaking — one at a time.

8. If you're serious about the environment, ____ against fast fashion.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word from this lesson's vocabulary. Keep the meaning identical.

1. The minister decided to <u>step in to fix</u> the crisis before it worsened.

2. She agreed to <u>accept the duty for</u> the whole department's mistakes.

3. He was chosen to <u>lead and direct</u> the new conservation project.

4. Volunteers <u>participated in</u> the beach clean-up every Saturday.

5. Don't <u>fail to value</u> how much support your team gives you.

Practice 3 — discursive writing

prompt: Reflect on a moment when you, or someone you know, took real responsibility for protecting something — an animal, a place, or a cause. What changed as a result?

Ask the teacher — notes to bring to class

Use at least FOUR of the target words from this unit.

Vary sentence length; include one relative clause.

Aim for a reflective, cohesive C1 register.

sample: A few years ago, a neighbour of mine decided to spearhead a small campaign to clean up the river behind our street, a stretch of water that most people had simply learned to ignore. At first, only a handful of us agreed to partake, but as soon as she began to advocate publicly for the project, more volunteers appeared each weekend. What struck me was how naturally she seemed to shoulder responsibility, never waiting for someone else to intervene first. We had underappreciated, I think, how much difference a single committed person could make. Within a year, herons had returned to nest along the bank, and the whole street had quietly begun to take pride in a place we had previously overlooked.



Grammar focus: zero & first conditionals + future time clauses

1. Zero conditional — if + present, present — For general truths, scientific facts and cause–effect relationships. • If temperatures rise, ice melts. • If bees disappear, crops fail. • Trees grow faster if they get enough rain. 'When' can replace 'if' with the same meaning: • When you heat water to 100 °C, it boils.

2. First conditional — if + present, will/won't — For REAL possibilities in the future. • If we act now, we will save the reef. • If it rains tomorrow, we won't go hiking. Also with 'unless' = 'if...not': • Unless we act, the tigers will disappear. Other modals are common: might, may, could, should, must. • If we don't hurry, we might miss the ferry.

3. Future time clauses — After 'when, as soon as, before, after, until, once, the moment, by the time', use the PRESENT tense — never 'will' — for the future. • I'll call you WHEN I ARRIVE. (NOT 'when I will arrive') • As soon as the storm PASSES, we'll leave. • We won't leave UNTIL the rain STOPS. • Once the results ARE OUT, I'll text you.

Ask the teacher — notes to bring to class



4. Common time signals — when / as soon as / the moment · immediately after (something happens) before / by the time · earlier than a future point until · up to a future point after / once · following a future point

5. Word order — 'if' clause first or second? — Both orders are correct. Use a comma only when the 'if / when' clause comes FIRST. • If we act now, we will save it. • We will save it if we act now.

6. Common mistakes — ✗ If it will rain tomorrow, I stay home. → ✓ If it rains tomorrow, I'll stay home. ✗ I'll call you when I will arrive. → ✓ I'll call you when I arrive. ✗ We won't leave until you will call. → ✓ We won't leave until you call.

Exercise A — zero or first conditional?

Put the verbs in brackets in the correct form.

1. If you (heat) ice, it (melt).

2. If it (rain) tomorrow, we (cancel) the picnic.

3. Bees (die) if farmers (use) too many pesticides.

4. If we (not act) now, half the reefs (disappear).

5. Water (boil) if you (heat) it to 100 °C.

6. I (help) you with your project if I (have) time on Sunday.

Exercise B — future time clauses

Choose the correct verb form. Remember: after when / as soon as / until / before / after / once, use the PRESENT — never 'will'.

1. I'll text you as soon as I ____ (arrive).

2. We won't start dinner until they ____ (get) here.

3. By the time you ____ (read) this, I'll be on a plane.

4. Once the storm ____ (pass), we'll head out.

Ask the teacher — notes to bring to class



5. Call me the moment the results ____ (be) out.

6. Before you ____ (leave), please switch off the lights.

Exercise C — spot & fix the mistake

Each sentence has *ONE* mistake. Rewrite it correctly.

1. If it will rain tomorrow, we'll stay home.

2. I'll call you when I will arrive at the hotel.

3. We won't leave until the storm will stop.

4. Unless we don't act, the tigers will disappear.

5. If you heat water, it will boil.

6. As soon as I will finish the report, I'll send it to you.

Exercise D — the ranger's letter

Complete the letter with *ONE* verb from the box in the correct form (present OR will + infinitive).

Word bank: leave · will patrol · arrives · will call · get · will disappear · act · stops · will lose · learns · will send

Hi everyone,

Just a quick update from the reserve. If the rain (1) ____ tonight, the road up to camp will finally be passable, so please (2) ____ your car at the visitor centre and walk the last kilometre with your backpack — it's easier.

As soon as the sun (3) ____ tomorrow morning, our team (4) ____ the northern trail together. We won't head into the forest until everyone (5) ____ the safety briefing — that's non-negotiable.

One last thing. If any of you (6) ____ separated from the group, don't panic. Stay where you are. I (7) ____ you on the walkie-talkie every ten minutes and (8) ____ someone to your location within the hour.

This work matters. If we don't (9) ____ now, this forest (10) ____ half its species in twenty years. But if we do — if every visitor really (11) ____ something and shares it — then, honestly, we still have a chance.

See you at dawn.

Ask the teacher — notes to bring to class



stops
leave
arrives
will patrol
gets
get
will call
will send
act
will lose
learns

Listening: the volunteer

Two friends meet for coffee. One of them has just been accepted onto a wildlife ranger volunteer programme in Kenya, and they discuss the trip, the risks and what conservation actually looks like day to day.

Before you listen

Would you ever volunteer for something dangerous but meaningful? Why / why not?

Predict: what will one of the speakers be MOST worried about?

First listen — gist

1. What has one of the speakers signed up for?

2. What will the volunteer's main daily job be?

3. What do the two friends agree to do when the volunteer gets back?

Second listen — detail

1. Who takes care of compensation if a farmer loses a crop to elephants?

Ask the teacher — notes to bring to class



2. Why is that compensation so important, according to the volunteer?

3. What does the other speaker want to do after finishing their exams?

4. What is the volunteer most worried about — the animals or people?

5. What does the volunteer say about panic near a big elephant?

6. What promise do they make BEFORE the trip?

A: So, are you actually going to do it? Sign up for the ranger programme?

B: I think so. If they accept me, I'll fly out to Kenya in September.

A: That's incredible. What will you actually be doing out there?

B: Mostly tracking elephants. When a herd approaches a village, we take steps to steer them away from the farms.

A: And if a farmer loses a crop? Does anyone take responsibility for that?

B: The project takes care of small compensation payments. If people don't feel supported, they won't protect the animals.

A: That's a good point. As soon as I finish my exams, I want to volunteer somewhere too.

B: You should. Once you see it, everything else takes a back seat, honestly.

A: Aren't you nervous, though? I'd be terrified the first time an elephant took a step toward me.

B: A bit. But if you don't panic, they usually just walk past. It's the poachers I'm more worried about.

A: Right. Well, before you leave, we're taking a proper photo. I want to frame the 'before' version of you.

B: Deal. And when I get back, I'll take you out for the biggest coffee in the city.

Ask the teacher — notes to bring to class



Speaking: 'if I could save one species...'

You have *ONE* minute to defend *ONE* species you would save if you could. In your talk, you *MUST* use at least: (a) *TWO* first conditionals ('If we protect them, they will...'), (b) *ONE* future time clause ('as soon as...', 'until...'), (c) *ONE* expression with *TAKE*, (d) *ONE* piece of wildlife vocabulary. Judge listens and gives ■ for each one used naturally.

1. **label:** Which species & why · **hint:** Name it in one sentence. Emotional hook.

2. **label:** What will happen if we do nothing · **hint:** First conditional — negative outcome.

3. **label:** What will happen if we act · **hint:** First conditional — positive outcome.

4. **label:** One concrete action + time clause · **hint:** 'As soon as governments...', 'until we...'.

5. **label:** Your closing appeal · **hint:** One TAKE expression — take action, take responsibility, take a stand.

example: If I could save one species, it would be the mountain gorilla. There are fewer than 1,100 of them left, all in Rwanda, Uganda and the Democratic Republic of the Congo. If we don't act, they will simply disappear within our lifetime. But — and this is the amazing part — if we take responsibility now, they will recover, because their birth rate is already going up in protected areas. As soon as tourism income reaches the villages around the parks, poaching drops almost immediately. We don't need a miracle; we just need to take a step every year in the right direction. So my appeal is simple: don't take the natural world for granted — take a stand for it.

challenge: ■ Extra ■ if you use 'unless' naturally: 'Unless we act now, ...'

Writing mini-task — 'a letter to a decision-maker' (100–120 words)

Write a short polite letter to your mayor or a local politician, asking them to protect *ONE* piece of nature near you (a park, river, forest, coast). You *MUST* use: at least 2 first conditionals, 1 future time clause, 2 TAKE expressions. Underline every grammar target you use.

Wrap-up · the promise ladder

Climb the ladder: three real promises you can make *TODAY*, *this MONTH*, and *this YEAR*. Share yours with a partner and vote on which is the most likely to actually happen.

Ask the teacher — notes to bring to class



1. **label:** 1 promise — today · **prompt:** Something tiny (first conditional): 'If I go out, I'll take my reusable bottle.'

2. **label:** 2 promises — this month · **prompt:** One for you, one for someone you care about.

3. **label:** 3 promises — this year · **prompt:** One about nature, one about learning, one about a habit you'll change.

Ask the teacher — notes to bring to class



Workbook — home practice



Ask the teacher — notes to bring to class

Saving the wild - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - expressions with TAKE

Choose the option that best completes each sentence.

1. We have to ____ now - the situation is getting worse.
(A) pause
(B) intervene
(C) transpire
2. Please ____ my plants while I'm away.
(A) tend to
(B) partake in
(C) scrutinise
3. The conference will ____ in Berlin next October.
(A) partake
(B) transpire
(C) adopt
4. You shouldn't ____ your health.
(A) underappreciate
(B) startle
(C) alternate
5. The children have to ____ using the computer.
(A) progress
(B) alternate
(C) capture

2. Vocabulary - take + preposition

Complete each sentence with ONE preposition from the box.

BOX: over · up · off · on · in · after

1. She's decided to take ____ yoga next month.
2. My daughter really takes ____ her grandmother - same laugh.
3. Please take your shoes ____ before you come in.
4. I'll take ____ the presentation if you're too tired.
5. Are you going to take part ____ the marathon this year?
6. Don't take ____ too many projects at once.

3. Vocabulary - discursive writing

'Humans have a moral obligation to intervene and protect endangered species, regardless of the cost.' Discuss.

Checklist:

- ☐ Use at least 4 expressions with TAKE or wildlife vocabulary
- ☐ Maintain a formal, discursive register
- ☐ Use cohesive devices to link your arguments

[] Check for varied C1-level grammatical structures

[illegible]

4. Grammar - zero or first conditional?

Choose the correct form.

1. If it ____ tomorrow, we'll cancel the trip.
(A) rains
(B) will rain
(C) rain
2. Water ____ if you heat it to 100 °C.
(A) will boil
(B) boils
(C) is boiling
3. If we don't protect them, tigers ____ within decades.
(A) disappear
(B) will disappear
(C) disappeared
4. Plants ____ if you don't water them.
(A) will die
(B) die
(C) died
5. I'll call you as soon as I ____ home.
(A) will get
(B) get
(C) am getting
6. Unless the government ____, the reef will disappear.
(A) will act
(B) acts

(C) acted

5. Grammar - put the verb in the correct form

Put the verbs in brackets in the correct form (present OR will + infinitive).

1. If it (rain) ____ tomorrow, we (stay) ____ home.
2. As soon as the film (finish) ____, I (call) ____ you.
3. Ice (melt) ____ if you (leave) ____ it in the sun.
4. We (not leave) ____ until the storm (pass) ____ .
5. If you (heat) ____ metal, it (expand) ____ .
6. Once the results (be) ____ out, they (send) ____ an email.

6. Grammar - put the sentence in order

Put the words in the correct order.

1. we / will / if / act / save / now / them / we
2. call / arrive / when / I / I'll / you
3. the reef / disappear / unless / act / will / we
4. boils / if / it / heat / water / you / to 100 °C
5. the storm / until / we / leave / stops / won't

7. Grammar - find and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. If it will rain tomorrow, we'll stay home.
2. I'll text you as soon as I will arrive.
3. Unless we don't act, the tigers will disappear.
4. If you heat water, it will boil.
5. We won't leave until the rain will stop.
6. When I will get home, I'll cook dinner.

8. Reading - true / false / not given

Read the short article and mark each statement T, F or NG.

In the small mountain kingdom of Bhutan, the constitution requires that at least sixty per cent of the country remains covered by forest - forever. Today, the figure is actually above seventy per cent, and rangers patrol these forests to protect one of the healthiest tiger populations on Earth. If a tiger attacks livestock, farmers are compensated by the government within days, and if a village reports a poacher, they receive a share of any fine. As soon as young Bhutanese finish school, many take part in national tree-planting days, sometimes planting more than a hundred thousand trees in a single hour. Tourism is strictly limited, and every visitor must pay a daily fee that funds education and healthcare across the country.

1. Bhutan's constitution requires at least 60% forest cover. [T / F / NG]
2. Bhutan's current forest cover is below 60%. [T / F / NG]
3. Farmers wait months to be compensated for lost livestock. [T / F / NG]
4. Villages that report poachers receive a share of any fine. [T / F / NG]

5. Young Bhutanese sometimes plant over 100,000 trees in an hour. [T / F / NG]
6. The daily tourist fee is the highest in Asia. [T / F / NG]

9. Writing - guided task

Write 80-100 words: 'If I ran a nature reserve for one day, I would...'. Include at least: 3 first conditionals, 1 future time clause, and 2 expressions with TAKE.

Checklist:

- ☐ 80-100 words
- ☐ 3 first conditionals
- ☐ 1 future time clause (when / as soon as / until / before...)
- ☐ 2 expressions with TAKE

[illegible]

10. Listening - marine biologist interview

Listen to the short interview. Two voices - a reporter and a marine biologist. Answer the questions. Play it twice if you need to.

Audio: Interview · marine biologist on coral reefs · ~1 min

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

11. Dictation - key conditional / time-clause forms

Listen again to the biologist and complete each line with the missing verbs.

Audio: Marine biologist - key structures

Transcript with gaps:

A: So, Doctor Evans, what's the outlook for coral reefs? Is it as bleak as some suggest?

B: It's challenging, but there's hope. If we keep global warming below 1.8 degrees, most reefs will survive.

A: That's a specific target. What about human involvement on the ground, or rather, in the water?

B: Absolutely crucial. We've seen that as soon as fishermen become part of the protection team, everything changes.

A: How so?

B: When they patrol the reef themselves, illegal fishing drops immediately. They have a vested interest.

A: And policy makers? Do they understand the urgency?

B: That's the key. Once policy takes conservation seriously, everything else gets easier. Funding, regulations, enforcement - it all aligns.

A: So, it's not too late?

B: No, not at all. If we act now, the oceans will be alive.

A: And if we don't?

B: If we don't, the oceans will be quieter, emptier and grey. The choice is ours.

1. If we ____ global warming below 1.8 degrees, most reefs will survive.
2. As soon as fishermen become part of the protection team, everything ____ .
3. When they ____ the reef themselves, illegal fishing drops immediately.
4. Once policy ____ conservation seriously, everything else gets easier.
5. If we act now, the oceans ____ alive.
6. If we don't, the oceans ____ quieter, emptier and grey.

12. ■ Challenge - sentence transformation

Rewrite the second sentence to mean the same, using 2-5 words including the KEYWORD.

1. 1. If we don't hurry, we'll miss the flight. → We'll miss the flight ____ hurry. (KEYWORD: UNLESS)
2. 2. I'll finish and then I'll call you. → I'll call you ____ I ____ . (KEYWORDS: SOON / FINISH)
3. 3. Water boils at 100 °C. → If you ____ water to 100 °C, it ____ . (KEYWORDS: HEAT / BOILS)
4. 4. We must protect them or they'll disappear. → If we ____ them, they ____ . (KEYWORDS: PROTECT / WON'T DISAPPEAR)
5. 5. Please don't leave before you finish. → Please ____ leave ____ you ____ . (KEYWORDS: DON'T / UNTIL / FINISH)

13. ■ Challenge - linking phrases

Mark the linking (consonant→vowel, /r/, /w/, /j/) between the underlined words. Then write which type it is: C-V, R, W, or J.

1. 1. take action
2. 2. far away
3. 3. go out

4. 4. the_end
5. 5. an_elephant
6. 6. do_it
7. 7. never_again
8. 8. my_own

14. ■ Challenge - odd one out

Three share a category. Pick the ODD ONE OUT.

1. 1. Wildlife nouns:
 - (A) poacher
 - (B) reserve
 - (C) extinct
 - (D) climate
2. 2. Take expressions (accepting duty):
 - (A) take action
 - (B) take responsibility
 - (C) take a stand
 - (D) take a break
3. 3. Take expressions (relaxing):
 - (A) take it easy
 - (B) take your time
 - (C) take a break
 - (D) take the blame
4. 4. Time-clause words (use present tense):
 - (A) when
 - (B) as soon as
 - (C) until
 - (D) will

15. ■ Challenge - extended writing

Write a 130-160 word open letter to your city's mayor asking for the protection of ONE local place (a park, a river, a beach, a forest). Use AT LEAST 4 first conditionals, 2 future time clauses, and 3 expressions with TAKE.

Checklist:

- ☐ 130-160 words
- ☐ 4+ first conditionals
- ☐ 2+ future time clauses
- ☐ 3+ expressions with TAKE

16. Self-check

Tick what you can now do confidently.

- ☐ I can use the zero conditional for general truths (if + present, present).
- ☐ I can use the first conditional for real future possibilities (if + present, will...).
- ☐ I use the present tense - not 'will' - after when, as soon as, until, before, after, once.
- ☐ I use 'unless' correctly (= 'if...not').
- ☐ I can use 8+ expressions with TAKE naturally.
- ☐ I can link words smoothly in connected speech (C-V, /r/, /w/, /j/).
- ☐ I can defend one species I would save and one local place I would protect.

Saving the wild — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — expressions with TAKE

Choose the option that best completes each sentence.

1. We have to ____ now — the situation is getting worse.
(A) pause
(B) intervene
(C) transpire
2. Please ____ my plants while I'm away.
(A) tend to
(B) partake in
(C) scrutinise
3. The conference will ____ in Berlin next October.
(A) partake
(B) transpire
(C) adopt
4. You shouldn't ____ your health.
(A) underappreciate
(B) startle
(C) alternate
5. The children have to ____ using the computer.
(A) progress
(B) alternate
(C) capture

2. Vocabulary — take + preposition

Complete each sentence with ONE preposition from the box.

BOX: over · up · off · on · in · after

1. She's decided to take ____ yoga next month.
2. My daughter really takes ____ her grandmother — same laugh.
3. Please take your shoes ____ before you come in.
4. I'll take ____ the presentation if you're too tired.
5. Are you going to take part ____ the marathon this year?
6. Don't take ____ too many projects at once.

3. Vocabulary — discursive writing

'Humans have a moral obligation to intervene and protect endangered species, regardless of the cost.' Discuss.

Checklist:

- Use at least 4 expressions with TAKE or wildlife vocabulary
- Maintain a formal, discursive register
- Use cohesive devices to link your arguments

■ Check for varied C1-level grammatical structures

[illegible]

4. Grammar — zero or first conditional?

Choose the correct form.

1. If it ____ tomorrow, we'll cancel the trip.
(A) rains
(B) will rain
(C) rain
2. Water ____ if you heat it to 100 °C.
(A) will boil
(B) boils
(C) is boiling
3. If we don't protect them, tigers ____ within decades.
(A) disappear
(B) will disappear
(C) disappeared
4. Plants ____ if you don't water them.
(A) will die
(B) die
(C) died
5. I'll call you as soon as I ____ home.
(A) will get
(B) get
(C) am getting
6. Unless the government ____, the reef will disappear.
(A) will act
(B) acts

(C) acted

5. Grammar — put the verb in the correct form

Put the verbs in brackets in the correct form (present OR will + infinitive).

1. If it (rain) ___ tomorrow, we (stay) ___ home.
2. As soon as the film (finish) ___, I (call) ___ you.
3. Ice (melt) ___ if you (leave) ___ it in the sun.
4. We (not leave) ___ until the storm (pass) ___ .
5. If you (heat) ___ metal, it (expand) ___ .
6. Once the results (be) ___ out, they (send) ___ an email.

6. Grammar — put the sentence in order

Put the words in the correct order.

1. we / will / if / act / save / now / them / we
2. call / arrive / when / I / I'll / you
3. the reef / disappear / unless / act / will / we
4. boils / if / it / heat / water / you / to 100 °C
5. the storm / until / we / leave / stops / won't

7. Grammar — find and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. If it will rain tomorrow, we'll stay home.
2. I'll text you as soon as I will arrive.
3. Unless we don't act, the tigers will disappear.
4. If you heat water, it will boil.
5. We won't leave until the rain will stop.
6. When I will get home, I'll cook dinner.

8. Reading — true / false / not given

Read the short article and mark each statement T, F or NG.

In the small mountain kingdom of Bhutan, the constitution requires that at least sixty per cent of the country remains covered by forest — forever. Today, the figure is actually above seventy per cent, and rangers patrol these forests to protect one of the healthiest tiger populations on Earth. If a tiger attacks livestock, farmers are compensated by the government within days, and if a village reports a poacher, they receive a share of any fine. As soon as young Bhutanese finish school, many take part in national tree-planting days, sometimes planting more than a hundred thousand trees in a single hour. Tourism is strictly limited, and every visitor must pay a daily fee that funds education and healthcare across the country.

1. Bhutan's constitution requires at least 60% forest cover. [T / F / NG]
2. Bhutan's current forest cover is below 60%. [T / F / NG]
3. Farmers wait months to be compensated for lost livestock. [T / F / NG]
4. Villages that report poachers receive a share of any fine. [T / F / NG]

5. Young Bhutanese sometimes plant over 100,000 trees in an hour. [T / F / NG]
6. The daily tourist fee is the highest in Asia. [T / F / NG]

9. Writing — guided task

Write 80–100 words: 'If I ran a nature reserve for one day, I would...'. Include at least: 3 first conditionals, 1 future time clause, and 2 expressions with TAKE.

Checklist:

- 80–100 words
- 3 first conditionals
- 1 future time clause (when / as soon as / until / before...)
- 2 expressions with TAKE

[illegible]

10. Listening — marine biologist interview

Listen to the short interview. Two voices — a reporter and a marine biologist. Answer the questions. Play it twice if you need to.

■ **Audio:** Interview · marine biologist on coral reefs · ~1 min

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

11. Dictation — key conditional / time-clause forms

Listen again to the biologist and complete each line with the missing verbs.

■ **Audio:** *Marine biologist — key structures*

Transcript with gaps:

A: So, Doctor Evans, what's the outlook for coral reefs? Is it as bleak as some suggest?

B: It's challenging, but there's hope. If we keep global warming below 1.8 degrees, most reefs will survive.

A: That's a specific target. What about human involvement on the ground, or rather, in the water?

B: Absolutely crucial. We've seen that as soon as fishermen become part of the protection team, everything changes.

A: How so?

B: When they patrol the reef themselves, illegal fishing drops immediately. They have a vested interest.

A: And policy makers? Do they understand the urgency?

B: That's the key. Once policy takes conservation seriously, everything else gets easier. Funding, regulations, enforcement – it all aligns.

A: So, it's not too late?

B: No, not at all. If we act now, the oceans will be alive.

A: And if we don't?

B: If we don't, the oceans will be quieter, emptier and grey. The choice is ours.

1. If we ____ global warming below 1.8 degrees, most reefs will survive.
2. As soon as fishermen become part of the protection team, everything ____ .
3. When they ____ the reef themselves, illegal fishing drops immediately.
4. Once policy ____ conservation seriously, everything else gets easier.
5. If we act now, the oceans ____ alive.
6. If we don't, the oceans ____ quieter, emptier and grey.

12. ■ Challenge — sentence transformation

Rewrite the second sentence to mean the same, using 2–5 words including the KEYWORD.

1. 1. If we don't hurry, we'll miss the flight. → We'll miss the flight ____ hurry. (KEYWORD: UNLESS)
2. 2. I'll finish and then I'll call you. → I'll call you ____ I ____ . (KEYWORDS: SOON / FINISH)
3. 3. Water boils at 100 °C. → If you ____ water to 100 °C, it ____ . (KEYWORDS: HEAT / BOILS)
4. 4. We must protect them or they'll disappear. → If we ____ them, they ____ . (KEYWORDS: PROTECT / WON'T DISAPPEAR)
5. 5. Please don't leave before you finish. → Please ____ leave ____ you ____ . (KEYWORDS: DON'T / UNTIL / FINISH)

13. ■ Challenge — linking phrases

Mark the linking (consonant→vowel, /r/, /w/, /j/) between the underlined words. Then write which type it is: C-V, R, W, or J.

1. 1. take action
2. 2. far away
3. 3. go out

4. 4. the_end
5. 5. an_elephant
6. 6. do_it
7. 7. never_again
8. 8. my_own

14. ■ Challenge — odd one out

Three share a category. Pick the ODD ONE OUT.

1. 1. Wildlife nouns:
 - (A) poacher
 - (B) reserve
 - (C) extinct
 - (D) climate
2. 2. Take expressions (accepting duty):
 - (A) take action
 - (B) take responsibility
 - (C) take a stand
 - (D) take a break
3. 3. Take expressions (relaxing):
 - (A) take it easy
 - (B) take your time
 - (C) take a break
 - (D) take the blame
4. 4. Time-clause words (use present tense):
 - (A) when
 - (B) as soon as
 - (C) until
 - (D) will

15. ■ Challenge — extended writing

Write a 130–160 word open letter to your city's mayor asking for the protection of ONE local place (a park, a river, a beach, a forest). Use AT LEAST 4 first conditionals, 2 future time clauses, and 3 expressions with TAKE.

Checklist:

- 130–160 words
- 4+ first conditionals
- 2+ future time clauses
- 3+ expressions with TAKE

16. Self-check

Tick what you can now do confidently.

- I can use the zero conditional for general truths (if + present, present).
- I can use the first conditional for real future possibilities (if + present, will...).
- I use the present tense — not 'will' — after when, as soon as, until, before, after, once.
- I use 'unless' correctly (= 'if...not').
- I can use 8+ expressions with TAKE naturally.
- I can link words smoothly in connected speech (C-V, /r/, /w/, /j/).
- I can defend one species I would save and one local place I would protect.



Answer key — Class Book

Reading: the return of the wild

1. (B) A story of loss and decline.
2. (B) have risen by more than 70% in the last twenty years.
3. (B) Local people benefiting from protecting the wildlife themselves.
4. (B) Rangers use drones and satellite images to catch poachers and loggers.
5. (B) if we simply stop harming nature, it can recover itself.

Vocabulary: expressions with TAKE

1. intervene
 2. tend to
 3. pause
 4. transpire
 5. startled
 6. underappreciate
 7. alternate
 8. advocate
1. The minister decided to intervene before it worsened.
 2. She agreed to shoulder responsibility for the whole department's mistakes.
 3. He was chosen to spearhead the new conservation project.
 4. Volunteers partook in the beach clean-up every Saturday.
 5. Don't underappreciate how much support your team gives you.

Grammar focus: zero & first conditionals + future time clauses

1. heat / melts
 2. rains / will cancel
 3. die / use
 4. don't act / will disappear
 5. boils / heat
 6. will help / have
1. arrive
 2. get
 3. read
 4. passes
 5. are
 6. leave
1. If it rains tomorrow, we'll stay home.
 2. I'll call you when I arrive at the hotel.
 3. We won't leave until the storm stops.
 4. Unless we act, the tigers will disappear.
 5. If you heat water, it boils.
 6. As soon as I finish the report, I'll send it to you.

Listening: the volunteer

1. A wildlife ranger volunteer programme in Kenya, starting in September.
 2. Tracking elephants and steering them away from farms and villages.
 3. Meet up for the biggest coffee in the city.
1. The project itself — small compensation payments.
 2. If local people don't feel supported, they won't protect the animals.
 3. Volunteer somewhere similar.
 4. The poachers, not the elephants.
 5. If you don't panic, they usually just walk past.
 6. To take a proper photo — the 'before' version of the volunteer.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

Saving the wild - Workbook — Answer Key

1. Vocabulary - expressions with TAKE

1. **(B)** *intervene*
2. **(A)** *tend to*
3. **(B)** *transpire*
4. **(A)** *underappreciate*
5. **(B)** *alternate*

2. Vocabulary - take + preposition

1. **up**
2. **after**
3. **off**
4. **over**
5. **in**
6. **on**

3. Vocabulary - discursive writing

Sample answer

The question of whether humans should intervene to protect endangered species is one of the most pressing ethical dilemmas of our time. Many argue that because human activity is often the primary cause of extinction, we have a moral obligation to take responsibility and reverse the damage. We often underappreciate the complex interdependencies within our ecosystems; the loss of a single species can have unforeseen consequences that transpire over decades. Therefore, we must take a stand for biodiversity, even when the economic costs are high. This might involve creating large-scale nature reserves or implementing strict international regulations. While some believe that nature should be left to its own devices, the current rate of species loss suggests that without active human intervention, many of the world's most iconic creatures will vanish forever.

4. Grammar - zero or first conditional?

1. **(A)** *rains*
2. **(B)** *boils*
3. **(B)** *will disappear*
4. **(B)** *die*
5. **(B)** *get*
6. **(B)** *acts*

5. Grammar - put the verb in the correct form

1. *rains / will stay*
2. *finishes / will call*
3. *melts / leave*
4. *won't leave / passes*
5. *heat / expands*
6. *are / will send*

6. Grammar - put the sentence in order

1. *If we act now, we will save them.*
2. *I'll call you when I arrive.*
3. *Unless we act, the reef will disappear.*
4. *If you heat water to 100 °C, it boils.*
5. *We won't leave until the storm stops.*

7. Grammar - find and fix the mistake

1. *If it rains tomorrow, we'll stay home.*
2. *I'll text you as soon as I arrive.*
3. *Unless we act, the tigers will disappear.*
4. *If you heat water, it boils.*
5. *We won't leave until the rain stops.*
6. *When I get home, I'll cook dinner.*

8. Reading - true / false / not given

1. **T**
2. **F**
3. **F**
4. **T**
5. **T**
6. **NG**

9. Writing - guided task

Sample answer

If I ran a nature reserve for one day, I would take responsibility very seriously. As soon as the visitors arrived, I'd give a proper safety briefing - no phones, no shouting, no plastic. If a guest broke the rules, I would politely ask them to leave. If we collected any rubbish, we'd sort it on the spot. If a young ranger showed interest, I'd take them with me on the afternoon patrol so they could learn from the older guides. Before I locked the gate at dusk, I'd take a photo of the sunset and post it - because if people see the beauty, they take it more seriously.

10. Listening - marine biologist interview

1. *The colour - reefs used to explode with colour and are now increasingly bleached.*
2. *Yes - if we keep global warming below 1.8 °C, most reefs will survive in some form.*
3. *Illegal fishing drops almost immediately.*
4. *Eat less seafood (or check its origin), take shorter showers, and vote.*
5. *The oceans will still be alive.*
6. *The oceans will be quieter, emptier and grey.*

11. Dictation - key conditional / time-clause forms

1. *keep*
2. *changes*
3. *patrol*
4. *takes*
5. *will be*
6. *will be*

12. ■ Challenge - sentence transformation

1. *unless we*
2. *as soon as / finish*
3. *heat / boils*
4. *protect / won't disappear*
5. *don't / until / finish*

13. ■ Challenge - linking phrases

1. C-V ($k \rightarrow \text{æ}$)
2. R (f■■r...)
3. W (g■■w-a■■t)
4. J (ði-j-end)
5. C-V ($n \rightarrow e$)
6. W (du■■-w-■■t)
7. R (nev■■r...)
8. J (ma■■-j-■■n)

14. ■ Challenge - odd one out

1. **(D)** *climate*
2. **(D)** *take a break*
3. **(D)** *take the blame*
4. **(D)** *will*

15. ■ Challenge - extended writing

Sample answer

Dear Mayor, I'm writing about the small river that runs through our neighbourhood. If nothing changes, it will disappear under concrete within a decade - and if we lose it, we lose the herons, the frogs and the only shaded walk in the whole district. If your office takes responsibility now, we can turn things around quickly. As soon as the council bans single-use plastic within 200 metres of the water, pollution will fall. When local schools take part in monthly clean-ups - my daughter already wants to - the river will start to breathe again. If we plant native trees along the banks before the summer heat arrives, the water temperature will drop, and the fish will come back. Please, don't take our small river for granted. Take a stand for it. Once your name is on this project, thousands of us will take a step with you. Yours sincerely, a hopeful neighbour.

16. Self-check

Self-assessment — no fixed answers.

Saving the wild — Workbook — Answer Key

1. Vocabulary — expressions with TAKE

1. **(B)** *intervene*
2. **(A)** *tend to*
3. **(B)** *transpire*
4. **(A)** *underappreciate*
5. **(B)** *alternate*

2. Vocabulary — take + preposition

1. **up**
2. **after**
3. **off**
4. **over**
5. **in**
6. **on**

3. Vocabulary — discursive writing

Sample answer

The question of whether humans should intervene to protect endangered species is one of the most pressing ethical dilemmas of our time. Many argue that because human activity is often the primary cause of extinction, we have a moral obligation to take responsibility and reverse the damage. We often underappreciate the complex interdependencies within our ecosystems; the loss of a single species can have unforeseen consequences that transpire over decades. Therefore, we must take a stand for biodiversity, even when the economic costs are high. This might involve creating large-scale nature reserves or implementing strict international regulations. While some believe that nature should be left to its own devices, the current rate of species loss suggests that without active human intervention, many of the world's most iconic creatures will vanish forever.

4. Grammar — zero or first conditional?

1. **(A)** *rains*
2. **(B)** *boils*
3. **(B)** *will disappear*
4. **(B)** *die*
5. **(B)** *get*
6. **(B)** *acts*

5. Grammar — put the verb in the correct form

1. *rains / will stay*
2. *finishes / will call*
3. *melts / leave*
4. *won't leave / passes*
5. *heat / expands*
6. *are / will send*

6. Grammar — put the sentence in order

1. *If we act now, we will save them.*
2. *I'll call you when I arrive.*
3. *Unless we act, the reef will disappear.*
4. *If you heat water to 100 °C, it boils.*
5. *We won't leave until the storm stops.*

7. Grammar — find and fix the mistake

1. *If it rains tomorrow, we'll stay home.*
2. *I'll text you as soon as I arrive.*
3. *Unless we act, the tigers will disappear.*
4. *If you heat water, it boils.*
5. *We won't leave until the rain stops.*
6. *When I get home, I'll cook dinner.*

8. Reading — true / false / not given

1. **T**
2. **F**
3. **F**
4. **T**
5. **T**
6. **NG**

9. Writing — guided task

Sample answer

If I ran a nature reserve for one day, I would take responsibility very seriously. As soon as the visitors arrived, I'd give a proper safety briefing — no phones, no shouting, no plastic. If a guest broke the rules, I would politely ask them to leave. If we collected any rubbish, we'd sort it on the spot. If a young ranger showed interest, I'd take them with me on the afternoon patrol so they could learn from the older guides. Before I locked the gate at dusk, I'd take a photo of the sunset and post it — because if people see the beauty, they take it more seriously.

10. Listening — marine biologist interview

1. *The colour — reefs used to explode with colour and are now increasingly bleached.*
2. *Yes — if we keep global warming below 1.8 °C, most reefs will survive in some form.*
3. *Illegal fishing drops almost immediately.*
4. *Eat less seafood (or check its origin), take shorter showers, and vote.*
5. *The oceans will still be alive.*
6. *The oceans will be quieter, emptier and grey.*

11. Dictation — key conditional / time-clause forms

1. *keep*
2. *changes*
3. *patrol*
4. *takes*
5. *will be*
6. *will be*

12. ■ Challenge — sentence transformation

1. *unless we*
2. *as soon as / finish*
3. *heat / boils*
4. *protect / won't disappear*
5. *don't / until / finish*

13. ■ Challenge — linking phrases

1. C-V ($k \rightarrow \text{æ}$)
2. R (f■■r...)
3. W (g■■w-a■t)
4. J (ði-j-end)
5. C-V ($n \rightarrow e$)
6. W (du■-w-■t)
7. R (nev■■r...)
8. J (ma■-j-■■n)

14. ■ Challenge — odd one out

1. **(D)** *climate*
2. **(D)** *take a break*
3. **(D)** *take the blame*
4. **(D)** *will*

15. ■ Challenge — extended writing

Sample answer

Dear Mayor, I'm writing about the small river that runs through our neighbourhood. If nothing changes, it will disappear under concrete within a decade — and if we lose it, we lose the herons, the frogs and the only shaded walk in the whole district. If your office takes responsibility now, we can turn things around quickly. As soon as the council bans single-use plastic within 200 metres of the water, pollution will fall. When local schools take part in monthly clean-ups — my daughter already wants to — the river will start to breathe again. If we plant native trees along the banks before the summer heat arrives, the water temperature will drop, and the fish will come back. Please, don't take our small river for granted. Take a stand for it. Once your name is on this project, thousands of us will take a step with you. Yours sincerely, a hopeful neighbour.

16. Self-check

Self-assessment — no fixed answers.



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 5 · 5A

What if...

Theme · Inner Worlds



Unit 5 · 5A

What if...

Theme: Inner Worlds



Learning objectives

- Form the second (unreal) conditional accurately: if + past, would/could/might + infinitive.
- Talk about hypothetical present and imagined futures with 'if I were you...', 'imagine if...', 'suppose...'.
- Describe complex emotions with 15+ B2 feelings adjectives (thrilled, frustrated, overwhelmed...).
- Distinguish -ed vs -ing forms of feeling adjectives (bored / boring, thrilled / thrilling).
- Pronounce three- and four-syllable adjectives with correct primary stress.

Ask the teacher — notes to bring to class



Class Book

Warm-up · one-minute daydream

Read the six 'what if...' prompts. In pairs, pick ONE that intrigues you most, and speak about it for exactly 60 seconds. No preparation, no dictionary.

What if you could speak every language on Earth for one week?

What if you woke up as someone famous — but had to keep your own memories?

What if you could delete one memory forever?

What if you had to move to a completely new country tomorrow?

What if you were invisible for one hour a day?

What if you could relive one single day from your past?

followUp: Notice: every sentence you invented probably began 'I would...' or 'I'd...'. That's today's grammar in action — the SECOND conditional, for imagining something that isn't real.

Lead-in: how would you feel?

Match each situation to the strongest emotion you'd feel. Then, in pairs, form ONE full second-conditional sentence: 'If I ..., I'd feel ...'.

1. You won a two-week solo trip anywhere in the world...
2. You had to give a wedding speech tomorrow in a language you barely speak...
3. Your best friend forgot your birthday for the third year in a row...
4. You accidentally sent a private message to your entire company...
5. Your favourite band announced a surprise concert in your city tonight...
6. Your boss asked you to lead a huge new project you'd never done before...
 - a) mortified / horrified
 - b) hurt / disappointed
 - c) thrilled / ecstatic
 - d) terrified but flattered
 - e) overwhelmed / anxious
 - f) exhilarated / over the moon

1 → f · If I won a solo trip anywhere, I'd feel exhilarated — I'd probably book Japan the same day.

2 → d · If I had to give a wedding speech in another language, I'd feel terrified but flattered.

3 → b · If my best friend forgot my birthday three years in a row, I'd feel really hurt.

4 → a · If I sent a private message to the whole company, I'd be mortified.

5 → c · If my favourite band played tonight, I'd be absolutely thrilled.

6 → e · If my boss offered me that project, I'd feel overwhelmed at first — then excited.

Ask the teacher — notes to bring to class



followUp: Notice the structure: 'If + past simple, WOULD + infinitive.' We use it for imagined situations — not real ones. Grammar coming up in five minutes.

Reading: the science of 'what if?'

Psychologists have a name for it: counterfactual thinking. It's the small voice in your head that whispers 'what if I'd taken the other job?', 'what if we'd stayed together?', 'what if I said yes tonight?'. According to a 2022 review at the University of Illinois, the average adult runs through more than a hundred of these imagined scenarios every single day.

For decades, researchers assumed 'what if?' thinking was mostly harmful — a fast track to regret and anxiety. But newer studies suggest the opposite. When counterfactuals are used well, they help us learn faster, plan better, and even feel more grateful for the life we actually have.

The key is direction. 'Upward' counterfactuals ('If I'd studied more, I'd have got that job') tend to motivate us — as long as we don't spiral into shame. 'Downward' counterfactuals ('If I hadn't taken that flight, I might not be here at all') tend to make us feel lucky. Both, in small doses, are healthy.

The trouble starts when the mind runs the same painful scenario on a loop. Rumination, as psychologists call it, is strongly linked to depression. If you notice yourself replaying the same regret for the fifth time in a day, it's a signal — not to suppress the thought, but to gently redirect it: 'And what would I do differently starting tomorrow?'

Interestingly, the most creative people tend to be the most active counterfactual thinkers. Writers imagine 'what if a cat could speak?'. Scientists ask 'what if time slowed near a black hole?'. Entrepreneurs ask 'what if buying groceries took thirty seconds?'. Every innovation, in a sense, is a 'what if' that someone decided to actually build.

So the next time you catch yourself daydreaming, don't apologise for it. Your brain is doing what evolution designed it to do — simulating other worlds, so you can choose the best one to walk into.

1. What is 'counterfactual thinking'?
 - (A) A rare mental illness affecting fewer than 1% of adults.
 - (B) Imagining alternative versions of what actually happened.
 - (C) A meditation technique invented in 2022.
2. According to the article, roughly how many 'what if?' scenarios does the average adult imagine daily?
 - (A) Fewer than 10.
 - (B) About 100.
 - (C) Around 1,000.
3. What is the difference between 'upward' and 'downward' counterfactuals?
 - (A) Upward ones make us imagine BETTER outcomes; downward ones make us imagine WORSE outcomes.
 - (B) Upward ones cause depression; downward ones cause happiness.
 - (C) There is no meaningful difference.

Ask the teacher — notes to bring to class



4. When does 'what if?' thinking become harmful?
- (A) Whenever it happens at all.
 - (B) Only when it involves regret about people.
 - (C) When the same painful scenario is replayed again and again (rumination).
5. What connection does the article draw between creativity and 'what if?' thinking?
- (A) Creative people avoid 'what if?' thinking entirely.
 - (B) Highly creative people tend to be the most active counterfactual thinkers.
 - (C) Only artists — never scientists — use it.

Feelings vocabulary in context

Find these words in the text (or infer from context) and match them to the closest meaning.

regret — sadness or disappointment about something you did / didn't do

rumination — going over the same painful thought again and again

shame — painful feeling that you have done something wrong

gratitude — the feeling of being thankful

anxiety — worry, unease about what might happen

curiosity — the wish to know or learn something new

Vocabulary: feelings & how to intensify them

intro: At B2, moving beyond 'happy / sad / angry' is a huge leap. Here are the emotions you actually need — grouped by direction and intensity — plus the modifiers that make you sound native.

1. **label:** Positive · mild → strong

2. **label:** Negative · mild → strong

3. **label:** Anxious / uncertain

4. **label:** Surprised / stirred

practice

Complete each sentence with the correct feeling from the box (correct form).

Ask the teacher — notes to bring to class



1. She was absolutely ____ when she saw her exam results — top of the class.

2. I'd feel completely ____ if I had to give a speech to a thousand people.

3. He's still ____ that his flight was cancelled — six hours in the airport!

4. I felt so ____ when I heard my sister passed her driving test on the fifth try.

5. Honestly, she was ____ when the puppy chewed her new shoes — really angry.

6. I always feel a bit ____ at parties where I don't know anyone.

7. After three interviews, they told him no — he was totally ____ .

8. I was so ____ by his speech that I actually cried a little.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word from this lesson's vocabulary. Keep the meaning identical.

1. She felt <u>wildly, extremely happy

2. He was <u>extremely angry

3. I felt <u>worried in a strong, lingering way

4. We were <u>very surprised, almost shocked

5. She looked <u>bitterly disappointed

Practice 3 — discursive writing

prompt: Imagine one 'what if' moment from your own life that could have gone very differently. Reflect on how it shaped who you are now, and how you felt at the time.

Ask the teacher — notes to bring to class

Use at least FOUR of the target words from this unit.

Vary sentence length; include one relative clause.

Aim for a reflective, cohesive C1 register.

sample: If I had turned down that internship, which I very nearly did out of sheer apprehension, my entire career would probably look unrecognisable today. I remember feeling apprehensive for weeks beforehand, convinced I would be flustered the moment anyone asked me a difficult question. On my first day I was, predictably, overwrought with nerves, yet by the end of the month I felt strangely exhilarated rather than anxious. Looking back, I am almost flabbergasted by how close I came to saying no. Whenever I now advise younger colleagues who seem tentative about a similar opportunity, I try to remind them that the discomfort they feel is not a warning sign; it is usually just proof that something worthwhile is beginning.



Grammar focus: the second (unreal) conditional

1. Form — If + PAST SIMPLE, WOULD / COULD / MIGHT + infinitive. • If I HAD more time, I WOULD learn Japanese. • If she LIVED closer, we'D see each other every week. • If I WON the lottery, I MIGHT buy a small house by the sea.

2. Use — For situations that are IMAGINED, HYPOTHETICAL or UNLIKELY in the present or future — not real now. Compare: • If it rains, I'll take an umbrella. (FIRST — real possibility) • If I lived in Paris, I'd walk everywhere. (SECOND — I don't live in Paris, hypothetical)

3. 'If I were...' (not 'was') for advice & imagining — In formal writing and traditional grammar, use 'were' for all persons after 'if'. In informal spoken English, 'was' is also heard — but 'were' is safer for exams. • If I WERE you, I'd apologise. • If she WERE here, she'd know what to do. ✓ 'If I were you...' is the classic way to give advice in English.

Ask the teacher — notes to bring to class



4. Other openers for hypotheticals — You don't always have to say 'if'. Use these to sound more natural and varied: • Imagine (if) you could speak every language — what would you do? • Suppose you had six months off — where would you go? • What if we started a business together? • Say you found a wallet in the street — would you keep it?

5. Modals: would vs could vs might — • WOULD = certain hypothetical result (If I had time, I'd read every day.) • COULD = would be able to (If I spoke Spanish, I could travel more easily.) • MIGHT / MAY = possibility inside the hypothesis (If I moved abroad, I might feel lonely at first.)

6. Common mistakes — ✗ If I would have time, I would call you. → ✓ If I HAD time, I would call you. ✗ If she will be here, she would help. → ✓ If she WERE here, she'd help. ✗ If I would win the lottery, I quit. → ✓ If I WON the lottery, I'd quit. ✗ I would call you if I have your number. → ✓ I would call you if I HAD your number.

Exercise A — put the verbs in the correct form

Complete each second conditional. Watch the punctuation.

1. If I (be) ____ you, I (apologise) ____ immediately.

2. If she (have) ____ a car, she (drive) ____ to the coast every weekend.

3. We (be) ____ so happy if you (visit) ____ us next month.

4. If I (know) ____ his number, I (call) ____ him right now.

5. You (feel) ____ better if you (sleep) ____ eight hours a night.

6. If he (not work) ____ so much, he (be) ____ less stressed.

Exercise B — first or second conditional?

Choose the correct verb form according to whether the situation is REAL (first) or HYPOTHETICAL (second).

1. If it ____ (rain) tomorrow, we'll cancel the picnic.

2. If I ____ (be) taller, I'd play basketball professionally.

3. If she ____ (call), I'll tell her you're out.

Ask the teacher — notes to bring to class



4. If I ____ (have) €1,000,000, I'd travel for a year.

5. We ____ (leave) at six if the traffic is bad.

6. I ____ (learn) the piano if I had more free time.

Exercise C — spot & fix the mistake

Each sentence has *ONE* mistake. Rewrite it correctly.

1. If I would have time, I would help you.

2. If she will be here, she'd know what to do.

3. I would call you if I have your number.

4. If I was you, I'd apologise.

5. If I would win the lottery, I'd quit my job.

6. What would you do if you find a wallet in the street?

Exercise D — the letter to my younger self

Complete the paragraph with *ONE* verb from the box in the correct form (past simple, or would / could / might + infinitive).

Word bank: were · would tell · listened · would spend · had · could · wouldn't be · started · would go · understood · might not

Dear younger me,

If I (1) ____ sitting across from you right now, I (2) ____ you three things.

First: if you (3) ____ a little more to Grandma, you (4) ____ so afraid of getting older. She knew everything about being brave.

Second: if you (5) ____ saving even five euros a week when you were fifteen, by thirty you (6) ____ afford exactly the life you want now, no compromises.

Third — and this is the hardest one — if you (7) ____ how quickly time passes, you (8) ____ less time worrying about what other people thought and much more time with the people you love.

Ask the teacher — notes to bring to class



If I (9) ____ send you one gift, it (10) ____ courage — because you already have kindness. The rest, honestly, (11) ____ take care of itself.

Love, older you.

were

would tell

listened

wouldn't be

started

could

understood

would spend

could

would go

might not

Listening: two friends and the 'what if?' game

Two friends play a spontaneous 'what if?' game one evening. One dreams of quitting everything and opening a bookshop in Portugal; the other slowly warms to the idea — for themselves.

Before you listen

If you could quit everything tomorrow, what would you do? Just one thing — no rules.

Predict: which speaker will admit to being scared of change?

First listen — gist

1. What is the 'what if?' game about in this conversation?

2. What does one of the speakers say they would do?

3. By the end, what does the other speaker seem ready to consider?

Second listen — detail

Ask the teacher — notes to bring to class



1. How does the first speaker say they would feel with total freedom?

2. What does the other speaker say they would feel if they stayed another five years in the same job?

3. What advice do they give (as 'If I were you...')?

4. What is the response to 'what if the shop failed'?

5. What is the final tip about waiting?

6. What tiny detail do they agree on at the end?

A: Okay, quick game. If you could quit your job tomorrow and do literally anything, what would it be?

B: Anything? I'd probably move to a tiny village on the coast of Portugal and open a bookshop with a cat.

A: A bookshop. Really? I'd be terrified. If I had that kind of freedom, I think I'd feel completely lost.

B: See, that's interesting. If I stayed here another five years, I'd feel trapped. Same office, same emails.

A: But what would you actually live on? If you didn't earn anything for six months, wouldn't you panic?

B: A bit. But if you had savings and a plan, it wouldn't be crazy. I wish I'd started saving three years ago.

A: Hmm. If I were you, I'd try it for six months first, then decide. What if the shop failed?

B: Then I'd come back, laugh about it, and get another job. If it didn't work, at least I'd have tried.

A: That's actually inspiring. Honestly, if I had your courage, I'd move somewhere warm and just paint.

B: So do it. If you wait for the perfect moment, you'll wait forever. Even one small step counts.

Ask the teacher — notes to bring to class



A: Fine. If you go, I'll visit. Bring the cat.

Speaking: 'If I could change one thing...'

One minute to talk about ONE thing you would change if you could — in your life, your city, or the world. You **MUST** use: (a) **THREE** second conditionals, (b) **ONE** 'If I were you...' or 'Imagine if...' opener, (c) **TWO** feelings adjectives from today's vocabulary. Partner gives ■ for each one.

1. **label:** The change · **hint:** State it clearly in one sentence.

2. **label:** How you'd feel · **hint:** 'I'd feel...' + strong adjective.

3. **label:** The first thing you'd do · **hint:** 'I'd start by...'.

4. **label:** One consequence · **hint:** 'If that happened, we might...'.

5. **label:** Your appeal to the listener · **hint:** 'If you were in my place, would you...?'

example: If I could change one thing, I'd make higher education completely free everywhere in the world. If it were free, so many talented young people who never get the chance right now could finally study. Honestly, I'd feel absolutely thrilled — and a little emotional — the day the last student paid the last euro of debt. If I were the education minister of any country, I'd start with libraries: open, warm, and free every single evening. Imagine if every neighbourhood had one place where curiosity was the only ticket you needed. I think we'd be less anxious, less exhausted, and much more content as a society. If you were in my place, what would YOU start with?

challenge: ■ Extra ■ if you naturally use 'Imagine if...' or 'Suppose you...' instead of 'If I...'.

Writing mini-task — 'a letter to my younger self' (100–120 words)

Write a short letter to yourself ten years ago. What would you tell that person? You **MUST** use: at least 3 second conditionals, 1 'If I were you...' construction, 2 feelings adjectives. Underline every grammar target you use.

Wrap-up · the three doors

Three imagined 'doors' — pick ONE and finish the sentence out loud with a full second conditional. Vote as a class on the most surprising answer.

Ask the teacher — notes to bring to class



1. **label:** Door 1 — a new life · **prompt:** If I woke up tomorrow with a completely new profession, I'd...

2. **label:** Door 2 — a lost year · **prompt:** If someone gave me one totally free year with no consequences, I'd...

3. **label:** Door 3 — a small change · **prompt:** If I could change ONE tiny daily habit of mine, I'd...

Ask the teacher — notes to bring to class



Workbook — home practice



Ask the teacher — notes to bring to class

What if... - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - feelings (mild → strong)

Choose the option that best completes each sentence.

1. She was absolutely ____ when she got the scholarship - jumping up and down.
(A) gratified
(B) exhilarated
(C) serene
2. After a 12-hour shift, I'm just ____ - I need to sleep.
(A) elated
(B) apprehensive
(C) overwrought
3. He was really ____ that his best friend didn't invite him to the wedding.
(A) wounded
(B) stirred
(C) appreciative
4. I always feel a bit ____ speaking English in front of my boss.
(A) euphoric
(B) flustered
(C) incensed
5. They were ____ when they found out the flight was cancelled again.
(A) jubilant
(B) incensed
(C) reassured

2. Vocabulary - feelings collocations

Complete each sentence with ONE feeling from the box.

BOX: overwrought · crestfallen · covetous · reassured · remorseful · stirred

1. I was so ____ by his speech that I nearly cried.
2. She's a bit ____ of her sister's new flat - it has a garden.
3. I feel ____ that I didn't call my grandmother more often.
4. I'm completely ____ by all these emails - I don't know where to start.
5. He was ____ when he heard he'd missed the last train by 30 seconds.
6. I was so ____ when the doctor said everything was normal.

3. Vocabulary - discursive writing

Discuss the psychological impact of 'hypothetical thinking'. Does imagining alternative realities help us grow, or does it lead to unnecessary suffering?

Checklist:

- ☐ Use at least 4 feelings vocabulary items
- ☐ Maintain a formal, discursive register

- [] Use cohesive devices to link your arguments
- [] Check for varied C1-level grammatical structures

[illegible]

4. Grammar - second conditional form

Choose the correct form.

1. If I ____ you, I'd apologise.
(A) was
(B) were
(C) would be
2. If she ____ more time, she'd start a business.
(A) had
(B) would have
(C) has
3. We ____ so happy if you visited us next month.
(A) will be
(B) would be
(C) were
4. If I knew his number, I ____ him right now.
(A) call
(B) would call
(C) would called
5. You ____ better if you slept eight hours a night.
(A) will feel
(B) would feel
(C) feel
6. If he ____ so much, he wouldn't be so stressed.
(A) didn't work

Ask the teacher — notes to bring to class

- (B) wouldn't work
- (C) wouldn't have worked

5. Grammar - first or second conditional?

Put the verb in brackets in the correct form.

1. If it (rain) ____ tomorrow, I'll take the bus.
2. If I (be) ____ taller, I'd play basketball.
3. We (go) ____ hiking if the weather is nice on Sunday.
4. If I (have) ____ a million euros, I (buy) ____ a farm in Tuscany.
5. Call me as soon as you (arrive) ____ .
6. If she (know) ____ the truth, she (leave) ____ him tomorrow. (she doesn't know)

6. Grammar - put the sentence in order

Put the words in the correct order.

1. I / were / would / if / apologise / I / you
2. call / had / I'd / your / if / I / number
3. wasn't / cold / it / would / go / if / so / we / swimming
4. won / do / lottery / would / the / you / if / what / you
5. were / here / know / she / would / what / if / she / to / do

7. Grammar - find and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. If I would have time, I would help you.
2. If she will be here, she'd know what to do.
3. I would call you if I have your number.
4. If I would win the lottery, I'd quit my job.
5. What would you do if you find a wallet in the street?
6. If I was you, I'd apologise. (make it formal)

8. Reading - true / false / not given

Read the short text and mark each statement T, F or NG.

A recent survey of over five thousand adults in twelve countries asked one simple question: 'If you could restart your life at 18, what would you do differently?' The answers were surprisingly consistent. Nearly seventy per cent said they would travel more before settling down. Just over half said they would choose a completely different career. Only twelve per cent said they wouldn't change a thing. Interestingly, people over sixty were the most likely to say they wished they had spent more time with family - and the LEAST likely to say they would have earned more money. The single most common regret across all countries was 'I wish I hadn't cared so much what other people thought.'

1. The survey included more than 5,000 adults. [T / F / NG]
2. Half of the people surveyed would choose a different career. [T / F / NG]
3. A majority (over 50%) said they wouldn't change anything. [T / F / NG]

4. People over 60 wished they had earned more money. [T / F / NG]
5. The survey was carried out in exactly 20 countries. [T / F / NG]
6. The top regret was caring too much what others thought. [T / F / NG]

9. Writing - guided task

Write 80-100 words: 'If I could live one day of someone else's life, whose would it be - and why?'. Include at least 3 second conditionals, 1 'If I were...' construction, and 2 feelings adjectives.

Checklist:

- ☐ 80-100 words
- ☐ 3 second conditionals
- ☐ 1 'If I were...' construction
- ☐ 2 feelings adjectives (thrilled, exhausted, moved, grateful...)

[illegible]

10. Listening - happiness researcher interview

Listen to the short interview. A reporter and a happiness researcher - two clearly different voices. Answer the questions. Play it twice if you need to.

Audio: Interview · happiness researcher · ~1:20

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

11. Dictation - key second-conditional forms

Ask the teacher — notes to bring to class

Listen again and complete each line with the missing verbs.

Audio: Happiness researcher - key structures

1. If people ____ (choose) one thing to feel happier, I would tell them: sleep more.
2. If money ____ (make) us happy, rich countries wouldn't have such high depression rates.
3. If they ____ (write) down three things they were grateful for, they'd notice a difference.
4. If you ____ (not / be) a little afraid, the change wouldn't matter to you.
5. I wish everyone ____ (call) one person they miss.
6. That single act ____ (change) more lives than any book I've written.

12. ■ Challenge - sentence transformation

Rewrite the second sentence to mean the same, using 2-5 words including the KEYWORD.

1. 1. I don't speak Chinese, so I can't work in Shanghai. → If I ____ Chinese, I ____ in Shanghai. (KEYWORDS: SPOKE / COULD WORK)
2. 2. I'm not you, but my advice is: apologise. → If I ____ you, I ____ apologise. (KEYWORDS: WERE / WOULD)
3. 3. I don't have your number, so I can't call. → I ____ call you if I ____ your number. (KEYWORDS: WOULD / HAD)
4. 4. It's raining, so we won't go to the beach. → If it ____ raining, we ____ to the beach. (KEYWORDS: WASN'T / WOULD GO)
5. 5. I need to imagine the situation. → Imagine ____ you ____ a million euros tomorrow. (KEYWORDS: IF / WON)

13. ■ Challenge - word stress

Mark the STRESSED syllable in each adjective by writing the syllable in CAPITALS.

1. 1. excited
2. 2. disappointed
3. 3. embarrassed
4. 4. incredible
5. 5. unbelievable
6. 6. wonderful
7. 7. fascinating
8. 8. overwhelming

14. ■ Challenge - odd one out

Three share a category. Pick the ODD ONE OUT.

1. 1. Very happy:
(A) thrilled
(B) ecstatic
(C) furious
(D) over the moon
2. 2. Anxious / worried:
(A) nervous

- (B) overwhelmed
(C) self-conscious
(D) grateful

3. 3. Second-conditional signals:

- (A) would
(B) could
(C) might
(D) will

4. 4. Openers for hypotheticals:

- (A) imagine if
(B) suppose
(C) what if
(D) as soon as

15. ■ Challenge - extended writing

Write a 130-160 word 'letter to your younger self at 15'. What would you tell them? Use AT LEAST 4 second conditionals, 1 'If I were you' construction, and 3 different feelings adjectives.

Checklist:

- ☐ 130-160 words
- ☐ 4+ second conditionals
- ☐ 1 'If I were you...' construction
- ☐ 3+ different feelings adjectives

This image shows a blank sheet of white paper with horizontal blue ruling lines. On the left side, there are short vertical blue lines that serve as margins, creating a series of narrow columns. The paper is otherwise empty of any text or markings.

16. Self-check

Tick what you can now do confidently.

- [] I can form the second conditional accurately (if + past, would/could/might + infinitive).

- [] I use 'were' - not 'was' - after 'if I / he / she' in formal writing.
- [] I use hypothetical openers naturally: 'Imagine if...', 'Suppose...', 'What if...'.
- [] I can use 15+ B2 feelings adjectives (thrilled, overwhelmed, gutted, moved...).
- [] I stress 3- and 4-syllable adjectives on the correct syllable.
- [] I can write a short reflective letter using unreal conditionals.

What if... — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — feelings (mild → strong)

Choose the option that best completes each sentence.

1. She was absolutely ____ when she got the scholarship — jumping up and down.
(A) gratified
(B) exhilarated
(C) serene
2. After a 12-hour shift, I'm just ____ — I need to sleep.
(A) elated
(B) apprehensive
(C) overwrought
3. He was really ____ that his best friend didn't invite him to the wedding.
(A) wounded
(B) stirred
(C) appreciative
4. I always feel a bit ____ speaking English in front of my boss.
(A) euphoric
(B) flustered
(C) incensed
5. They were ____ when they found out the flight was cancelled again.
(A) jubilant
(B) incensed
(C) reassured

2. Vocabulary — feelings collocations

Complete each sentence with ONE feeling from the box.

BOX: overwrought · crestfallen · covetous · reassured · remorseful · stirred

1. I was so ____ by his speech that I nearly cried.
2. She's a bit ____ of her sister's new flat — it has a garden.
3. I feel ____ that I didn't call my grandmother more often.
4. I'm completely ____ by all these emails — I don't know where to start.
5. He was ____ when he heard he'd missed the last train by 30 seconds.
6. I was so ____ when the doctor said everything was normal.

3. Vocabulary — discursive writing

Discuss the psychological impact of 'hypothetical thinking'. Does imagining alternative realities help us grow, or does it lead to unnecessary suffering?

Checklist:

- Use at least 4 feelings vocabulary items
- Maintain a formal, discursive register

- Use cohesive devices to link your arguments
- Check for varied C1-level grammatical structures

[illegible]

4. Grammar — second conditional form

Choose the correct form.

1. If I ____ you, I'd apologise.
(A) was
(B) were
(C) would be
2. If she ____ more time, she'd start a business.
(A) had
(B) would have
(C) has
3. We ____ so happy if you visited us next month.
(A) will be
(B) would be
(C) were
4. If I knew his number, I ____ him right now.
(A) call
(B) would call
(C) would called
5. You ____ better if you slept eight hours a night.
(A) will feel
(B) would feel
(C) feel
6. If he ____ so much, he wouldn't be so stressed.
(A) didn't work

Ask the teacher — notes to bring to class

- (B) wouldn't work
- (C) wouldn't have worked

5. Grammar — first or second conditional?

Put the verb in brackets in the correct form.

1. If it (rain) ____ tomorrow, I'll take the bus.
2. If I (be) ____ taller, I'd play basketball.
3. We (go) ____ hiking if the weather is nice on Sunday.
4. If I (have) ____ a million euros, I (buy) ____ a farm in Tuscany.
5. Call me as soon as you (arrive) ____.
6. If she (know) ____ the truth, she (leave) ____ him tomorrow. (she doesn't know)

6. Grammar — put the sentence in order

Put the words in the correct order.

1. I / were / would / if / apologise / I / you
2. call / had / I'd / your / if / I / number
3. wasn't / cold / it / would / go / if / so / we / swimming
4. won / do / lottery / would / the / you / if / what / you
5. were / here / know / she / would / what / if / she / to / do

7. Grammar — find and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. If I would have time, I would help you.
2. If she will be here, she'd know what to do.
3. I would call you if I have your number.
4. If I would win the lottery, I'd quit my job.
5. What would you do if you find a wallet in the street?
6. If I was you, I'd apologise. (make it formal)

8. Reading — true / false / not given

Read the short text and mark each statement T, F or NG.

A recent survey of over five thousand adults in twelve countries asked one simple question: 'If you could restart your life at 18, what would you do differently?' The answers were surprisingly consistent. Nearly seventy per cent said they would travel more before settling down. Just over half said they would choose a completely different career. Only twelve per cent said they wouldn't change a thing. Interestingly, people over sixty were the most likely to say they wished they had spent more time with family — and the LEAST likely to say they would have earned more money. The single most common regret across all countries was 'I wish I hadn't cared so much what other people thought.'

1. The survey included more than 5,000 adults. [T / F / NG]
2. Half of the people surveyed would choose a different career. [T / F / NG]
3. A majority (over 50%) said they wouldn't change anything. [T / F / NG]

4. People over 60 wished they had earned more money. [T / F / NG]
5. The survey was carried out in exactly 20 countries. [T / F / NG]
6. The top regret was caring too much what others thought. [T / F / NG]

9. Writing — guided task

Write 80–100 words: 'If I could live one day of someone else's life, whose would it be — and why?'. Include at least 3 second conditionals, 1 'If I were...' construction, and 2 feelings adjectives.

Checklist:

- 80–100 words
- 3 second conditionals
- 1 'If I were...' construction
- 2 feelings adjectives (thrilled, exhausted, moved, grateful...)

This image shows a blank sheet of white paper with horizontal blue ruling lines. On the left side, there are short vertical blue lines that serve as margins, creating a series of narrow columns. The paper is otherwise empty of any text or markings.

10. Listening — happiness researcher interview

Listen to the short interview. A reporter and a happiness researcher — two clearly different voices. Answer the questions. Play it twice if you need to.

■ **Audio:** Interview · happiness researcher · ~1:20

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

11. Dictation — key second-conditional forms

Ask the teacher — notes to bring to class

Listen again and complete each line with the missing verbs.

■ **Audio:** Happiness researcher — key structures

1. If people ____ (choose) one thing to feel happier, I would tell them: sleep more.
2. If money ____ (make) us happy, rich countries wouldn't have such high depression rates.
3. If they ____ (write) down three things they were grateful for, they'd notice a difference.
4. If you ____ (not / be) a little afraid, the change wouldn't matter to you.
5. I wish everyone ____ (call) one person they miss.
6. That single act ____ (change) more lives than any book I've written.

12. ■ Challenge — sentence transformation

Rewrite the second sentence to mean the same, using 2–5 words including the KEYWORD.

1. 1. I don't speak Chinese, so I can't work in Shanghai. → If I ____ Chinese, I ____ in Shanghai. (KEYWORDS: SPOKE / COULD WORK)
2. 2. I'm not you, but my advice is: apologise. → If I ____ you, I ____ apologise. (KEYWORDS: WERE / WOULD)
3. 3. I don't have your number, so I can't call. → I ____ call you if I ____ your number. (KEYWORDS: WOULD / HAD)
4. 4. It's raining, so we won't go to the beach. → If it ____ raining, we ____ to the beach. (KEYWORDS: WASN'T / WOULD GO)
5. 5. I need to imagine the situation. → Imagine ____ you ____ a million euros tomorrow. (KEYWORDS: IF / WON)

13. ■ Challenge — word stress

Mark the STRESSED syllable in each adjective by writing the syllable in CAPITALS.

1. 1. excited
2. 2. disappointed
3. 3. embarrassed
4. 4. incredible
5. 5. unbelievable
6. 6. wonderful
7. 7. fascinating
8. 8. overwhelming

14. ■ Challenge — odd one out

Three share a category. Pick the ODD ONE OUT.

1. 1. Very happy:
(A) thrilled
(B) ecstatic
(C) furious
(D) over the moon
2. 2. Anxious / worried:
(A) nervous

- (B) overwhelmed
(C) self-conscious
(D) grateful

3. 3. Second-conditional signals:

- (A) would
(B) could
(C) might
(D) will

4. 4. Openers for hypotheticals:

- (A) imagine if
(B) suppose
(C) what if
(D) as soon as

15. ■ Challenge — extended writing

Write a 130–160 word 'letter to your younger self at 15'. What would you tell them? Use AT LEAST 4 second conditionals, 1 'If I were you' construction, and 3 different feelings adjectives.

Checklist:

- 130–160 words
- 4+ second conditionals
- 1 'If I were...' construction
- 3+ different feelings adjectives

This image shows a blank sheet of white paper with horizontal blue ruling lines. On the left side, there are short vertical blue lines that serve as margins, creating a series of narrow columns. The paper is otherwise empty of any text or markings.

16. Self-check

Tick what you can now do confidently.

- I can form the second conditional accurately (if + past, would/could/might + infinitive).

- I use 'were' — not 'was' — after 'if I / he / she' in formal writing.
- I use hypothetical openers naturally: 'Imagine if...', 'Suppose...', 'What if...'.
- I can use 15+ B2 feelings adjectives (thrilled, overwhelmed, gutted, moved...).
- I stress 3- and 4-syllable adjectives on the correct syllable.
- I can write a short reflective letter using unreal conditionals.



Answer key — Class Book

Reading: the science of 'what if?'

1. (B) Imagining alternative versions of what actually happened.
2. (B) About 100.
3. (A) Upward ones make us imagine BETTER outcomes; downward ones make us imagine WORSE outcomes.
4. (C) When the same painful scenario is replayed again and again (rumination).
5. (B) Highly creative people tend to be the most active counterfactual thinkers.

Vocabulary: feelings & how to intensify them

1. exhilarated
 2. petrified
 3. exasperated
 4. reassured
 5. incensed
 6. flustered
 7. crestfallen
 8. stirred
1. She felt euphoric when she got the acceptance letter.
 2. He was incensed after finding out the meeting had been cancelled without notice.
 3. I felt perturbed about the upcoming surgery.
 4. We were flabbergasted when we saw the final bill.
 5. She looked crestfallen after failing the driving test for the third time.

Grammar focus: the second (unreal) conditional

1. were / would apologise
 2. had / would drive
 3. would be / visited
 4. knew / would call
 5. would feel / slept
 6. didn't work / would be
1. rains — first conditional
 2. were — second conditional
 3. calls — first conditional
 4. had — second conditional
 5. 'I'll leave — first conditional
 6. 'd learn — second conditional
1. If I had time, I would help you.
 2. If she were here, she'd know what to do.
 3. I would call you if I had your number.
 4. If I were you, I'd apologise. (formal 'were')
 5. If I won the lottery, I'd quit my job.
 6. What would you do if you found a wallet in the street?

Listening: two friends and the 'what if?' game

1. Imagining quitting your job and doing anything you want, with no limits.
 2. Move to a small coastal village in Portugal and open a bookshop with a cat.
 3. Trying something bold themselves — perhaps moving somewhere warm and painting.
1. Completely lost / terrified.
 2. Trapped.
 3. Try it for six months first, then decide.
 4. They'd come back, laugh about it, and get another job.
 5. If you wait for the perfect moment, you'll wait forever.
 6. The visitor will bring the cat.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

What if... - Workbook — Answer Key

1. Vocabulary - feelings (mild → strong)

1. **(B)** *exhilarated*
2. **(C)** *overwrought*
3. **(A)** *wounded*
4. **(B)** *flustered*
5. **(B)** *incensed*

2. Vocabulary - feelings collocations

1. **stirred**
2. **covetous**
3. **remorseful**
4. **overwrought**
5. **crestfallen**
6. **reassured**

3. Vocabulary - discursive writing

Sample answer

Hypothetical thinking is a double-edged sword. On one hand, imagining a better version of our lives can leave us feeling exhilarated and stirred to take action. It allows us to simulate different outcomes and make better-informed decisions. However, this same process can also lead us to become overwrought with worry about 'what if' scenarios that may never occur. When we fixate on past mistakes, we often feel deeply remorseful or crestfallen, trapped in a cycle of regret. If a person becomes too flustered by the sheer number of possibilities, they may find themselves unable to act at all. Therefore, while the ability to think hypothetically is a hallmark of human intelligence, it must be balanced with a focus on the present. We should use our imagination to inspire growth, rather than as a tool for self-reproach.

4. Grammar - second conditional form

1. **(B)** *were*
2. **(A)** *had*
3. **(B)** *would be*
4. **(B)** *would call*
5. **(B)** *would feel*
6. **(A)** *didn't work*

5. Grammar - first or second conditional?

1. *rains - first*
2. *were - second*
3. *'ll go - first*
4. *had / would buy - second*
5. *arrive - future time clause*
6. *knew / would leave - second*

6. Grammar - put the sentence in order

1. *If I were you, I would apologise.*
2. *I'd call if I had your number.*
3. *If it wasn't so cold, we would go swimming.*
4. *What would you do if you won the lottery?*
5. *If she were here, she would know what to do.*

7. Grammar - find and fix the mistake

1. *If I had time, I would help you.*
2. *If she were here, she'd know what to do.*
3. *I would call you if I had your number.*
4. *If I won the lottery, I'd quit my job.*
5. *What would you do if you found a wallet in the street?*
6. *If I were you, I would apologise.*

8. Reading - true / false / not given

1. **T**
2. **T**
3. **F**
4. **F**
5. **F**
6. **T**

9. Writing - guided task

Sample answer

If I could live one day of someone else's life, I would choose a National Geographic photographer. If I were them, I'd wake up before dawn in some remote corner of the world - maybe the Arctic, maybe the Amazon - and spend the entire day watching, waiting, breathing quietly. I'd feel absolutely exhilarated the first time an animal walked into the frame, and probably terrified the first time a big storm rolled in. If I had their patience, I might come home with just one photograph - but a photograph that could change how millions of people see the world. Honestly, I'd feel completely fulfilled.

10. Listening - happiness researcher interview

1. *Sleep more, and see your friends more often.*
2. *Above a modest income, more money barely helps - rich countries still have high depression rates.*
3. *Writing down three things you are grateful for, every night, for a month.*
4. *Fear is normal - if you weren't a little afraid, the change wouldn't matter to you.*
5. *That everyone would CALL - not text - one person they miss.*
6. *Because that single act would change more lives than any book she has ever written.*

11. Dictation - key second-conditional forms

1. *could choose*
2. *made*
3. *wrote*
4. *weren't*
5. *would call*
6. *would change*

12. ■ Challenge - sentence transformation

1. *spoke / could work*
2. *were / would*
3. *would / had*
4. *wasn't / would go*
5. *if / won*

13. ■ Challenge - word stress

1. *ex-CIT-ed*
2. *dis-a-PPOIN-ted*
3. *em-BAR-rassed*
4. *in-CRED-i-ble*
5. *un-be-LIEV-able*
6. *WON-der-ful*
7. *FAS-ci-na-ting*
8. *o-ver-WHELM-ing*

14. ■ Challenge - odd one out

1. **(C)** *furious*
2. **(D)** *grateful*
3. **(D)** *will*
4. **(D)** *as soon as*

15. ■ Challenge - extended writing

Sample answer

Dear younger me, if I could sit next to you for one hour today, I would tell you three simple things. First, if you listened a little more to your grandmother, you wouldn't be so nervous about growing older - she was the bravest person we ever met. Second, if you started saving just five euros a week now, by thirty you could afford exactly the life you want, no compromises. Third - and this is the hardest - if you understood how quickly time passes, you would spend a lot less time worrying about what other people thought of you, and a lot more time with the people you love. I know you feel overwhelmed sometimes, and a bit disappointed with yourself. Please don't. If I were you, I'd be enormously grateful for the family, the friends, and the curiosity you already have. Love, older you.

16. Self-check

Self-assessment — no fixed answers.

What if... — Workbook — Answer Key

1. Vocabulary — feelings (mild → strong)

1. **(B)** *exhilarated*
2. **(C)** *overwrought*
3. **(A)** *wounded*
4. **(B)** *flustered*
5. **(B)** *incensed*

2. Vocabulary — feelings collocations

1. **stirred**
2. **covetous**
3. **remorseful**
4. **overwrought**
5. **crestfallen**
6. **reassured**

3. Vocabulary — discursive writing

Sample answer

Hypothetical thinking is a double-edged sword. On one hand, imagining a better version of our lives can leave us feeling exhilarated and stirred to take action. It allows us to simulate different outcomes and make better-informed decisions. However, this same process can also lead us to become overwrought with worry about 'what if' scenarios that may never occur. When we fixate on past mistakes, we often feel deeply remorseful or crestfallen, trapped in a cycle of regret. If a person becomes too flustered by the sheer number of possibilities, they may find themselves unable to act at all. Therefore, while the ability to think hypothetically is a hallmark of human intelligence, it must be balanced with a focus on the present. We should use our imagination to inspire growth, rather than as a tool for self-reproach.

4. Grammar — second conditional form

1. **(B)** *were*
2. **(A)** *had*
3. **(B)** *would be*
4. **(B)** *would call*
5. **(B)** *would feel*
6. **(A)** *didn't work*

5. Grammar — first or second conditional?

1. *rains — first*
2. *were — second*
3. *'ll go — first*
4. *had / would buy — second*
5. *arrive — future time clause*
6. *knew / would leave — second*

6. Grammar — put the sentence in order

- 1. If I were you, I would apologise.*
- 2. I'd call if I had your number.*
- 3. If it wasn't so cold, we would go swimming.*
- 4. What would you do if you won the lottery?*
- 5. If she were here, she would know what to do.*

7. Grammar — find and fix the mistake

- 1. If I had time, I would help you.*
- 2. If she were here, she'd know what to do.*
- 3. I would call you if I had your number.*
- 4. If I won the lottery, I'd quit my job.*
- 5. What would you do if you found a wallet in the street?*
- 6. If I were you, I would apologise.*

8. Reading — true / false / not given

- 1. T*
- 2. T*
- 3. F*
- 4. F*
- 5. F*
- 6. T*

9. Writing — guided task

Sample answer

If I could live one day of someone else's life, I would choose a National Geographic photographer. If I were them, I'd wake up before dawn in some remote corner of the world — maybe the Arctic, maybe the Amazon — and spend the entire day watching, waiting, breathing quietly. I'd feel absolutely exhilarated the first time an animal walked into the frame, and probably terrified the first time a big storm rolled in. If I had their patience, I might come home with just one photograph — but a photograph that could change how millions of people see the world. Honestly, I'd feel completely fulfilled.

10. Listening — happiness researcher interview

- 1. Sleep more, and see your friends more often.*
- 2. Above a modest income, more money barely helps — rich countries still have high depression rates.*
- 3. Writing down three things you are grateful for, every night, for a month.*
- 4. Fear is normal — if you weren't a little afraid, the change wouldn't matter to you.*
- 5. That everyone would CALL — not text — one person they miss.*
- 6. Because that single act would change more lives than any book she has ever written.*

11. Dictation — key second-conditional forms

1. *could choose*
2. *made*
3. *wrote*
4. *weren't*
5. *would call*
6. *would change*

12. ■ Challenge — sentence transformation

1. *spoke / could work*
2. *were / would*
3. *would / had*
4. *wasn't / would go*
5. *if / won*

13. ■ Challenge — word stress

1. *ex-CIT-ed*
2. *dis-a-PPOIN-ted*
3. *em-BAR-rassed*
4. *in-CRED-i-ble*
5. *un-be-LIEV-able*
6. *WON-der-ful*
7. *FAS-ci-na-ting*
8. *o-ver-WHELM-ing*

14. ■ Challenge — odd one out

1. **(C)** *furious*
2. **(D)** *grateful*
3. **(D)** *will*
4. **(D)** *as soon as*

15. ■ Challenge — extended writing

Sample answer

Dear younger me, if I could sit next to you for one hour today, I would tell you three simple things. First, if you listened a little more to your grandmother, you wouldn't be so nervous about growing older — she was the bravest person we ever met. Second, if you started saving just five euros a week now, by thirty you could afford exactly the life you want, no compromises. Third — and this is the hardest — if you understood how quickly time passes, you would spend a lot less time worrying about what other people thought of you, and a lot more time with the people you love. I know you feel overwhelmed sometimes, and a bit disappointed with yourself. Please don't. If I were you, I'd be enormously grateful for the family, the friends, and the curiosity you already have. Love, older you.

16. Self-check

Self-assessment — no fixed answers.



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 5 · 5B

No regrets

Theme · Inner Worlds



Unit 5 · 5B

No regrets

Theme: Inner Worlds



Learning objectives

- Use 'wish + past simple / could' to express dissatisfaction with the present.
- Use 'wish + past perfect' to talk about regrets in the past.
- Use 'wish + would' for annoying habits and things you want to change.
- Distinguish 'I'm bored' from 'It's boring' — mastering -ed vs -ing feelings adjectives.
- Speak with natural sentence rhythm — stressing content words, reducing function words.
- Recognise falling intonation for regret and rising intonation for hopeful wishes.

Ask the teacher — notes to bring to class



Class Book

Warm-up · one small regret

Read the six 'I wish...' openers below. Pick ONE and finish it out loud for your partner in a full sentence — 30 seconds each. No dictionaries, no shame.

I wish I had learned...

I wish I hadn't said...

I wish I could speak...

I wish people wouldn't...

I wish I had spent more time with...

I wish I hadn't spent so much time on...

followUp: Every sentence you just made used the grammar of today's lesson: 'wish + past' for now, 'wish + past perfect' for regrets, 'wish + would' for other people's annoying habits.

Lead-in: three kinds of regret

Match each situation to the *FEELING* it usually creates. Then, in pairs, turn each one into a full sentence with 'I wish...'.

1. You skipped Grandma's 80th birthday for a work meeting...
 2. You never learned to swim, and now your kids want to go to the beach every weekend...
 3. Your neighbour plays loud music at 2am, every single Friday...
 4. You bought an expensive gadget you've barely touched...
 5. You didn't apply for a scholarship because you assumed you wouldn't get it...
 6. You told a small lie years ago that still bothers you today...
- a) frustrated / trapped
 - b) irritated / fed up
 - c) guilty / ashamed
 - d) foolish / disappointed in yourself
 - e) regretful / haunted
 - f) lost opportunity / bittersweet

1 → c · I wish I HADN'T skipped her birthday. She meant the world to me.

2 → a · I wish I HAD learned to swim as a child.

3 → b · I wish my neighbour WOULDN'T play music at two in the morning.

4 → d · I wish I HADN'T bought it — total waste of money.

5 → f · I wish I HAD applied. I'll never know what would have happened.

6 → e · I wish I HADN'T lied. It's still on my mind, twenty years later.

Ask the teacher — notes to bring to class



followUp: Notice: for RIGHT NOW → past simple ('I wish I had more time'). For a REGRET IN THE PAST → past perfect ('I wish I HAD called'). For OTHER PEOPLE'S habits → would ('I wish they wouldn't shout').

Reading: the four regrets that shape a life

In 2022, the American writer Daniel Pink published the largest ever survey of human regret — more than sixteen thousand people in one hundred and five countries, asked one simple question: 'What is the biggest regret of your life?'. What he found surprised almost everyone.

Across every culture, every income group, every age, the same four kinds of regret appeared again and again.

FOUNDATION regrets are the boring ones: I wish I had saved more, exercised more, gone to the dentist. They're the regrets of not doing the small, unglamorous things that quietly build a good life. They rarely feel urgent — until they do.

BOLDNESS regrets are the opposite. I wish I had taken the risk. I wish I had spoken to her. I wish I had started the business, quit the job, moved to the other city. Pink's research is unambiguous: in the long run, people regret the risks they DIDN'T take far more than the ones that failed.

MORAL regrets are the heaviest. I wish I had been kinder to my brother. I wish I hadn't cheated. I wish I hadn't stayed silent when I should have spoken. These don't fade with time — they harden.

But the deepest, most painful regret of all — the one that turned up most often, in every language — was the CONNECTION regret. I wish I had stayed in touch. I wish I had said 'I love you' more often. I wish I had called Dad the week before he died. Not a single one of Pink's sixteen thousand respondents said, at the end of a long life, 'I wish I'd worked more hours at the office'.

The comforting news, Pink argues, is that most connection regrets can still be repaired. Send the message. Make the call. Buy the plane ticket. In his data, more than seventy per cent of the awkward 'sorry it's been a while' messages got a warm reply within a week. Regret, he concludes, is not the enemy of a good life. Ignoring it is.

1. How many people did Daniel Pink survey, and in how many countries?
(A) 1,600 in 15 countries
(B) 16,000 in 105 countries
(C) 160,000 in 5 countries
2. Which type of regret involves small, unglamorous, long-term habits?
(A) Boldness
(B) Foundation
(C) Moral
3. According to the research, do people MORE regret the risks they took or the risks they didn't take?
(A) Risks they took (that failed)
(B) Risks they didn't take
(C) Both about equally

Ask the teacher — notes to bring to class



4. Which type of regret was the deepest and most common?
- (A) Foundation regrets
 - (B) Moral regrets
 - (C) Connection regrets
5. What does Pink recommend doing about most connection regrets?
- (A) Accept them — they can't be fixed
 - (B) Try to reach out; most people reply warmly
 - (C) Wait until the other person contacts you

Feelings vocabulary in context

Match the words from the text to their closest meaning.

haunt (v) — to keep coming back into your mind painfully

harden (v) — to become stronger, less flexible, more painful

unglamorous — not exciting or attractive; ordinary

urgent — needing immediate attention

bittersweet — mixing sweet feelings with sad ones

ashamed — feeling bad about something you did or are

Vocabulary: verbs vs -ed / -ing adjectives for feelings

intro: In English, feelings can be expressed as verbs (I annoyed him), as -ED adjectives (I was annoyed) or as -ING adjectives (that was annoying). Getting this right is the single fastest way to sound more natural at B2. Master the pattern once, use it for the rest of your life.

1. **label:** The golden rule

2. **label:** Common pairs (positive)

3. **label:** Common pairs (negative)

4. **label:** Regret vocabulary

Ask the teacher — notes to bring to class

**practice**

Complete each sentence with the correct form (verb, -ed or -ing) of the word in brackets.

1. That documentary was really ____ (interest). I couldn't stop watching.

2. I'm so ____ (frustrate) with the new software — nothing works properly.

3. Honestly, I find long train journeys really ____ (relax).

4. She was ____ (embarrass) when she realised she'd been calling him by the wrong name.

5. The results were incredibly ____ (disappoint) after all that hard work.

6. I'm not ____ (bore) — I just have a resting neutral face!

7. That story about the little dog rescued after the earthquake really ____ me (move).

8. It ____ me (annoy) when people don't reply to messages for three days.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word from this lesson's vocabulary. Keep the meaning identical.

1. She still <u>blames herself harshly</u> for missing her friend's wedding.

2. He gave me a <u>regretful, slightly wry</u> smile before admitting his mistake.

3. Looking back, with the <u>understanding you get after the event</u>, I would have studied law instead.

4. The lecture was so <u>completely fascinating</u> that two hours felt like ten minutes.

5. The delay <u>strongly irritated</u> everyone waiting at the gate.

Ask the teacher — notes to bring to class

Practice 3 — discursive writing

prompt: Reflect on a regret you have — big or small — and how, looking back with hindsight, it changed your priorities or relationships.

Use at least FOUR of the target words from this unit.

Vary sentence length; include one relative clause.

Aim for a reflective, cohesive C1 register.

sample: For years I berated myself, quietly and often, for not visiting my grandfather more often before he died, a decision that still fills me with something close to shame. In hindsight, the excuses I gave myself at the time seem almost laughably unglamorous: too busy, too tired, always next week. I remember feeling rueful whenever his name came up in conversation, as though the feeling itself might somehow apologise for me. What haunts me most is not the absence itself but how easily it could have been avoided. These days, whenever I have second thoughts about calling someone or making the effort to visit, I try to remember that connection regrets, unlike foundation ones, rarely give you a second chance.



Grammar focus: 'wish' for the present, the future and the past

1. WISH + PAST SIMPLE — for the present — Use for something you'd like to be different right now. • I wish I **HAD** more time. (I don't have enough time.) • I wish she **LIVED** closer. (She lives far away.) • I wish it **WASN'T** so hot in here. ('weren't' is also correct and more formal.) Same structure as the second conditional — the past form signals unreality.

2. WISH + COULD — for present ability — Use for skills, freedoms or possibilities you don't currently have. • I wish I **COULD** speak French. • I wish we **COULD** stay another week. • I wish he **COULD** understand how I feel.

Ask the teacher — notes to bring to class



3. WISH + WOULD — for other people (or things) you find annoying — Use for behaviour that irritates you and that you'd like to change. Almost NEVER used with 'I' (you can control yourself, so 'wish I would' is odd). • I wish you WOULD stop interrupting me. • I wish it WOULDN'T rain every weekend. • I wish my neighbours WOULDN'T play music at 3am. ✗ 'I wish I would exercise more.' → ✓ 'I wish I exercised more.'

4. WISH + PAST PERFECT — for regrets about the past — Use for things you did / didn't do and now regret. This is the grammar of true regret. • I wish I HAD STUDIED harder at university. • I wish I HADN'T said that. (I said it and regret it.) • I wish they HAD TOLD us earlier. • I wish I HADN'T SPENT so much time worrying.

5. 'If only...' — the emotional cousin of 'I wish...' — Same three patterns, but stronger and often used in dramatic or emotional speech. • If only I had more money! (present) • If only he WOULD listen to me! (annoying) • If only I HAD said sorry before she left. (past regret)

6. Common mistakes — ✗ I wish I have more time. → ✓ I wish I HAD more time. ✗ I wish I would speak French. → ✓ I wish I COULD speak French. ✗ I wish I studied harder last year. → ✓ I wish I HAD STUDIED harder last year. ✗ I wish it wouldn't so hot. → ✓ I wish it WASN'T so hot. (it, weather = present, not habit)

Exercise A — present or past regret?

Put the verb in the correct form: past simple, could, would or past perfect.

1. I wish I (be) ____ taller — everything's designed for tall people.

2. I wish I (study) ____ harder at university. I could have got a better job.

3. I wish you (stop) ____ leaving your dirty cups everywhere!

4. I wish I (can) ____ play the piano like her.

5. I wish we (not / miss) ____ that train yesterday.

6. I wish it (not / be) ____ so cold today — I'd love to go swimming.

7. I wish I (know) ____ his email — I need to contact him.

8. I wish my grandmother (teach) ____ me her recipes when she was still alive.

Ask the teacher — notes to bring to class

**Exercise B — choose the correct form**

Choose the option that sounds most natural.

1. I wish it ____ raining. I want to go for a walk.
(A) stopped
(B) would stop
(C) had stopped
2. I wish I ____ what to say to her right now.
(A) knew
(B) would know
(C) had known
3. I wish I ____ to that concert last Friday — everyone said it was incredible.
(A) went
(B) had gone
(C) would go
4. I wish I ____ speak Italian fluently.
(A) would
(B) could
(C) had
5. I wish my phone battery ____ so quickly.
(A) didn't die
(B) wouldn't die
(C) hadn't died
6. I wish I ____ so many things I now regret.
(A) didn't say
(B) wouldn't say
(C) hadn't said

Exercise C — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I wish I have more free time.

2. I wish I would speak Chinese.

Ask the teacher — notes to bring to class



3. I wish I studied harder for last week's exam.

4. I wish it wouldn't be so cold today.

5. I wish I didn't say that this morning. I feel awful.

6. I wish my brother would be on time — just once!

Exercise D — the letter of regrets

Complete the letter using ONE form from the box (each used once).

Word bank: had known · could · wouldn't check · had spent · hadn't spent · would call · were · had listened · wasn't · could go

Dear old friend,

I don't know if you'll ever read this, but I need to write it anyway. Twenty years is a long time to be silent.

I wish I (1) ___ how much your friendship meant to me back then. I wish I (2) ___ more time with you and less time chasing things that didn't matter.

I wish I (3) ___ so many weekends at the office when you invited me for lunch. I wish I (4) ___ to your advice about my first marriage — you saw it before I did.

Now, honestly? I wish I (5) ___ turn the clock back one afternoon and just have coffee with you again.

There are new regrets, too. I wish I (6) ___ my email a hundred times a day. I wish I (7) ___ so distracted all the time. I wish you (8) ___ me back — but I know that's not really up to you.

If I (9) ___ you, I probably wouldn't reply either. I wouldn't blame you.

But if you ever (10) ___ answer, even one word, I'd be at the coffee shop on Baker Street tomorrow morning. Same one as always.

Yours, still.

had known

had spent

hadn't spent

had listened

could

wouldn't check

wasn't

would call

were

Ask the teacher — notes to bring to class



could go

Listening: 'I wish I'd gone to art school'

Two friends over dinner. One admits a life-long regret about not going to art school. The other pushes back gently — and turns the regret into an action for tonight. Play twice.

Before you listen

What's ONE thing you wish you had done differently by the age you are now?

Predict: does the second speaker agree with the first speaker's regret, or challenge it?

First listen — gist

1. What is the first speaker's biggest regret?

2. How does the second speaker try to reframe the regret?

3. What does the first speaker agree to do that same evening?

Second listen — detail

1. How does the first speaker say she feels when walking past a gallery?

2. Who did she blame in the past for her choice at 17?

3. What 'If I were you...' advice does the second speaker give?

4. What common line does the second speaker point out about time?

Ask the teacher — notes to bring to class



5. What promise does the second speaker make about the first paintings?

6. How many past-perfect 'wish' clauses can you count in the dialogue? (approx.)

A: You know what I regret most? Not going to art school when I had the chance. I wish I'd applied. I wish I hadn't listened to everyone telling me it wasn't practical.

B: But you were seventeen. You did what felt safe. If I were you, I wouldn't be so hard on myself.

A: Maybe. But I'm forty now, and every time I walk past a gallery I feel this pain. I wish I could paint even half as well as the people showing there.

B: So paint. You wish you could paint — start tonight. Nobody's asking you to sell anything. I wish I could just decide something and do it, the way you could, right now.

A: It's not that simple. I wish my mother had encouraged me a little. She meant well, but every time I brought up art, she'd change the subject.

B: That's fair. But you can't fix the past. If I were you, I'd stop wishing you'd made different choices at seventeen, and start choosing differently at forty. That, you can actually control.

A: I know. I know. I just wish I'd figured this out ten years ago.

B: Everyone says that. Ten years from now you'll wish you'd started tonight. So, start tonight.

A: Okay. Fine. Tonight. If I buy paints on the way home, will you promise not to laugh at what I make?

B: I promise. I really do. And if it's terrible, I promise to lie beautifully.

Speaking: 'One regret, one repair'

One minute solo. Share ONE regret and ONE small repair you could make this week. You MUST use: (a) TWO 'I wish I had / hadn't...' clauses, (b) ONE 'I wish I could...', (c) ONE 'If only... would...', (d) TWO -ed / -ing feeling adjectives. Partner scores ■ for each.

1. **label:** The regret · **hint:** 'I wish I had / hadn't...'

2. **label:** How it makes you feel · **hint:** 'It's frustrating / I feel guilty...'

3. **label:** What you wish were different now · **hint:** 'I wish I could...'

Ask the teacher — notes to bring to class



4. **label:** What annoys you about others · **hint:** 'If only they would...'

5. **label:** The tiny repair this week · **hint:** 'This week, I'm going to...'

example: Honestly, my biggest regret is that I wish I had stayed closer to my grandmother in her last two years. I was so busy with work that I stopped visiting, and it's really painful to think about now — it's absolutely heartbreaking, actually. I wish I could still pick up the phone and call her. If only my younger self would have understood how little time was left. There's nothing I can do about that anymore. But this week, I'm going to call my aunt, who was closest to her, and just listen to her tell me stories about my grandmother for an hour. That's the small repair. It won't undo the regret — but it might soften it a little.

challenge: ■ Extra ■ if you use 'If only...' with real emotion (rising or falling intonation).

Writing mini-task — 'A letter I'll probably never send' (100–120 words)

Write a short letter to someone about a regret. It can be to your younger self, an old friend, a family member — anyone. You **MUST** use: at least 3 'wish + past perfect' regrets, 1 'wish + could' hope, 1 'if only... would...', 2 -ed / -ing feeling adjectives. Underline every target structure.

Wrap-up · the three envelopes

Three symbolic envelopes. Pick ONE and finish the sentence out loud. Class votes on the most moving answer.

1. **label:** Envelope 1 — to my younger self · **prompt:** If I could write to myself at 18, I'd say: 'I wish you would...'

2. **label:** Envelope 2 — to someone I miss · **prompt:** 'I wish I had told you...'

3. **label:** Envelope 3 — to my future self · **prompt:** 'Please don't ever wish you had...'

Ask the teacher — notes to bring to class



Workbook — home practice



Ask the teacher — notes to bring to class

No regrets - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - -ed vs -ing feelings adjectives

Choose the correct form.

1. I'm so ____ with this puzzle. I've been trying for two hours.
(A) frustrating
(B) frustrated
(C) frustrate
2. That film was really ____ - I even cried at the end.
(A) stirred
(B) stirring
(C) stir
3. Sorry, I'm not ____ - my face just looks like this!
(A) boring
(B) bored
(C) bore
4. The results were ____ - we all expected higher marks.
(A) disappointed
(B) disappointing
(C) disappoint
5. I was so ____ when I found out my sister was moving to Japan.
(A) surprising
(B) surprised
(C) surprise
6. His constant complaining is really ____ .
(A) exasperating
(B) exasperated
(C) exasperate

2. Vocabulary - regret words in context

Complete each sentence with ONE word from the box.

BOX: hindsight · berate · haunts · rueful · bittersweet · second thoughts

1. In ____, I should have accepted their job offer.
2. The last conversation with my father still ____ me, ten years later.
3. Try not to ____ yourself for a decision you made when you were young.
4. She looked ____ when she talked about her old flat.
5. Saying goodbye to Rome was ____ - sweet memories, painful to leave.
6. I'm starting to have ____ about buying such an expensive car.

3. Vocabulary - discursive writing

Is the concept of a life with 'no regrets' a realistic goal, or is it a harmful myth that prevents us from learning from our mistakes?

Checklist:

- [] Use at least 4 regret-related vocabulary items
- [] Maintain a formal, discursive register
- [] Use cohesive devices to link your arguments
- [] Check for varied C1-level grammatical structures

This image shows a blank sheet of white paper with horizontal blue ruling lines. On the left side, there are short vertical blue lines that serve as margins, creating a series of narrow columns. The paper is otherwise empty of any text or markings.

4. Grammar - wish + past simple / could / would

Choose the correct verb form.

1. I wish I ____ speak more languages.
(A) would
(B) could
(C) had
2. I wish it ____ so cold. My hands are freezing.
(A) wasn't
(B) wouldn't be
(C) hadn't been
3. I wish my flatmate ____ leaving dishes in the sink for days.
(A) stopped
(B) would stop
(C) had stopped
4. I wish I ____ more sleep. I'm exhausted.
(A) got
(B) would get
(C) had got
5. I wish I ____ swim. Everyone else is going in the pool.
(A) could

(B) would

(C) had

6. I wish people ____ interrupt me when I'm concentrating.

(A) didn't

(B) wouldn't

(C) hadn't

5. Grammar - wish + past perfect (regrets)

Rewrite each sentence as a regret using 'I wish...'.

1. I didn't call her last night.
2. I spent too much money on holiday.
3. I didn't learn a musical instrument as a child.
4. We didn't buy that flat when it was cheap.
5. I told him about the surprise party.
6. I didn't say goodbye properly.

6. Grammar - put the words in order

Rearrange the words to form a correct sentence.

1. wish / harder / I / had / studied / I
2. would / neighbours / my / wish / I / quieter / be
3. only / I / spoken / had / up / if / earlier
4. wish / could / travel / more / I
5. wasn't / wish / raining / it / I
6. hadn't / that / I / said / wish / I

7. Grammar - spot and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I wish I have more money.
2. I wish I would play the guitar.
3. I wish I studied harder last term.
4. I wish it wouldn't be so noisy in here.
5. I wish my brother would being on time!
6. If only I didn't say that yesterday.

8. Reading - true / false / not given

Read the short text and mark each statement T, F or NG.

In 2021, an Australian palliative nurse called Bronnie Ware published the results of years listening to dying patients. She noticed the same regrets came up again and again. The top five were, in order: 'I wish I'd had the courage to live a life true to myself, not the life others expected.' 'I wish I hadn't worked so hard.' 'I wish I'd had the courage to express my feelings.' 'I wish I'd stayed in touch with my friends.' 'I wish I'd let myself be happier.' She noticed something surprising: none of her patients regretted taking risks or spending money on experiences. The regrets were almost always about the risks NOT taken and the connections

NOT kept.

1. Bronnie Ware is a doctor. [T / F / NG]
2. The top regret was about not working hard enough. [T / F / NG]
3. One regret was about not expressing feelings. [T / F / NG]
4. Ware surveyed more than a million people. [T / F / NG]
5. Most regrets were about risks people DIDN'T take. [T / F / NG]
6. Many patients regretted spending too much money on experiences. [T / F / NG]

9. Writing - guided task

Write 80-100 words: 'A regret I'm ready to let go of.' Include at least 2 'wish + past perfect', 1 'wish + could', 1 'if only + would', and 2 -ed/-ing feeling adjectives.

Checklist:

- [] 80-100 words
- [] 2 'wish + past perfect' regrets
- [] 1 'wish + could' hope
- [] 1 'if only + would'
- [] 2 -ed / -ing feeling adjectives

[illegible]

10. Listening - the interview with a regret expert

Listen to the interview. A journalist and a life-coach - two clearly different voices. Answer the questions. Play twice if you need.

Audio: Interview · a life-coach on regrets · ~1:30

- 1.
- 2.
- 3.

- 4.
- 5.
- 6.

11. Dictation - key 'wish' structures

Listen again and complete each line with the missing verbs.

Audio: Life-coach - key structures

1. I wish I ____ (take) it. I wish I ____ (tell) my father I loved him.
2. I wish I ____ (not / work) so hard.
3. I wish I ____ (have) the courage to live a life true to myself.
4. Ask what your future self wishes you ____ (start) today.
5. I wish they ____ (not / say) that. It's almost never too late.
6. I wish I ____ (learn) Italian when I was twenty.

12. ■ Challenge - sentence transformation

Rewrite the second sentence to mean the same, using 2-5 words including the KEYWORD.

1. 1. I'm sorry I didn't call her. → I wish I ____ her. (KEYWORD: CALLED)
2. 2. I don't have any brothers. → I wish I ____ a brother. (KEYWORD: HAD)
3. 3. My cat won't stop meowing at 5am. → I wish my cat ____ meowing at 5am. (KEYWORD: STOP)
4. 4. I regret spending so much time online. → I wish I ____ so much time online. (KEYWORD: SPENT)
5. 5. Unfortunately, I can't drive. → I wish I ____ drive. (KEYWORD: COULD)
6. 6. It's a shame my neighbour doesn't talk to me. → If only my neighbour ____ to me. (KEYWORD: TALK)

13. ■ Challenge - -ed or -ing?

Choose the correct form of each adjective.

1. This lesson is really ____ .
(A) interested
(B) interesting
2. I'm ____ by everything you've told me.
(A) fascinated
(B) fascinating
3. Long queues in the supermarket are so ____ .
(A) irritated
(B) irritating
4. The kids were completely ____ by the magician.
(A) amazed
(B) amazing
5. That was the most ____ documentary I've ever seen.
(A) shocked
(B) shocking
6. I felt really ____ after her speech - she has a gift.

- (A) inspired
- (B) inspiring

14. ■ Challenge - odd one out

Three share a category. Pick the *ODD ONE OUT*.

1. 1. Regret words:

- (A) reproach
- (B) hindsight
- (C) haunt
- (D) delighted

2. 2. Wish + past perfect signals:

- (A) I wish I had...
- (B) I wish I hadn't...
- (C) If only I had...
- (D) I wish I could...

3. 3. -ING adjectives:

- (A) amazing
- (B) boring
- (C) terrified
- (D) confusing

4. 4. Pink's four regret types:

- (A) foundation
- (B) boldness
- (C) moral
- (D) financial

15. ■ Challenge - extended writing

Write a 130-160 word 'letter you'll probably never send' - to your younger self, an old friend, a family member. Use *AT LEAST* 4 'wish + past perfect' regrets, 1 'wish + could', 1 'if only + would', and 3 different feeling adjectives (mix -ed and -ing).

Checklist:

- ☐ 130-160 words
- ☐ 4+ 'wish + past perfect' regrets
- ☐ 1 'wish + could'
- ☐ 1 'if only + would'
- ☐ 3+ different feeling adjectives (mix -ed and -ing)

16. Self-check

Tick what you can now do confidently.

- ☐ I use 'wish + past simple' for present dissatisfaction.
- ☐ I use 'wish + could' for a present ability I don't have.
- ☐ I use 'wish + would' for other people's annoying habits (not for myself).
- ☐ I use 'wish + past perfect' for regrets about the past.
- ☐ I distinguish -ed (how I feel) from -ing (the thing that causes it).
- ☐ I stress content words and reduce function words in natural rhythm.
- ☐ I use falling intonation for regret, rising for hopeful wishes.

No regrets — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — -ed vs -ing feelings adjectives

Choose the correct form.

1. I'm so ____ with this puzzle. I've been trying for two hours.
(A) frustrating
(B) frustrated
(C) frustrate
2. That film was really ____ — I even cried at the end.
(A) stirred
(B) stirring
(C) stir
3. Sorry, I'm not ____ — my face just looks like this!
(A) boring
(B) bored
(C) bore
4. The results were ____ — we all expected higher marks.
(A) disappointed
(B) disappointing
(C) disappoint
5. I was so ____ when I found out my sister was moving to Japan.
(A) surprising
(B) surprised
(C) surprise
6. His constant complaining is really ____ .
(A) exasperating
(B) exasperated
(C) exasperate

2. Vocabulary — regret words in context

Complete each sentence with ONE word from the box.

BOX: hindsight · berate · haunts · rueful · bittersweet · second thoughts

1. In ____, I should have accepted their job offer.
2. The last conversation with my father still ____ me, ten years later.
3. Try not to ____ yourself for a decision you made when you were young.
4. She looked ____ when she talked about her old flat.
5. Saying goodbye to Rome was ____ — sweet memories, painful to leave.
6. I'm starting to have ____ about buying such an expensive car.

3. Vocabulary — discursive writing

Is the concept of a life with 'no regrets' a realistic goal, or is it a harmful myth that prevents us from learning from our mistakes?

Checklist:

- Use at least 4 regret-related vocabulary items
- Maintain a formal, discursive register
- Use cohesive devices to link your arguments
- Check for varied C1-level grammatical structures

[illegible]

4. Grammar — wish + past simple / could / would

Choose the correct verb form.

1. I wish I ____ speak more languages.
(A) would
(B) could
(C) had
2. I wish it ____ so cold. My hands are freezing.
(A) wasn't
(B) wouldn't be
(C) hadn't been
3. I wish my flatmate ____ leaving dishes in the sink for days.
(A) stopped
(B) would stop
(C) had stopped
4. I wish I ____ more sleep. I'm exhausted.
(A) got
(B) would get
(C) had got
5. I wish I ____ swim. Everyone else is going in the pool.
(A) could

Ask the teacher — notes to bring to class

(B) would

(C) had

6. I wish people ____ interrupt me when I'm concentrating.

(A) didn't

(B) wouldn't

(C) hadn't

5. Grammar — wish + past perfect (regrets)

Rewrite each sentence as a regret using 'I wish...'

1. I didn't call her last night.
2. I spent too much money on holiday.
3. I didn't learn a musical instrument as a child.
4. We didn't buy that flat when it was cheap.
5. I told him about the surprise party.
6. I didn't say goodbye properly.

6. Grammar — put the words in order

Rearrange the words to form a correct sentence.

1. wish / harder / I / had / studied / I
2. would / neighbours / my / wish / I / quieter / be
3. only / I / spoken / had / up / if / earlier
4. wish / could / travel / more / I
5. wasn't / wish / raining / it / I
6. hadn't / that / I / said / wish / I

7. Grammar — spot and fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I wish I have more money.
2. I wish I would play the guitar.
3. I wish I studied harder last term.
4. I wish it wouldn't be so noisy in here.
5. I wish my brother would being on time!
6. If only I didn't say that yesterday.

8. Reading — true / false / not given

Read the short text and mark each statement T, F or NG.

In 2021, an Australian palliative nurse called Bronnie Ware published the results of years listening to dying patients. She noticed the same regrets came up again and again. The top five were, in order: 'I wish I'd had the courage to live a life true to myself, not the life others expected.' 'I wish I hadn't worked so hard.' 'I wish I'd had the courage to express my feelings.' 'I wish I'd stayed in touch with my friends.' 'I wish I'd let myself be happier.' She noticed something surprising: none of her patients regretted taking risks or spending money on experiences. The regrets were almost always about the risks NOT taken and the connections

NOT kept.

1. Bronnie Ware is a doctor. [T / F / NG]
2. The top regret was about not working hard enough. [T / F / NG]
3. One regret was about not expressing feelings. [T / F / NG]
4. Ware surveyed more than a million people. [T / F / NG]
5. Most regrets were about risks people DIDN'T take. [T / F / NG]
6. Many patients regretted spending too much money on experiences. [T / F / NG]

9. Writing — guided task

Write 80–100 words: 'A regret I'm ready to let go of.' Include at least 2 'wish + past perfect', 1 'wish + could', 1 'if only + would', and 2 -ed/-ing feeling adjectives.

Checklist:

- 80–100 words
- 2 'wish + past perfect' regrets
- 1 'wish + could' hope
- 1 'if only + would'
- 2 -ed / -ing feeling adjectives

[illegible]

10. Listening — the interview with a regret expert

Listen to the interview. A journalist and a life-coach — two clearly different voices. Answer the questions. Play twice if you need.

■ **Audio:** Interview · a life-coach on regrets · ~1:30

- 1.
- 2.
- 3.

- 4.
- 5.
- 6.

11. Dictation — key 'wish' structures

Listen again and complete each line with the missing verbs.

■ **Audio:** *Life-coach — key structures*

1. I wish I ____ (take) it. I wish I ____ (tell) my father I loved him.
2. I wish I ____ (not / work) so hard.
3. I wish I ____ (have) the courage to live a life true to myself.
4. Ask what your future self wishes you ____ (start) today.
5. I wish they ____ (not / say) that. It's almost never too late.
6. I wish I ____ (learn) Italian when I was twenty.

12. ■ Challenge — sentence transformation

Rewrite the second sentence to mean the same, using 2–5 words including the KEYWORD.

1. 1. I'm sorry I didn't call her. → I wish I ____ her. (KEYWORD: CALLED)
2. 2. I don't have any brothers. → I wish I ____ a brother. (KEYWORD: HAD)
3. 3. My cat won't stop meowing at 5am. → I wish my cat ____ meowing at 5am. (KEYWORD: STOP)
4. 4. I regret spending so much time online. → I wish I ____ so much time online. (KEYWORD: SPENT)
5. 5. Unfortunately, I can't drive. → I wish I ____ drive. (KEYWORD: COULD)
6. 6. It's a shame my neighbour doesn't talk to me. → If only my neighbour ____ to me. (KEYWORD: TALK)

13. ■ Challenge — -ed or -ing?

Choose the correct form of each adjective.

1. This lesson is really ____ .
(A) interested
(B) interesting
2. I'm ____ by everything you've told me.
(A) fascinated
(B) fascinating
3. Long queues in the supermarket are so ____ .
(A) irritated
(B) irritating
4. The kids were completely ____ by the magician.
(A) amazed
(B) amazing
5. That was the most ____ documentary I've ever seen.
(A) shocked
(B) shocking
6. I felt really ____ after her speech — she has a gift.

- (A) inspired
- (B) inspiring

14. ■ Challenge — odd one out

Three share a category. Pick the *ODD ONE OUT*.

1. 1. Regret words:

- (A) reproach
- (B) hindsight
- (C) haunt
- (D) delighted

2. 2. Wish + past perfect signals:

- (A) I wish I had...
- (B) I wish I hadn't...
- (C) If only I had...
- (D) I wish I could...

3. 3. -ING adjectives:

- (A) amazing
- (B) boring
- (C) terrified
- (D) confusing

4. 4. Pink's four regret types:

- (A) foundation
- (B) boldness
- (C) moral
- (D) financial

15. ■ Challenge — extended writing

Write a 130–160 word 'letter you'll probably never send' — to your younger self, an old friend, a family member. Use *AT LEAST* 4 'wish + past perfect' regrets, 1 'wish + could', 1 'if only + would', and 3 different feeling adjectives (mix -ed and -ing).

Checklist:

- 130–160 words
- 4+ 'wish + past perfect' regrets
- 1 'wish + could'
- 1 'if only + would'
- 3+ different feeling adjectives (mix -ed and -ing)

16. Self-check

Tick what you can now do confidently.

- I use 'wish + past simple' for present dissatisfaction.
- I use 'wish + could' for a present ability I don't have.
- I use 'wish + would' for other people's annoying habits (not for myself).
- I use 'wish + past perfect' for regrets about the past.
- I distinguish -ed (how I feel) from -ing (the thing that causes it).
- I stress content words and reduce function words in natural rhythm.
- I use falling intonation for regret, rising for hopeful wishes.



Answer key — Class Book

Reading: the four regrets that shape a life

1. (B) 16,000 in 105 countries
2. (B) Foundation
3. (B) Risks they didn't take
4. (C) Connection regrets
5. (B) Try to reach out; most people reply warmly

Vocabulary: verbs vs -ed / -ing adjectives for feelings

1. interesting
 2. frustrated
 3. relaxing
 4. embarrassed
 5. disappointing
 6. bored
 7. moved
 8. annoys
1. She still berates herself for missing her friend's wedding.
 2. He gave me a rueful smile before admitting his mistake.
 3. In hindsight, I would have studied law instead.
 4. The lecture was so enthralling that two hours felt like ten minutes.
 5. The delay exasperated everyone waiting at the gate.

Grammar focus: 'wish' for the present, the future and the past

1. were / was
 2. had studied
 3. would stop
 4. could
 5. hadn't missed
 6. wasn't / weren't
 7. knew
 8. had taught
1. (B) would stop
 2. (A) knew
 3. (B) had gone
 4. (B) could
 5. (B) wouldn't die
 6. (C) hadn't said
1. I wish I had more free time.
 2. I wish I could speak Chinese.
 3. I wish I had studied harder for last week's exam.
 4. I wish it wasn't (weren't) so cold today.
 5. I wish I hadn't said that this morning. I feel awful.
 6. I wish my brother would be on time — just once!

Listening: 'I wish I'd gone to art school'

1. Not going to art school when she had the chance.
 2. You can't change the past — but you can start painting tonight, at forty.
 3. Buy paints on the way home and start painting.
1. She feels a physical pain / sadness.
 2. Everyone who told her art school wasn't practical, and her mother who changed the subject.
 3. Stop wishing you'd made different choices at 17, and start choosing differently at 40.
 4. In ten years, you'll wish you'd started tonight — so start tonight.
 5. Not to laugh; and if they're terrible, to lie beautifully.

Ask the teacher — notes to bring to class



6. At least six — 'I wish I'd applied', 'I wish I hadn't listened', 'I wish my mother had encouraged me', etc.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

No regrets - Workbook — Answer Key

1. Vocabulary - -ed vs -ing feelings adjectives

1. **(B)** *frustrated*
2. **(B)** *stirring*
3. **(B)** *bored*
4. **(B)** *disappointing*
5. **(B)** *surprised*
6. **(A)** *exasperating*

2. Vocabulary - regret words in context

1. *hindsight*
2. *haunts*
3. *berate*
4. *rueful*
5. *bittersweet*
6. *second thoughts*

3. Vocabulary - discursive writing

Sample answer

The ideal of living a life with 'no regrets' is frequently championed in popular culture, yet its practicality is highly questionable. In hindsight, we can always find decisions that we might have made differently, and some of these memories may even haunt us for years. Acknowledging a mistake can lead to a rueful smile and a deeper understanding of oneself. However, the goal should not be to live without errors, but rather to avoid berating oneself for them. Regret, while often bittersweet, is a powerful teacher; it is through having second thoughts about our past actions that we grow and refine our values. If we aim for a state of perfect decision-making, we deny ourselves the opportunity to learn from the natural messiness of life. Ultimately, it is more productive to accept our regrets as part of our history than to pretend they do not exist.

4. Grammar - wish + past simple / could / would

1. **(B)** *could*
2. **(A)** *wasn't*
3. **(B)** *would stop*
4. **(A)** *got*
5. **(A)** *could*
6. **(B)** *wouldn't*

5. Grammar - wish + past perfect (regrets)

1. *I wish I had called her last night.*
2. *I wish I hadn't spent so much money on holiday.*
3. *I wish I had learned a musical instrument as a child.*
4. *I wish we had bought that flat when it was cheap.*
5. *I wish I hadn't told him about the surprise party.*
6. *I wish I had said goodbye properly.*

6. Grammar - put the words in order

- 1. I wish I had studied harder.*
- 2. I wish my neighbours would be quieter.*
- 3. If only I had spoken up earlier.*
- 4. I wish I could travel more.*
- 5. I wish it wasn't raining.*
- 6. I wish I hadn't said that.*

7. Grammar - spot and fix the mistake

- 1. I wish I had more money.*
- 2. I wish I could play the guitar.*
- 3. I wish I had studied harder last term.*
- 4. I wish it wasn't (weren't) so noisy in here.*
- 5. I wish my brother would be on time!*
- 6. If only I hadn't said that yesterday.*

8. Reading - true / false / not given

- 1. F*
- 2. F*
- 3. T*
- 4. NG*
- 5. T*
- 6. F*

9. Writing - guided task

Sample answer

There's one regret I've carried for far too long. I wish I had spoken to my grandfather about his life before he died. He was a quiet man, full of stories, and I was a distracted teenager. I wish I hadn't been so wrapped up in my own tiny problems. Even now, it feels a bit haunting when I look at his old photograph. If only my younger self would have understood how quickly people disappear. I wish I could hear his voice for just one afternoon. I can't. But I've started asking my mother the same questions I never asked him - and honestly, it's surprisingly healing.

10. Listening - the interview with a regret expert

- 1. Overwhelmingly the things they DIDN'T do.*
- 2. 'I wish I hadn't worked so hard' and 'I wish I'd had the courage to live a life true to myself'.*
- 3. Ask what your future self wishes you'd start today - and do that ONE thing this week, not next year.*
- 4. It's almost never too late - the regret of NOT trying is heavier than the risk of failing.*
- 5. Not learning Italian at twenty.*
- 6. She started Italian at 58 - and has never been happier.*

11. Dictation - key 'wish' structures

1. *had taken / had told*
2. *hadn't worked*
3. *had had*
4. *would start*
5. *wouldn't say*
6. *had learned*

12. ■ Challenge - sentence transformation

1. *had called*
2. *had*
3. *would stop*
4. *hadn't spent*
5. *could*
6. *would talk*

13. ■ Challenge - -ed or -ing?

1. **(B)** *interesting*
2. **(A)** *fascinated*
3. **(B)** *irritating*
4. **(A)** *amazed*
5. **(B)** *shocking*
6. **(A)** *inspired*

14. ■ Challenge - odd one out

1. **(D)** *delighted*
2. **(D)** *I wish I could...*
3. **(C)** *terrified*
4. **(D)** *financial*

15. ■ Challenge - extended writing

Sample answer

Dear old friend, I don't know if you'll ever read this, but I need to write it anyway. Twenty years is a long time to be silent. I wish I had known how much your friendship meant to me back then. I wish I had spent more time with you and less time chasing things that didn't matter. I wish I hadn't cancelled that trip we planned. I wish I had listened to your advice about my first marriage - you saw it before I did. Honestly, in hindsight, it's still a bit heartbreaking. I wish I could turn the clock back one afternoon and just have coffee with you again. If only life would give us second chances more often. I've been carrying this bittersweet regret for years, and I'm surprised how relieved I feel just writing it down. Yours, still.

16. Self-check

Self-assessment — no fixed answers.

No regrets — Workbook — Answer Key

1. Vocabulary — -ed vs -ing feelings adjectives

1. **(B)** *frustrated*
2. **(B)** *stirring*
3. **(B)** *bored*
4. **(B)** *disappointing*
5. **(B)** *surprised*
6. **(A)** *exasperating*

2. Vocabulary — regret words in context

1. *hindsight*
2. *haunts*
3. *berate*
4. *rueful*
5. *bittersweet*
6. *second thoughts*

3. Vocabulary — discursive writing

Sample answer

The ideal of living a life with 'no regrets' is frequently championed in popular culture, yet its practicality is highly questionable. In hindsight, we can always find decisions that we might have made differently, and some of these memories may even haunt us for years. Acknowledging a mistake can lead to a rueful smile and a deeper understanding of oneself. However, the goal should not be to live without errors, but rather to avoid berating oneself for them. Regret, while often bittersweet, is a powerful teacher; it is through having second thoughts about our past actions that we grow and refine our values. If we aim for a state of perfect decision-making, we deny ourselves the opportunity to learn from the natural messiness of life. Ultimately, it is more productive to accept our regrets as part of our history than to pretend they do not exist.

4. Grammar — wish + past simple / could / would

1. **(B)** *could*
2. **(A)** *wasn't*
3. **(B)** *would stop*
4. **(A)** *got*
5. **(A)** *could*
6. **(B)** *wouldn't*

5. Grammar — wish + past perfect (regrets)

1. *I wish I had called her last night.*
2. *I wish I hadn't spent so much money on holiday.*
3. *I wish I had learned a musical instrument as a child.*
4. *I wish we had bought that flat when it was cheap.*
5. *I wish I hadn't told him about the surprise party.*
6. *I wish I had said goodbye properly.*

6. Grammar — put the words in order

- 1. I wish I had studied harder.*
- 2. I wish my neighbours would be quieter.*
- 3. If only I had spoken up earlier.*
- 4. I wish I could travel more.*
- 5. I wish it wasn't raining.*
- 6. I wish I hadn't said that.*

7. Grammar — spot and fix the mistake

- 1. I wish I had more money.*
- 2. I wish I could play the guitar.*
- 3. I wish I had studied harder last term.*
- 4. I wish it wasn't (weren't) so noisy in here.*
- 5. I wish my brother would be on time!*
- 6. If only I hadn't said that yesterday.*

8. Reading — true / false / not given

- 1. F*
- 2. F*
- 3. T*
- 4. NG*
- 5. T*
- 6. F*

9. Writing — guided task

Sample answer

There's one regret I've carried for far too long. I wish I had spoken to my grandfather about his life before he died. He was a quiet man, full of stories, and I was a distracted teenager. I wish I hadn't been so wrapped up in my own tiny problems. Even now, it feels a bit haunting when I look at his old photograph. If only my younger self would have understood how quickly people disappear. I wish I could hear his voice for just one afternoon. I can't. But I've started asking my mother the same questions I never asked him — and honestly, it's surprisingly healing.

10. Listening — the interview with a regret expert

- 1. Overwhelmingly the things they DIDN'T do.*
- 2. 'I wish I hadn't worked so hard' and 'I wish I'd had the courage to live a life true to myself'.*
- 3. Ask what your future self wishes you'd start today — and do that ONE thing this week, not next year.*
- 4. It's almost never too late — the regret of NOT trying is heavier than the risk of failing.*
- 5. Not learning Italian at twenty.*
- 6. She started Italian at 58 — and has never been happier.*

11. Dictation — key 'wish' structures

1. *had taken / had told*
2. *hadn't worked*
3. *had had*
4. *would start*
5. *wouldn't say*
6. *had learned*

12. ■ Challenge — sentence transformation

1. *had called*
2. *had*
3. *would stop*
4. *hadn't spent*
5. *could*
6. *would talk*

13. ■ Challenge — -ed or -ing?

1. **(B)** *interesting*
2. **(A)** *fascinated*
3. **(B)** *irritating*
4. **(A)** *amazed*
5. **(B)** *shocking*
6. **(A)** *inspired*

14. ■ Challenge — odd one out

1. **(D)** *delighted*
2. **(D)** *I wish I could...*
3. **(C)** *terrified*
4. **(D)** *financial*

15. ■ Challenge — extended writing

Sample answer

Dear old friend, I don't know if you'll ever read this, but I need to write it anyway. Twenty years is a long time to be silent. I wish I had known how much your friendship meant to me back then. I wish I had spent more time with you and less time chasing things that didn't matter. I wish I hadn't cancelled that trip we planned. I wish I had listened to your advice about my first marriage — you saw it before I did. Honestly, in hindsight, it's still a bit heartbreaking. I wish I could turn the clock back one afternoon and just have coffee with you again. If only life would give us second chances more often. I've been carrying this bittersweet regret for years, and I'm surprised how relieved I feel just writing it down. Yours, still.

16. Self-check

Self-assessment — no fixed answers.



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 6 · 6A

Old habits

Theme · Sound & Vision



Unit 6 · 6A

Old habits

Theme: Sound & Vision



Learning objectives

- Distinguish 'used to', 'be used to' and 'get used to' — three structures, three meanings.
- Talk about past habits and how they changed ('I used to smoke, but I don't any more').
- Talk about present familiarity ('I'm used to getting up at five').
- Talk about ongoing adjustment ('I'm getting used to the new schedule').
- Use 20+ verbs of routine and habit at B2 (unwind, wind down, snooze, doze off, crave...).
- Pronounce the third-person -s / -es endings correctly: /s/, /z/ or /■z/.

Ask the teacher — notes to bring to class



Class Book

Warm-up · Two truths and a habit

Write *THREE* statements about your daily routine — two true, one a total lie. Read them to your partner; they guess the lie. No 'I always brush my teeth' — get specific.

I check my phone in the first 30 seconds after waking up.

I've had exactly the same breakfast every day for the last five years.

I go to bed with the same podcast every single night.

I sleep with a glass of water on my bedside table — even though I never drink it.

I can't start a work session without a specific pen in my hand.

I never look at social media on Sundays.

followUp: Habits are 40% of everything you do daily — that's roughly six hours of your day on autopilot. Today's lesson: how English talks about the ones you HAD, HAVE, and are STILL LEARNING to have.

Lead-in: the habits map

Match each situation to the most natural sentence stem. Then, in pairs, finish each sentence out loud with real information about you.

1. Something you did as a child but stopped completely...
 2. Something that felt strange at first, but now feels totally normal...
 3. Something you're still adjusting to right now...
 4. Something you've done every single day for years...
 5. Something you'd never done before this month...
 6. Something you thought you'd never enjoy — but you do now...
 - a) I'm still getting used to...
 - b) I used to...
 - c) I'm now used to...
 - d) I've been in the habit of...
 - e) Until recently, I'd never...
 - f) I never used to like..., but now I love it.
- 1 → b · I used to collect stickers obsessively when I was seven.
- 2 → c · I'm now used to driving on the left — took me two years.
- 3 → a · I'm still getting used to living in a different time zone from my family.
- 4 → d · I've been in the habit of reading before bed for at least a decade.
- 5 → e · Until recently, I'd never tried a cold shower — now I do it every morning.
- 6 → f · I never used to like coffee, but now I love it — one cup, no sugar.

Ask the teacher — notes to bring to class



followUp: Notice the three shapes: 'used to + INFINITIVE' (past habit), 'be used to + -ING / noun' (already familiar), 'get used to + -ING / noun' (still adjusting). Different structures — very different meanings.

Reading: the neuroscience of a habit

In a small windowless lab at MIT, neuroscientist Ann Graybiel spent thirty years watching what happens inside the brain when a routine becomes a habit. She and her team recorded thousands of hours of neural activity while rats learned, over and over again, to run a T-shaped maze in exchange for a small piece of chocolate.

What Graybiel found changed how we think about daily life. At first, the animals' brains lit up like fireworks — cells firing in every region, decoding smells, watching for signs, making dozens of tiny decisions. But something strange happened after the maze had been run about forty times. The brain went quiet. Almost silent. The rats now ran the same maze perfectly, but a whole part of their cortex simply switched off.

The behaviour was still there — smoother, faster, more accurate than ever. Only the effort had disappeared. That, Graybiel argues, is exactly what a habit is: a repeated action outsourced from the conscious mind to a small, fast, energy-efficient region called the basal ganglia. Your brain, in short, is designed to stop thinking about anything you do often enough.

That is very good news — and quite frightening news. Good, because it means we run our tooth-brushing, our commute and our morning coffee on almost no willpower at all. Frightening, because we also outsource things we never actively chose: scrolling for twenty minutes before we get out of bed, checking messages every three seconds, reaching for a glass at exactly six o'clock.

The bad news: once wired in, habits are very hard to erase. Graybiel's rats, if returned to the maze months later, ran it instantly and perfectly, even after being given completely new instructions. The good news: you don't erase a habit, you overwrite it. Same trigger, same time of day, same reward — but a new middle action. Replace, don't remove. That, according to a decade of newer studies, is what actually works.

So the next time you catch yourself doing something you didn't decide to do, don't panic. You're just running an older, deeper version of yourself. And the version you're becoming is being written the same way — one quiet, half-conscious repetition at a time.

1. What did Graybiel's team observe about the rats' brain activity as the maze became a habit?
 - (A) Every region of the brain became MORE active.
 - (B) A large area of the cortex became very QUIET.
 - (C) The brain stopped working entirely.
2. Which brain region takes over once a routine becomes a habit?
 - (A) The prefrontal cortex.
 - (B) The basal ganglia.
 - (C) The hippocampus.

Ask the teacher — notes to bring to class



3. Why does the article call this 'good news' AND 'frightening news'?
- (A) Good: we save mental energy on routines. Frightening: we also automate things we never chose.
- (B) Good: habits make us richer. Frightening: they make us bored.
- (C) Good: habits erase easily. Frightening: they come back stronger.
4. What strategy for changing a habit does the article recommend?
- (A) Delete the habit entirely with willpower.
- (B) Overwrite the middle action while keeping the same trigger, time and reward.
- (C) Punish yourself every time you slip.
5. What happened when the rats returned to the maze months later?
- (A) They had completely forgotten it.
- (B) They ran it instantly and perfectly.
- (C) They refused to enter.

Routine vocabulary in context

Match each word from the text to its closest meaning.

willpower — the mental strength to control your actions or resist temptation

commute — the daily journey between home and work

outsource (fig.) — give a job or task to someone / something else

trigger — a signal that makes an action start automatically

reward — something pleasant you get after an action

wire in (a habit) — to fix a habit deeply into your brain through repetition

Vocabulary: routines and habits

intro: At B2, upgrade 'get up / go to bed' to native-sounding phrasal verbs and collocations. Here are the ones people actually use to describe their day.

1. **label:** Waking up · morning

2. **label:** Working / day

3. **label:** Evening · winding down

Ask the teacher — notes to bring to class



4. **label:** Habits & cravings

practice

Complete each sentence with the correct expression from the box (correct form).

1. On weekends I love to ____ — sometimes until eleven.

2. I've finally managed to ____ my caffeine habit — no coffee for three months.

3. By nine o'clock I've usually ____ out on the sofa, halfway through a film.

4. I'm trying to ____ my sugar intake — not forgo it entirely, just less.

5. I always ____ chocolate around three in the afternoon. Total autopilot.

6. I ____ myself out of bed at five — it took me weeks to get used to it.

7. After work I need at least an hour to ____ before I can sleep.

8. I ____ out at six and I don't check emails again till the morning.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word from this lesson's vocabulary. Keep the meaning identical.

1. I always <u>have a strong urge for</u> chocolate at three in the afternoon.

2. She finally <u>gave in to</u> the temptation and ordered dessert.

3. We've decided to <u>gradually reduce</u> our screen time before bed.

4. He's determined to <u>completely give up</u> sugar this year.

Ask the teacher — notes to bring to class

5. Once I start a project, I <u>throw myself enthusiastically into</u> it.

Practice 3 — discursive writing

prompt: Reflect on a habit you have successfully changed — what triggered the change, and how did the process feel over time?

Use at least FOUR of the target words from this unit.

Vary sentence length and use one relative clause.

Aim for a reflective, cohesive C1 register.

sample: For years, I used to yearn for a sugary snack every afternoon, and more often than not I would succumb to the craving without a second thought. It wasn't until a routine check-up, which left me genuinely worried about my health, that I decided something had to change. Rather than forgo sweet things entirely overnight, which I doubted I could sustain, I chose instead to curtail my intake gradually, cutting back one biscuit at a time. What surprised me most was how quickly I began to immerse myself in new habits: a short walk after lunch, a piece of fruit instead of chocolate, water rather than juice. The process, which took nearly six months, taught me that willpower alone rarely works — small, repeated adjustments do. These days, I rarely think about the habit I once had, and that, more than anything, is proof that change is possible.



Grammar: used to · be used to · get used to

1. 'used to' + INFINITIVE — past habits / states that stopped — For things you regularly did (or were true) in the PAST but not now. • I USED TO smoke, but I quit two years ago. • She USED TO live in Berlin. • Negative & questions with 'did': I DIDN'T use to like coffee. / Did you USE TO play any instrument? (note: 'use', not 'used', after 'did'). ✓ Only for the PAST. There is no 'I use to...' for the present — that's simply 'I usually...'.

Ask the teacher — notes to bring to class



2. 'be used to' + -ING / NOUN — you're ALREADY familiar — For things that ARE now normal for you — you have already adapted. • I'M USED TO getting up at five. (it's normal for me now) • She's USED TO the noise. (it doesn't bother her) • They're NOT USED TO paying that much for coffee.

3. 'get used to' + -ING / NOUN — you're STILL ADAPTING — For the process of ADJUSTMENT — something that is still becoming normal. • I'M GETTING USED TO the new schedule. (in progress) • It took me a month to GET USED TO driving on the left. • You'll GET USED TO it. (future — adjustment will happen)

4. The three at a glance — PAST habit that stopped → 'used to + INFINITIVE'. Present familiarity → 'BE used to + -ING'. Ongoing adjustment → 'GET used to + -ING'. Fast check: if you can replace it with 'previously did', it's 'used to'. If with 'familiar with', it's 'be used to'. If with 'am adjusting to', it's 'get used to'.

5. 'would' for repeated past actions (bonus) — For repeated PAST ACTIONS (not states), you can also use 'would': • Every summer we WOULD visit my grandparents. • He WOULD always leave his keys in the same drawer. ✗ Do NOT use 'would' for past STATES: ✗ 'I would live in Berlin.' → ✓ 'I used to live in Berlin.'

6. Common mistakes — ✗ I am used to get up early. → ✓ I am used to GETTING up early. ✗ I use to smoke, but I stopped. → ✓ I USED to smoke, but I stopped. ✗ Did you used to play piano? → ✓ Did you USE to play piano? ✗ I get used to the noise now, it's fine. → ✓ I'm USED to the noise now.

Exercise A — used to / be used to / get used to?

Complete each sentence with the correct form. Watch the tense and the -ing / infinitive.

1. When I was a kid, I (play) ____ football every day.

2. I've lived here for ten years — I (be) ____ the traffic now.

3. It took her a while, but she's slowly (get) ____ living alone.

4. He (not / like) ____ vegetables at all, but now he's a vegetarian.

5. You'll soon (get) ____ working the night shift, don't worry.

6. I (be) ____ speaking in public — I do it every week.

Exercise B — past habit or present familiarity?

Choose the more natural continuation.

Ask the teacher — notes to bring to class



1. I've been vegetarian for years, so I ____ eating without meat.

2. As a teenager, I ____ hate mushrooms — now I love them.

3. The kids ____ having pizza every Friday when they were small.

4. She's only been in London a week — she's still ____ the tube system.

5. My grandma ____ tell me stories every night before bed.

6. It's my third job in tech, so I ____ working with tight deadlines.

Exercise C — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I am used to get up at six.

2. Did you used to smoke?

3. I use to play the piano when I was ten.

4. She isn't use to drive on the right.

5. It's taking me time to used to the new software.

6. When I lived by the sea I would love the smell of salt every morning.

Exercise D — a life story

Complete the paragraph with ONE form from the box (or with the correct form of 'used to' / 'be used to' / 'get used to').

Word bank: used to be · am used to · would spend · didn't use to · am getting used to · used to hate · 'll get used to · am not used to · used to live · have got used to

Ask the teacher — notes to bring to class



I (1) ____ a very shy child. I (2) ____ speaking in front of the class — my teachers thought I couldn't. My family (3) ____ in a small village where everyone knew everyone, and every summer we (4) ____ two months at my grandparents' farm by the river.

Life is completely different now. I live in Madrid, I speak on stage three times a month, and I (5) ____ crowds, noise and short deadlines. Some things still surprise me, though. I (6) ____ eating dinner at ten at night — it's been three years and I'm still adjusting. And I (7) ____ the summer heat — I never will, honestly.

But my brother, who just moved from Norway, keeps saying, 'Don't worry, you (8) ____ it.' He (9) ____ think the same about the cold winters back home. Now, he says, if he moved back, he wouldn't survive a week.

used to be

didn't use to

used to live

would spend

am used to

am getting used to

am not used to

'll get used to

used to hate

Listening: the 5 a.m. friend

Two friends catch up after one of them has started getting up at 5 a.m. Notice how they use 'used to', 'be used to' and 'get used to' constantly.

Before you listen

Are you a morning person or a night owl? Has that changed in your life?

Predict: which speaker will admit to being NEW to their routine?

First listen — gist

1. What has one of the speakers changed about their day?

2. How is the change going overall?

Ask the teacher — notes to bring to class



3. What is the other speaker's honest reaction?

Second listen — detail

1. What did the early-riser 'use to' do at night?

2. How did the first two weeks feel?

3. What do they enjoy about the early morning now?

4. Why did they want to change?

5. What time do they now go to bed?

6. How do they feel about the new routine now?

A: So how's the new schedule going? Are you still getting up at five?

B: Yeah, believe it or not. I used to be a total night owl — I mean, I used to stay up until three watching series — but I'm slowly getting used to the early mornings.

A: That's mad. I could never. I'm used to sleeping until eight at least.

B: Same, honestly. The first two weeks were brutal. I wasn't used to hearing my alarm at five. But now I actually kind of like it. The city's quiet, nobody's emailing me, I get to read for an hour.

A: Did you always want to change?

B: Not really. But I used to feel awful by lunchtime, and I didn't use to have any time for myself. Something had to give.

A: And your evenings?

Ask the teacher — notes to bring to class



B: I'm getting used to going to bed at nine-thirty. It sounds tragic, but honestly, I've never felt this good.

Speaking: 'The habit I'm most proud of / most ashamed of'

In pairs, describe ONE habit you're proud of and ONE you'd love to kick. You MUST use: (a) 2× 'used to' (past habit), (b) 1× 'be used to' (present familiarity), (c) 1× 'get used to' (still adjusting), (d) 2 verbs from today's routine vocab. Partner ■ each one.

1. **label:** The habit · **hint:** Name it in one sentence.

2. **label:** Where it came from · **hint:** 'I used to...' — the origin story.

3. **label:** How it feels now · **hint:** 'I'm used to...' — is it easy or automatic?

4. **label:** The adjustment · **hint:** 'I'm getting used to...' — what's still hard?

5. **label:** One tip for others · **hint:** 'If I were you, I'd...'

example: The habit I'm most proud of is a very short walk after every meal. I used to sit down straight after lunch and feel absolutely awful for an hour. Then I read something about digestion, and I started doing ten quiet minutes around the block. At first, I really didn't want to — I wasn't used to interrupting the day like that. But now I'm completely used to it; it feels weird if I miss it. The one I'm getting used to is putting my phone in another room at night. Some nights I still cave and grab it, but I'm slowly rewiring myself. If you were in my place, I'd honestly just start with three days and see how you feel.

challenge: ■ Extra ■ if you naturally slip in 'I never used to like... but now I love it.'

Writing mini-task — 'A day in my life, then and now' (100–120 words)

Contrast one typical day in your life FIVE YEARS AGO with one typical day NOW. You MUST use: at least 3 'used to' constructions, 1 'be used to', 1 'get used to', and 2 routine verbs from section 4. Underline every grammar target.

Wrap-up · The three ladders

Three prompts. Pick ONE and finish it aloud with the correct structure. The class votes on the most surprising answer.

Ask the teacher — notes to bring to class



1. **label:** Ladder 1 — past · **prompt:** When I was younger, I used to...

2. **label:** Ladder 2 — present familiarity · **prompt:** These days, I'm completely used to...

3. **label:** Ladder 3 — still adjusting · **prompt:** One thing I'm still getting used to is...

Ask the teacher — notes to bring to class



Workbook — home practice



Ask the teacher — notes to bring to class

Old habits - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - routine verbs

Choose the phrasal verb or expression that fits best.

1. It's Saturday - I'm going to properly ____.
(A) laze in bed
(B) trek to work
(C) take a respite
(D) conk out
2. After a long day I just want to ____ on the sofa.
(A) rouse
(B) loaf about
(C) clock out
(D) down
3. I finally managed to ____ my sugar habit.
(A) curtail
(B) shake off
(C) attend to
(D) mellow
4. I'm trying to ____ my caffeine intake, not forgo it completely.
(A) curtail
(B) clock
(C) down
(D) haul
5. I don't miss the two-hour ____ at all.
(A) laze in bed
(B) trek
(C) respite
(D) shift
6. By eleven I've usually ____ out on the sofa.
(A) conked
(B) trekked
(C) decompressed
(D) downed

2. Vocabulary - daily-routine gap-fill

Complete each sentence with ONE expression from the box.

BOX: postpone · decompress · mellow out · attend to errands · down a coffee · yearn for

1. I always ____ the alarm at least twice before actually getting up.
2. On Sundays I ____ - post office, bank, supermarket, done.
3. After work, a warm shower and one podcast is how I ____.
4. I usually ____ chocolate around 3 p.m. - total autopilot.

5. Give me five minutes - I'm just going to ___ from the shop next door.
6. I need at least an hour to ___ before bed.

2b. Vocabulary - discursive writing

Write 120-180 words: 'Modern life has made it increasingly difficult to maintain healthy daily routines. Discuss the challenges of shaking off bad habits in an era of constant distraction.'

Checklist:

- [] Use target lexis from the routine and habit sections
- [] Use varied C1-level grammar (e.g. inversion, conditionals)
- [] Ensure logical cohesion and smooth transitions
- [] Maintain a formal or semi-formal academic register

[illegible]

3. Grammar - used to / be used to / get used to

Choose the correct form.

1. When I was ten, I ____ ballet on Saturdays.
(A) am used to doing
(B) used to do
(C) would being
2. It took me a month, but now I ____ working from home.
(A) got used to
(B) am used to
(C) used to
3. She's just moved to Norway - she's slowly ____ the dark winters.
(A) used to
(B) getting used to
(C) getting use to

Ask the teacher — notes to bring to class

4. ____ you ____ smoke?
(A) Did / used to
(B) Did / use to
(C) Do / use to
5. I ____ speaking in public - I do it every week.
(A) used to
(B) am used to
(C) am getting use to
6. Every summer we ____ visit our grandparents by the sea.
(A) are used to
(B) would
(C) get used to

4. Grammar - put the verb in the correct form

Complete each sentence with the correct form of the verb in brackets.

1. I (not / like) ____ coffee, but now I love it.
2. It took her a while but she (get) ____ the noise in the flat.
3. Don't worry - you (get) ____ the new software in a week.
4. My grandad (tell) ____ us a story every single night.
5. I (be) ____ working with tight deadlines. I love the pressure.
6. Where you ____ (live) as a child?

5. Grammar - put the words in order

Rearrange the words to form a correct sentence.

1. used / to / a / I / lot / read / when / a / kid / I / was
2. getting / to / I'm / up / early / used
3. you'll / worry / to / it / get / don't / used
4. didn't / to / I / vegetables / use / like
5. traffic / used / she / to / isn't / the
6. am / I / driving / to / not / on / used / the / right

6. Grammar - spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I am used to get up at six.
2. Did you used to smoke?
3. I use to play the piano.
4. It's taking me time to used to the new city.
5. She isn't use to speak in public.
6. When I lived there I would love the food.

7. Reading - true / false / not given

Read the short text and mark each statement T, F or NG.

A 2009 study at University College London followed 96 people who each tried to build ONE simple new habit - drinking a glass of water in the morning, doing 50 sit-ups before dinner, taking a fifteen-minute walk after lunch. Every day, the participants recorded how automatic the new behaviour felt. On average, it took 66 days - not the popular '21 days' figure - for the action to feel truly automatic. But the range between individuals was huge: some got used to their new habit in as little as 18 days; for others it took 254. The lead researcher, Dr Phillippa Lally, said that missing the occasional day made no meaningful difference. What did matter was starting simple and repeating the action in the same context.

1. The study was carried out at Cambridge. [T / F / NG]
2. It followed fewer than 100 volunteers. [T / F / NG]
3. Everyone in the study was under 30. [T / F / NG]
4. The average time to form a habit was 21 days. [T / F / NG]
5. Some people got used to their new habit in about 18 days. [T / F / NG]
6. According to Dr Lally, missing a single day ruins the whole process. [T / F / NG]

8. Writing - guided task

Write 80-100 words: 'A day in my life five years ago vs. today.' Use at least 3 'used to', 1 'be used to', 1 'get used to' and 2 routine verbs from the unit.

Checklist:

- [] 80-100 words
- [] 3+ 'used to' constructions (past habits)
- [] 1 'be used to' (present familiarity)
- [] 1 'get used to' (still adjusting)
- [] 2 routine verbs from section 4

[illegible]

9. Listening - interview with a habits coach

Listen to the interview (journalist + habits coach - clearly different voices). Answer the questions. Play twice if you need.

Audio: Interview · habits coach · ≈ 1:20

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

10. Dictation - key sentences

Listen again and complete each line with the missing words.

Audio: Habits coach - key sentences

1. The real average is closer to ____ days before something feels automatic.
2. 'Used to' looks _____. I used to smoke, meaning I _____.
3. 'Get used to' looks _____. I'm getting used to not smoking - the adjustment is still _____.
4. Start absurdly _____. Not a one-hour workout - two _____.
5. And repeat it at the _____ time every day. Same time is the _____.

11. ■ Challenge - sentence transformation

Rewrite the second sentence using 2-5 words including the KEYWORD.

1. 1. When I was a child, I played the violin. → I _____ the violin. (KEYWORD: USED)
2. 2. It's normal for me to sleep six hours. → I _____ six hours. (KEYWORD: USED)
3. 3. It's slowly becoming normal for me to speak German. → I _____ German. (KEYWORD: USED)
4. 4. I don't like coffee now, but as a teenager I did. → I _____ coffee. (KEYWORD: USED)
5. 5. Living in a big city is new for her. → She _____ in a big city. (KEYWORD: USED)
6. 6. He no longer smokes. → He _____ but he stopped. (KEYWORD: USED)

12. ■ Challenge - /s/, /z/ or /■z/?

Which ending sound does each verb take?

1. wakes
(A) /s/
(B) /z/
(C) /■z/
2. runs
(A) /s/
(B) /z/
(C) /■z/
3. watches
(A) /s/
(B) /z/

(C) /■z/

4. reads

(A) /s/

(B) /z/

(C) /■z/

5. stops

(A) /s/

(B) /z/

(C) /■z/

6. washes

(A) /s/

(B) /z/

(C) /■z/

7. believes

(A) /s/

(B) /z/

(C) /■z/

8. laughs

(A) /s/

(B) /z/

(C) /■z/

13. ■ Challenge - odd one out

Three items share a category. Pick the ODD ONE OUT.

1. 1. 'used to' contexts:

(A) a childhood habit that stopped

(B) a past state that no longer exists

(C) adjusting to a new job right now

(D) a routine you had for years and then dropped

2. 2. Winding-down vocabulary:

(A) unwind

(B) wind down

(C) veg out

(D) clock off

3. 3. Third-person /z/ endings:

(A) reads

(B) runs

(C) loves

(D) stops

4. 4. Habit-change verbs:

(A) kick

(B) crave

(C) cut down on

(D) cut out

14. ■ Challenge - extended writing

Write a 130-160 word 'letter to a friend who's moving abroad next month.' Give real advice about what they'll get used to (and what they never will). Use AT LEAST 4 'get used to', 2 'be used to', 2 'used to' and 3 routine verbs.

Checklist:

- [] 130-160 words
- [] 4+ 'get used to' (adjustment)
- [] 2 'be used to' (present familiarity)
- [] 2 'used to' (past habit)
- [] 3+ routine verbs from section 4

[illegible]

15. Self-check

Tick what you can now do confidently.

- [] I use 'used to + INFINITIVE' for past habits and states that stopped.
- [] I use 'be used to + -ING / noun' for what already feels normal.
- [] I use 'get used to + -ING / noun' for adjustment in progress.
- [] I form questions and negatives with 'did / didn't + use to' (no -d).
- [] I know when 'would' can and can't replace 'used to'.
- [] I pronounce third-person -s as /s/, /z/ or /■z/ correctly.
- [] I can describe my daily routine with B2 phrasal verbs (wind down, veg out, kick a habit...).

Old habits — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — routine verbs

Choose the phrasal verb or expression that fits best.

1. It's Saturday — I'm going to properly ____.
(A) laze in bed
(B) trek to work
(C) take a respite
(D) conk out
2. After a long day I just want to ____ on the sofa.
(A) rouse
(B) loaf about
(C) clock out
(D) down
3. I finally managed to ____ my sugar habit.
(A) curtail
(B) shake off
(C) attend to
(D) mellow
4. I'm trying to ____ my caffeine intake, not forgo it completely.
(A) curtail
(B) clock
(C) down
(D) haul
5. I don't miss the two-hour ____ at all.
(A) laze in bed
(B) trek
(C) respite
(D) shift
6. By eleven I've usually ____ out on the sofa.
(A) conked
(B) trekked
(C) decompressed
(D) downed

2. Vocabulary — daily-routine gap-fill

Complete each sentence with ONE expression from the box.

BOX: postpone · decompress · mellow out · attend to errands · down a coffee · yearn for

1. I always ____ the alarm at least twice before actually getting up.
2. On Sundays I ____ — post office, bank, supermarket, done.
3. After work, a warm shower and one podcast is how I ____.
4. I usually ____ chocolate around 3 p.m. — total autopilot.

5. Give me five minutes — I'm just going to ____ from the shop next door.
6. I need at least an hour to ____ before bed.

2b. Vocabulary — discursive writing

Write 120–180 words: 'Modern life has made it increasingly difficult to maintain healthy daily routines. Discuss the challenges of shaking off bad habits in an era of constant distraction.'

Checklist:

- Use target lexis from the routine and habit sections
- Use varied C1-level grammar (e.g. inversion, conditionals)
- Ensure logical cohesion and smooth transitions
- Maintain a formal or semi-formal academic register

[illegible]

3. Grammar — used to / be used to / get used to

Choose the correct form.

1. When I was ten, I ____ ballet on Saturdays.
(A) am used to doing
(B) used to do
(C) would being
2. It took me a month, but now I ____ working from home.
(A) got used to
(B) am used to
(C) used to
3. She's just moved to Norway — she's slowly ____ the dark winters.
(A) used to
(B) getting used to
(C) getting use to

Ask the teacher — notes to bring to class

4. ____ you ____ smoke?
(A) Did / used to
(B) Did / use to
(C) Do / use to
5. I ____ speaking in public — I do it every week.
(A) used to
(B) am used to
(C) am getting use to
6. Every summer we ____ visit our grandparents by the sea.
(A) are used to
(B) would
(C) get used to

4. Grammar — put the verb in the correct form

Complete each sentence with the correct form of the verb in brackets.

1. I (not / like) ____ coffee, but now I love it.
2. It took her a while but she (get) ____ the noise in the flat.
3. Don't worry — you (get) ____ the new software in a week.
4. My grandad (tell) ____ us a story every single night.
5. I (be) ____ working with tight deadlines. I love the pressure.
6. Where you ____ (live) as a child?

5. Grammar — put the words in order

Rearrange the words to form a correct sentence.

1. used / to / a / I / lot / read / when / a / kid / I / was
2. getting / to / I'm / up / early / used
3. you'll / worry / to / it / get / don't / used
4. didn't / to / I / vegetables / use / like
5. traffic / used / she / to / isn't / the
6. am / I / driving / to / not / on / used / the / right

6. Grammar — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I am used to get up at six.
2. Did you used to smoke?
3. I use to play the piano.
4. It's taking me time to used to the new city.
5. She isn't use to speak in public.
6. When I lived there I would love the food.

7. Reading — true / false / not given

Read the short text and mark each statement T, F or NG.

A 2009 study at University College London followed 96 people who each tried to build ONE simple new habit — drinking a glass of water in the morning, doing 50 sit-ups before dinner, taking a fifteen-minute walk after lunch. Every day, the participants recorded how automatic the new behaviour felt. On average, it took 66 days — not the popular '21 days' figure — for the action to feel truly automatic. But the range between individuals was huge: some got used to their new habit in as little as 18 days; for others it took 254. The lead researcher, Dr Phillippa Lally, said that missing the occasional day made no meaningful difference. What did matter was starting simple and repeating the action in the same context.

1. The study was carried out at Cambridge. [T / F / NG]
2. It followed fewer than 100 volunteers. [T / F / NG]
3. Everyone in the study was under 30. [T / F / NG]
4. The average time to form a habit was 21 days. [T / F / NG]
5. Some people got used to their new habit in about 18 days. [T / F / NG]
6. According to Dr Lally, missing a single day ruins the whole process. [T / F / NG]

8. Writing — guided task

Write 80–100 words: 'A day in my life five years ago vs. today.' Use at least 3 'used to', 1 'be used to', 1 'get used to' and 2 routine verbs from the unit.

Checklist:

- 80–100 words
- 3+ 'used to' constructions (past habits)
- 1 'be used to' (present familiarity)
- 1 'get used to' (still adjusting)
- 2 routine verbs from section 4

[illegible]

9. Listening — interview with a habits coach

Ask the teacher — notes to bring to class

Listen to the interview (journalist + habits coach — clearly different voices). Answer the questions. Play twice if you need.

■ **Audio:** Interview · habits coach · ≈ 1:20

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

10. Dictation — key sentences

Listen again and complete each line with the missing words.

■ **Audio:** Habits coach — key sentences

1. The real average is closer to ____ days before something feels automatic.
2. 'Used to' looks _____. I used to smoke, meaning I _____.
3. 'Get used to' looks _____. I'm getting used to not smoking — the adjustment is still _____.
4. Start absurdly _____. Not a one-hour workout — two _____.
5. And repeat it at the _____ time every day. Same time is the _____.

11. ■ Challenge — sentence transformation

Rewrite the second sentence using 2–5 words including the KEYWORD.

1. 1. When I was a child, I played the violin. → I _____ the violin. (KEYWORD: USED)
2. 2. It's normal for me to sleep six hours. → I _____ six hours. (KEYWORD: USED)
3. 3. It's slowly becoming normal for me to speak German. → I _____ German. (KEYWORD: USED)
4. 4. I don't like coffee now, but as a teenager I did. → I _____ coffee. (KEYWORD: USED)
5. 5. Living in a big city is new for her. → She _____ in a big city. (KEYWORD: USED)
6. 6. He no longer smokes. → He _____ but he stopped. (KEYWORD: USED)

12. ■ Challenge — /s/, /z/ or /■z/?

Which ending sound does each verb take?

1. wakes
(A) /s/
(B) /z/
(C) /■z/
2. runs
(A) /s/
(B) /z/
(C) /■z/
3. watches
(A) /s/
(B) /z/

(C) /■z/

4. reads

(A) /s/

(B) /z/

(C) /■z/

5. stops

(A) /s/

(B) /z/

(C) /■z/

6. washes

(A) /s/

(B) /z/

(C) /■z/

7. believes

(A) /s/

(B) /z/

(C) /■z/

8. laughs

(A) /s/

(B) /z/

(C) /■z/

13. ■ Challenge — odd one out

Three items share a category. Pick the ODD ONE OUT.

1. 1. 'used to' contexts:

(A) a childhood habit that stopped

(B) a past state that no longer exists

(C) adjusting to a new job right now

(D) a routine you had for years and then dropped

2. 2. Winding-down vocabulary:

(A) unwind

(B) wind down

(C) veg out

(D) clock off

3. 3. Third-person /z/ endings:

(A) reads

(B) runs

(C) loves

(D) stops

4. 4. Habit-change verbs:

(A) kick

(B) crave

(C) cut down on

(D) cut out



Answer key — Class Book

Reading: the neuroscience of a habit

1. (B) A large area of the cortex became very QUIET.
2. (B) The basal ganglia.
3. (A) Good: we save mental energy on routines. Frightening: we also automate things we never chose.
4. (B) Overwrite the middle action while keeping the same trigger, time and reward.
5. (B) They ran it instantly and perfectly.

Vocabulary: routines and habits

1. laze in bed
 2. shake off
 3. conked
 4. curtail
 5. yearn for
 6. haul
 7. mellow out
 8. clock
1. I always yearn for chocolate at three in the afternoon.
 2. She finally succumbed to the temptation and ordered dessert.
 3. We've decided to curtail our screen time before bed.
 4. He's determined to forgo sugar entirely this year.
 5. Once I start a project, I immerse myself in it.

Grammar: used to · be used to · get used to

1. used to play
 2. am used to
 3. getting used to
 4. didn't use to like
 5. get used to
 6. am used to
1. am used to (present familiarity)
 2. used to (past habit / state)
 3. used to have (past habit)
 4. getting used to (adjustment)
 5. used to / would tell (past habit — action, so both OK)
 6. am used to (present familiarity)
1. I am used to GETTING up at six.
 2. Did you USE to smoke?
 3. I USED to play the piano when I was ten.
 4. She isn't USED to driving on the right.
 5. It's taking me time to GET USED to the new software.
 6. When I lived by the sea I USED to love the smell of salt every morning. ('would' can't be used with state verbs like 'love')

Listening: the 5 a.m. friend

1. They now get up at 5 a.m., having previously been a night owl.
 2. It was very hard for the first two weeks, but they're now enjoying it.
 3. That it's mad — they themselves are used to sleeping until at least 8.
1. Stay up until 3 a.m. watching series.
 2. Brutal — they weren't used to hearing an alarm at 5.
 3. The city is quiet, no emails, and they get an hour to read.
 4. They used to feel awful by lunchtime and didn't use to have any time for themselves.
 5. 9:30 p.m.
 6. They've never felt this good.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

Old habits - Workbook — Answer Key

1. Vocabulary - routine verbs

1. **(A)** *laze in bed*
2. **(B)** *loaf about*
3. **(B)** *shake off*
4. **(A)** *curtail*
5. **(B)** *trek*
6. **(A)** *conked*

2. Vocabulary - daily-routine gap-fill

1. **postpone**
2. **attend to errands**
3. **decompress**
4. **yearn for**
5. **down a coffee**
6. **mellow out**

2b. Vocabulary - discursive writing

Sample answer

In today's fast-paced world, many of us yearn for a simpler routine, yet we find ourselves trapped by digital distractions. We often postpone our sleep, only to conk out exhausted after hours of mindless scrolling. To truly decompress, one must consciously curtail their screen time and attend to their physical well-being. While it is tempting to loaf about on weekends, taking a purposeful respite-perhaps a long trek in nature-can help rouse the spirit and mellow out the mind. Shaking off a deeply ingrained habit, such as downing a coffee the moment we wake, requires more than just willpower; it necessitates a complete shift in how we attend to our daily errands. Ultimately, while we may occasionally laze in bed, the key to a sustainable lifestyle is finding a balance that allows us to decompress without falling back into the autopilot of our old, less healthy ways.

3. Grammar - used to / be used to / get used to

1. **(B)** *used to do*
2. **(B)** *am used to*
3. **(B)** *getting used to*
4. **(B)** *Did / use to*
5. **(B)** *am used to*
6. **(B)** *would*

4. Grammar - put the verb in the correct form

1. *didn't use to like*
2. *got used to*
3. *'ll get used to / will get used to*
4. *used to tell / would tell*
5. *am used to*
6. *did you use to live*

5. Grammar - put the words in order

1. *I used to read a lot when I was a kid.*
2. *I'm used to getting up early.*
3. *Don't worry, you'll get used to it.*
4. *I didn't use to like vegetables.*
5. *She isn't used to the traffic.*
6. *I am not used to driving on the right.*

6. Grammar - spot & fix the mistake

1. *I am used to GETTING up at six.*
2. *Did you USE to smoke?*
3. *I USED to play the piano.*
4. *It's taking me time to GET USED to the new city.*
5. *She isn't USED to speaking in public.*
6. *When I lived there I USED to love the food. (state verbs → 'used to', not 'would')*

7. Reading - true / false / not given

1. **F**
2. **T**
3. **NG**
4. **F**
5. **T**
6. **F**

8. Writing - guided task

Sample answer

Five years ago, a typical day for me looked completely different. I used to wake up at nine, drag myself out of bed, grab a coffee and log straight into work. I didn't use to exercise at all - I actually used to hate the idea of running. These days, I'm up at six-thirty. I'm used to going for a slow half-hour walk before breakfast, and honestly, my mornings feel calmer. The one thing I'm still getting used to is going to bed before eleven. It sounds so small, but for a lifelong night owl, it's the hardest habit change of all.

9. Listening - interview with a habits coach

1. *That it takes 21 days - the real average is closer to 66.*
2. *That's completely normal - not a sign of failure.*
3. *'Used to' looks BACKWARDS (a past habit that stopped); 'get used to' looks FORWARDS (the adjustment is still happening).*
4. *Absurdly small - 2 press-ups, 3 breaths - never a full workout on day one.*
5. *Repeat it at the same time every day.*
6. *'Go and do your two press-ups.'*

10. Dictation - key sentences

1. *sixty-six*
2. *backwards / stopped*
3. *forwards / happening*
4. *small / press-ups*
5. *same / secret*

11. ■ Challenge - sentence transformation

1. *used to play*
2. *am used to sleeping*
3. *am getting used to speaking*
4. *used to like*
5. *isn't used to living / is getting used to living*
6. *used to smoke*

12. ■ Challenge - /s/, /z/ or /z/?

1. **(A)** /s/
2. **(B)** /z/
3. **(C)** /z/
4. **(B)** /z/
5. **(A)** /s/
6. **(C)** /z/
7. **(B)** /z/
8. **(A)** /s/

13. ■ Challenge - odd one out

1. **(C)** *adjusting to a new job right now*
2. **(D)** *clock off*
3. **(D)** *stops*
4. **(B)** *crave*

14. ■ Challenge - extended writing

Sample answer

Hey Léa, congrats on the move! I know you're anxious - I was too. So here's what I wish someone had told me. In your first month, you WILL feel exhausted. That's fine. You're not used to speaking German all day, and your brain will crash out on the sofa every evening. Don't panic. You'll get used to it faster than you think. You'll get used to shops closing at eight, to the strict recycling rules, and to people being direct - really direct. You might even get used to swimming outdoors in October. What I still haven't got used to, honestly, is the silence on Sundays. I used to spend Sunday afternoons running errands, and now the whole city just... stops. But I'm used to it now. Kind of. Bring warm socks. Call me when you land.

15. Self-check

Self-assessment — no fixed answers.

Old habits — Workbook — Answer Key

1. Vocabulary — routine verbs

1. **(A)** *laze in bed*
2. **(B)** *loaf about*
3. **(B)** *shake off*
4. **(A)** *curtail*
5. **(B)** *trek*
6. **(A)** *conked*

2. Vocabulary — daily-routine gap-fill

1. **postpone**
2. **attend to errands**
3. **decompress**
4. **yearn for**
5. **down a coffee**
6. **mellow out**

2b. Vocabulary — discursive writing

Sample answer

In today's fast-paced world, many of us yearn for a simpler routine, yet we find ourselves trapped by digital distractions. We often postpone our sleep, only to conk out exhausted after hours of mindless scrolling. To truly decompress, one must consciously curtail their screen time and attend to their physical well-being. While it is tempting to loaf about on weekends, taking a purposeful respite—perhaps a long trek in nature—can help rouse the spirit and mellow out the mind. Shaking off a deeply ingrained habit, such as downing a coffee the moment we wake, requires more than just willpower; it necessitates a complete shift in how we attend to our daily errands. Ultimately, while we may occasionally laze in bed, the key to a sustainable lifestyle is finding a balance that allows us to decompress without falling back into the autopilot of our old, less healthy ways.

3. Grammar — used to / be used to / get used to

1. **(B)** *used to do*
2. **(B)** *am used to*
3. **(B)** *getting used to*
4. **(B)** *Did / use to*
5. **(B)** *am used to*
6. **(B)** *would*

4. Grammar — put the verb in the correct form

1. *didn't use to like*
2. *got used to*
3. *'ll get used to / will get used to*
4. *used to tell / would tell*
5. *am used to*
6. *did you use to live*

5. Grammar — put the words in order

1. *I used to read a lot when I was a kid.*
2. *I'm used to getting up early.*
3. *Don't worry, you'll get used to it.*
4. *I didn't use to like vegetables.*
5. *She isn't used to the traffic.*
6. *I am not used to driving on the right.*

6. Grammar — spot & fix the mistake

1. *I am used to GETTING up at six.*
2. *Did you USE to smoke?*
3. *I USED to play the piano.*
4. *It's taking me time to GET USED to the new city.*
5. *She isn't USED to speaking in public.*
6. *When I lived there I USED to love the food. (state verbs → 'used to', not 'would')*

7. Reading — true / false / not given

1. **F**
2. **T**
3. **NG**
4. **F**
5. **T**
6. **F**

8. Writing — guided task

Sample answer

Five years ago, a typical day for me looked completely different. I used to wake up at nine, drag myself out of bed, grab a coffee and log straight into work. I didn't use to exercise at all — I actually used to hate the idea of running. These days, I'm up at six-thirty. I'm used to going for a slow half-hour walk before breakfast, and honestly, my mornings feel calmer. The one thing I'm still getting used to is going to bed before eleven. It sounds so small, but for a lifelong night owl, it's the hardest habit change of all.

9. Listening — interview with a habits coach

1. *That it takes 21 days — the real average is closer to 66.*
2. *That's completely normal — not a sign of failure.*
3. *'Used to' looks BACKWARDS (a past habit that stopped); 'get used to' looks FORWARDS (the adjustment is still happening).*
4. *Absurdly small — 2 press-ups, 3 breaths — never a full workout on day one.*
5. *Repeat it at the same time every day.*
6. *'Go and do your two press-ups.'*

10. Dictation — key sentences

1. *sixty-six*
2. *backwards / stopped*
3. *forwards / happening*
4. *small / press-ups*
5. *same / secret*

11. ■ Challenge — sentence transformation

1. *used to play*
2. *am used to sleeping*
3. *am getting used to speaking*
4. *used to like*
5. *isn't used to living / is getting used to living*
6. *used to smoke*

12. ■ Challenge — /s/, /z/ or /■z/?

1. **(A)** /s/
2. **(B)** /z/
3. **(C)** /■z/
4. **(B)** /z/
5. **(A)** /s/
6. **(C)** /■z/
7. **(B)** /z/
8. **(A)** /s/

13. ■ Challenge — odd one out

1. **(C)** *adjusting to a new job right now*
2. **(D)** *clock off*
3. **(D)** *stops*
4. **(B)** *crave*

14. ■ Challenge — extended writing

Sample answer

Hey Léa, congrats on the move! I know you're anxious — I was too. So here's what I wish someone had told me. In your first month, you WILL feel exhausted. That's fine. You're not used to speaking German all day, and your brain will crash out on the sofa every evening. Don't panic. You'll get used to it faster than you think. You'll get used to shops closing at eight, to the strict recycling rules, and to people being direct — really direct. You might even get used to swimming outdoors in October. What I still haven't got used to, honestly, is the silence on Sundays. I used to spend Sunday afternoons running errands, and now the whole city just... stops. But I'm used to it now. Kind of. Bring warm socks. Call me when you land.

15. Self-check

Self-assessment — no fixed answers.



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 6 · 6B

Soundtracks

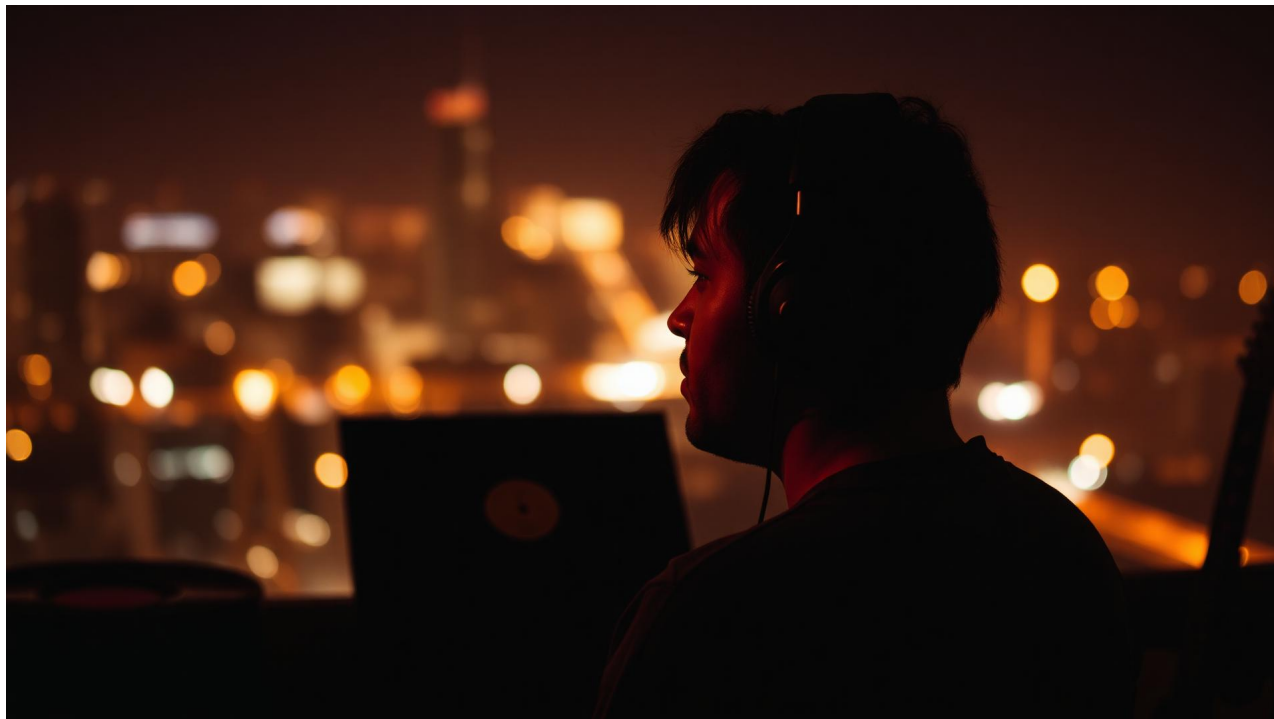
Theme · Sound & Vision



Unit 6 · 6B

Soundtracks

Theme: Sound & Vision



Learning objectives

- Choose correctly between the gerund (-ing) and the infinitive (to + verb) after common verbs.
- Use the -ing form after prepositions and as the subject of a sentence.
- Notice verbs whose meaning CHANGES depending on gerund vs infinitive (stop, remember, try, forget).
- Talk about music, instruments and concerts using B2-level vocabulary and collocations.
- Pronounce common loanwords accurately (cappuccino, karaoke, genre, ballet, chorizo, debut...).
- Give personal opinions about music using verb + gerund/infinitive patterns naturally.

Ask the teacher — notes to bring to class



Class Book

Warm-up · the soundtrack of your life

Pick ONE prompt below and answer for your partner — full sentence, 30 seconds. No dictionaries.

One song I love singing in the shower is...

One song I refuse to listen to ever again is...

The first concert I remember going to was...

The instrument I've always wanted to learn to play is...

The song that always makes me want to dance is...

The song I associate with my teenage years is...

followUp: Notice how every sentence used a verb followed by another verb — 'love singing', 'refuse to listen', 'want to learn'. That's the grammar of today's lesson.

Lead-in: verbs & their favourite partners

Match each sentence-start to the most natural ending. Notice: does the second verb end in -ING or in the infinitive (to + verb)?

1. I really enjoy...

2. I've decided...

3. I can't stand...

4. I'd love...

5. I don't mind...

6. I've always wanted...

a) ...to learn the piano before I turn fifty.

b) ...listening to old jazz records on Sunday mornings.

c) ...to take singing lessons next month.

d) ...people talking through a live concert.

e) ...paying a bit more for tickets if the sound is good.

f) ...to sing on a real stage — just once.

1 → b · enjoy + -ing

2 → c · decide + to + infinitive

3 → d · can't stand + -ing

4 → f · would love + to + infinitive

5 → e · don't mind + -ing

6 → a · want + to + infinitive

Ask the teacher — notes to bring to class



followUp: Rule of thumb: verbs about LIKES and FEELINGS (enjoy, mind, hate, can't stand, love, like) prefer -ING. Verbs about DECISIONS and PLANS (decide, want, hope, plan, promise) prefer TO + infinitive. Today's lesson maps the rest.

Reading: why a soundtrack changes everything

In 1975, a young Steven Spielberg screened a rough cut of a shark film to a small test audience in Los Angeles. The reaction, by his own account, was polite. Not scared. The camera work was good, the shark was menacing enough, but nobody left the room saying they had been terrified. Something was missing.

That something arrived a few weeks later, delivered by a slightly bored composer named John Williams, who sat down at a piano and played just two notes. E and F. Over and over. Slow at first, then faster. Faster. Spielberg is said to have laughed. 'That's it? That's the shark?' Williams nodded. Spielberg screened the film again with those two notes underneath, and the audience finally screamed.

The story of 'Jaws' is now a small legend in film schools, but the underlying point is bigger than one movie. Music does not decorate a story. It tells us HOW to feel about it. A cheerful piano behind a car chase turns it into comedy. A single low string behind a smiling face turns it into a threat. Filmmakers know this, and often begin cutting a scene with music already playing in their headphones — because the music, more than the words or the shots, decides the rhythm.

You experience this every day, whether you notice it or not. Shops choose slow music to make you spend longer inside, and fast music to make you finish your meal quickly and leave. Airlines use slow, warm music while you're boarding, because it lowers heart rates and reduces conflict. The gym next door does the opposite, because nobody deadlifts to lullabies.

In our own lives, we do the same thing without noticing. We put on one playlist for cleaning, another for driving at night, another for the morning we finally decide to change our life. The music we choose becomes the soundtrack we live inside — and, quietly, it starts writing the script.

So the next time you feel unaccountably heroic while walking to the shops, don't be surprised. Check what's in your headphones. You may not have written the score of your life, but you did press play.

1. What was 'missing' from the first screening of Jaws?

- (A) Better camera work
- (B) A frightening musical theme
- (C) A more realistic shark

2. What did John Williams play at the piano?

- (A) A long orchestral piece
- (B) Just two alternating notes (E and F)
- (C) A famous jazz melody

Ask the teacher — notes to bring to class



3. According to the text, music in a film mainly...
- (A) decorates the story
 - (B) tells us HOW to feel about the story
 - (C) replaces the dialogue
4. Why do many shops play slow music?
- (A) To calm the staff
 - (B) To make customers spend longer inside and buy more
 - (C) To sound elegant
5. What is the writer's final point about the music in our headphones?
- (A) It has no effect on daily life
 - (B) It quietly shapes the way we experience life
 - (C) It's more important than what we watch

Music vocabulary in context

Match each word from the text to its closest meaning.

rough cut — an early, unfinished version of a film

score (n) — the music composed for a film or play

menacing — seeming dangerous / threatening

underneath (music) — playing quietly behind the main action

playlist — a chosen list of songs to play in order

cheerful — bright, happy in mood

Vocabulary: music, instruments and concerts

intro: At B2, upgrade 'I like music' with the specific verbs, instruments and collocations native speakers use. Focus on the phrases, not just single words.

1. **label:** Instruments & musicians

2. **label:** Verbs for music

3. **label:** Live music

Ask the teacher — notes to bring to class



4. **label:** Feelings & opinions

practice

Complete each sentence with the correct expression from the box (correct form).

1. The band played three ____ at the end — the crowd wouldn't let them leave.

2. She's a singer-____ from Iceland; she writes everything she performs.

3. The concert was ____ within an hour of tickets going on sale.

4. It's such a ____ chorus — I've had it in my head all week.

5. He's ____ an album of jazz standards next month.

6. The ____ went wild when they played the opening riff.

7. I'd love to play the ____ one day — even three chords would be enough.

8. The film ____ was so ____ I actually cried in the cinema.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word from this lesson's vocabulary. Keep the meaning identical.

1. The band is going to <u>release for the first time</u> their new single next week.

2. She recorded <u>her own version of</u> the classic ballad.

3. That chorus is so <u>catchy that it gets stuck in your head</u>.

4. The final scene of the film was <u>full of strong, moving emotion</u>.

Ask the teacher — notes to bring to class

5. Despite the rain, the crowd's mood stayed <u>cheerful and positive</u>.

Practice 3 — discursive writing

prompt: Write about a piece of music or a live performance that changed the way you felt about a difficult moment in your life.

Use at least FOUR of the target words from this unit.

Vary sentence length and use one relative clause.

Aim for a reflective, cohesive C1 register.

sample: The year my grandmother died, a friend, who knew I hadn't left the house in days, sent me a song she had reinterpreted from an old folk recording. I remember how infectious the melody was, even though the lyrics were quietly poignant, almost too close to what I was feeling. I played it on a loop for weeks, and slowly my mood began to feel more buoyant, as though the music itself were doing the grieving I couldn't manage alone. Months later, the same artist decided to unveil a full album built around that single track, and I bought it the day it came out. I still can't listen to it without thinking of that winter, but the sadness it carries no longer feels heavy — it feels, oddly, like company.



Grammar: gerunds and infinitives

1. Verbs followed by -ING (the gerund) — Common verbs of LIKES, DISLIKES, START/STOP and everyday routine take -ING. • enjoy, love, like, don't mind, hate, can't stand, dislike • finish, stop, give up, keep (on), avoid, put off, mind • miss, imagine, suggest, admit, deny, practise, spend time Examples: I ENJOY LISTENING to jazz. She AVOIDS GOING to loud clubs. He KEPT PLAYING the same chord.

2. Verbs followed by TO + infinitive — Common verbs of DECISIONS, PLANS, WANTS and PROMISES take TO + infinitive. • want, would like, decide, hope, plan, expect, agree, refuse • promise, offer, learn, seem, tend, manage, afford • need, choose, ask, arrange, pretend Examples: I WANT TO LEARN the piano. She DECIDED TO QUIT the band. They REFUSED TO PLAY without a soundcheck.

Ask the teacher — notes to bring to class



3. Verbs followed by BARE infinitive (no 'to') — After modal verbs: I MUST PRACTISE. I CAN PLAY the guitar. After 'let' and 'make' (active): My teacher LET me CHOOSE the song. She MADE me REHEARSE for hours. After 'would rather' and 'had better': I'd RATHER STAY home. You'd BETTER LEAVE now.

4. -ING after prepositions and as SUBJECT — After ANY preposition, English uses -ING. • I'm interested IN LEARNING the drums. • Thanks FOR COMING to the show. • She's good AT SINGING harmonies. ✗ 'I'm good at sing.' → ✓ 'I'm good at SINGING.' When a verb starts a sentence (as subject), use -ING: 'LEARNING an instrument takes years.' (not 'To learn...')

5. Verbs that CHANGE meaning: stop, remember, forget, try, mean, regret — STOP + -ING = stop that activity. STOP + TO = pause in order to do something. • I STOPPED SMOKING (I don't smoke any more). • I STOPPED TO SMOKE (I paused what I was doing so I could smoke). REMEMBER + -ING = remember a past action. REMEMBER + TO = don't forget a future action. • I REMEMBER MEETING her at a gig. (memory of the past) • Please REMEMBER TO BRING your ticket. (future duty) TRY + -ING = experiment. TRY + TO = make an effort. • I TRIED PLAYING it slower. (experiment) vs. I TRIED TO PLAY it, but failed.

6. Verbs that take BOTH with (almost) the same meaning — Some verbs are fine with either form: BEGIN, START, CONTINUE, LIKE, LOVE, HATE, PREFER. • It started RAINING = It started TO RAIN. (identical) • I like GOING to concerts = I like TO GO to concerts. (very similar) In American English, 'like/love/hate + to' is slightly more common; in British English, 'like/love/hate + -ING' is slightly more common. Both are correct.

7. Common mistakes — ✗ I enjoy to listen to music. → ✓ I enjoy LISTENING to music. ✗ I want listening to the new album. → ✓ I want TO LISTEN to the new album. ✗ I'm interested in learn the drums. → ✓ I'm interested in LEARNING the drums. ✗ To play the piano is difficult at first. → ✓ PLAYING the piano is difficult at first. ✗ I stopped smoke last year. → ✓ I stopped SMOKING last year.

Exercise A — -ING or TO + infinitive?

Put the verb in brackets in the correct form.

1. I've decided (learn) ____ the guitar this year.

2. She really enjoys (listen) ____ to classical music.

3. We can't afford (go) ____ to the festival this summer.

4. Would you mind (turn) ____ the volume down?

5. He's promised (rehearse) ____ every day this month.

Ask the teacher — notes to bring to class



6. I'm no good at (sing) ____ in front of people.

7. They kept (play) ____ the same song all night.

8. It's important (arrive) ____ before the doors close.

Exercise B — verbs that CHANGE meaning

Choose the more logical option.

1. I remember ____ that song when I was a teenager — it takes me straight back.

(A) to hear

(B) hearing

2. Please remember ____ the tickets — we can't get in without them.

(A) to bring

(B) bringing

3. She stopped ____ the piano after her mother died. She just couldn't.

(A) to play

(B) playing

4. On the way home, he stopped ____ a coffee.

(A) to buy

(B) buying

5. I've tried ____ the song at a slower tempo — it works much better.

(A) to play

(B) playing

6. I tried ____ him, but his phone was off.

(A) to call

(B) calling

Exercise C — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I enjoy to go to live concerts.

2. She's decided learning the violin.

Ask the teacher — notes to bring to class



3. Thanks for invite me to the gig.

4. To play an instrument is a great hobby.

5. I stopped to smoke five years ago and I feel great.

6. Remember buying milk on your way home!

Exercise D — a musician's confession

Complete the paragraph with ONE form from the box (each used once — either -ING or the infinitive of the verb given).

Word bank: learning · to give up · playing · to become · practising · to pretend · starting · to play · hearing · performing

I started (1) ____ the violin when I was seven, mostly because my mother made me. I hated (2) ____ scales, and by twelve I had decided (3) ____ completely. My teacher, however, refused (4) ____ that I wanted to quit. He suggested (5) ____ folk music instead of classical — and within a month I was addicted.

Twenty years later, I still remember (6) ____ that first folk tune. It changed everything. I never planned (7) ____ a professional musician; I only wanted to feel that same joy again. These days I spend most of my week (8) ____ small cafés and folk clubs. It's not a huge career, but it's mine. And I still enjoy (9) ____ new tunes — every week, a new song.

If a child asked me for advice, I'd probably tell them (10) ____ properly for at least half an hour a day, and never to let anyone tell them that music is a waste of time.

learning

practising

to give up

to pretend

starting

hearing

to become

performing

playing

to play

Ask the teacher — notes to bring to class



Listening: the concert I didn't plan to go to

Two friends catch up after one of them went to a last-minute gig. Notice how the conversation is *FULL* of verb + gerund / infinitive combinations.

Before you listen

When was the last time you went to a live music event that you hadn't planned on?

Predict: does the speaker who used to play piano plan to start again?

First listen — gist

1. What did one speaker do the previous night?

2. What is the other speaker thinking about starting again?

3. What tip does the guitarist give for actually practising?

Second listen — detail

1. How long before the concert did they decide to go?

2. Where was the band from?

3. How many years did the other speaker play the piano?

4. What do they promise themselves — and fail — to do every day?

5. What do they do instead?

Ask the teacher — notes to bring to class



6. What is the guitarist's overall attitude to music?

A: So how was the gig last night? Was it worth the queue?

B: Honestly, incredible. I hadn't planned on going. I only decided to go about two hours before, and now I can't stop thinking about it.

A: That's the best kind of concert. Which band was it?

B: A jazz-fusion quartet from Tokyo. I'd never heard of them, but a friend kept insisting I go.

A: I love discovering new music like that. I'm actually thinking about learning an instrument again.

B: Really? You used to play the piano, didn't you?

A: For about eight years. I stopped after uni. I regret giving it up, to be honest. I'd love to start playing again.

B: So do it. You don't need to be brilliant. Just enjoy playing.

A: I know. I keep promising myself I'll practise thirty minutes a day. And then I end up scrolling instead.

B: Try leaving the piano open. If it's there, you'll play it. That's what got me back into guitar.

A: Good idea. Music makes everything feel lighter, doesn't it? I can't imagine living without it.

B: Same. It's the one thing I refuse to give up.

Speaking: 'One song, one memory'

In pairs, describe ONE song that means something to you. You MUST use: (a) 2× -ING after a verb (enjoy / love / can't stand + -ing), (b) 1× TO + infinitive (want / decide / hope), (c) 1× -ING after a preposition, (d) 2 music vocab words from section 4. Partner ■ each.

1. **label:** The song · **hint:** 'The song I want to talk about is...'

2. **label:** When you first heard it · **hint:** 'I remember hearing it for the first time...'

3. **label:** How it makes you feel · **hint:** 'I can't stand hearing it now / I love singing it...'

4. **label:** A memory attached to it · **hint:** 'It reminds me of...'

Ask the teacher — notes to bring to class



5. **label:** One recommendation · **hint:** 'You should try listening to...'

example: The song I want to talk about is 'Wonderwall' by Oasis — cheesy, I know. I remember hearing it for the first time on a school bus at twelve. Everyone was singing along, and I was pretending to know the words. Honestly, I can't stand hearing it in a shopping centre now — it's been played to death. But I still love singing it at karaoke with old friends. It reminds me of that specific week when I was thirteen and thought I was going to be in a band. You should try listening to their acoustic version — much less annoying. It's actually quite moving.

challenge: ■ Extra ■ if you naturally slip in a 'stop / remember / try' with BOTH forms — showing the meaning changes.

Writing mini-task — 'The soundtrack of my life' (100–120 words)

Choose *THREE* songs — one for your childhood, one for your teenage years, one for now. In a short paragraph, explain what each song reminds you of. You *MUST* use: at least 3 verb + -ING structures, 2 verb + TO + infinitive structures, 1 -ING after a preposition. Underline every target structure.

Wrap-up · three encore prompts

Three quick prompts. Pick *ONE* and finish it out loud. Class votes on the most memorable answer.

1. **label:** Encore 1 — the song · **prompt:** The song I never get tired of listening to is...

2. **label:** Encore 2 — the plan · **prompt:** One instrument I'm planning to (finally) learn to play is...

3. **label:** Encore 3 — the confession · **prompt:** One 'cheesy' song I secretly love singing is...

Ask the teacher — notes to bring to class



Workbook — home practice



Ask the teacher — notes to bring to class

Soundtracks - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - music & instruments

Choose the word or phrase that fits best.

1. The band played two ____ at the end.
(A) encores
(B) gigs
(C) genres
(D) covers
2. She's a singer-____ - she writes everything she performs.
(A) conductor
(B) songwriter
(C) drummer
(D) audience
3. It's such a ____ chorus - I've had it in my head all day.
(A) infectious
(B) mawkish
(C) poignant
(D) loud
4. The tickets ____ within an hour of going on sale.
(A) played out
(B) sold out
(C) gave up
(D) ran out
5. He plays the ____ in a jazz quartet.
(A) piano
(B) pianos
(C) a piano
(D) an piano
6. The ____ went wild when the band played the opening riff.
(A) conductor
(B) encore
(C) crowd
(D) backstage

2. Vocabulary - music verbs gap-fill

Complete each sentence with ONE verb from the box (correct form).

BOX: compose · unveil · reinterpret · rehearse · perform · hum

1. The band is going to ____ their new album next spring.
2. She's been ____ a song by Adele on the piano - it's beautiful.
3. They ____ every day for three months before the tour.
4. He ____ film soundtracks for a living.

5. I always ____ that song when I'm cooking, I don't even notice.
6. The quartet is going to ____ live at the theatre on Friday.

2b. Vocabulary - discursive writing

Write 120-180 words: 'To what extent does the commercialisation of music affect its emotional impact? Discuss with reference to live performances and the creative process.'

Checklist:

- [] Use target lexis from the music and performance sections
- [] Use varied C1-level grammar (e.g. participle clauses)
- [] Ensure logical cohesion and smooth transitions
- [] Maintain a formal or semi-formal academic register

[illegible]

3. Grammar - -ING or TO + infinitive?

Choose the correct form.

1. I really enjoy ____ to jazz in the evening.
(A) listen
(B) to listen
(C) listening
2. She's decided ____ singing lessons next month.
(A) taking
(B) to take
(C) take
3. Would you mind ____ the volume down?
(A) turn
(B) to turn
(C) turning

4. We can't afford ____ to the festival this summer.
(A) go
(B) going
(C) to go
5. He kept ____ the same wrong note all night.
(A) to play
(B) playing
(C) play
6. It's important ____ before the concert starts.
(A) arriving
(B) to arrive
(C) arrive
7. Thanks for ____ me to the gig.
(A) invite
(B) to invite
(C) inviting
8. ____ an instrument takes years of practice.
(A) To learn
(B) Learning
(C) Learn

4. Grammar - verbs that CHANGE meaning

Complete each sentence with the -ING form or TO + infinitive.

1. I remember (hear) ____ this song for the first time in 2003.
2. Please remember (bring) ____ your ticket tomorrow.
3. She stopped (play) ____ the guitar when she started university.
4. On the way home he stopped (buy) ____ a coffee.
5. I tried (call) ____ him three times, but no answer.
6. Have you tried (play) ____ it a bit slower? It sounds better.
7. I'll never forget (see) ____ them live in 2015 - magical.
8. Don't forget (turn) ____ off the lights.

5. Grammar - put the words in order

Rearrange the words to form a correct sentence.

1. enjoy / concerts / to / going / I / live
2. learn / to / decided / the / I've / piano
3. at / good / no / I'm / singing
4. playing / really / love / I / guitar / the
5. afford / can't / to / go / we / festival / the / to
6. listening / mind / to / would / you / this?

6. Grammar - spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I enjoy to listen to jazz.
2. She's decided learning the violin.
3. I'm interested in learn the drums.
4. To play the piano is difficult at first.
5. I stopped to smoke last year and I feel great.
6. Remember buy milk on your way home!

7. Reading - true / false / not given

Read the short text and mark each statement T, F or NG.

In 2011, a team at McGill University in Montreal scanned the brains of volunteers as they listened to their favourite music. They discovered that the moment a piece of music reached its emotional peak, the brain released dopamine - the same chemical produced when we eat something delicious or fall in love. The finding was striking because music, unlike food or shelter, has no obvious survival value. The team also noticed that people who regularly played an instrument had stronger connections between the two halves of the brain. Since then, dozens of follow-up studies have supported the idea that active music-making - not just listening - is unusually good for the developing brain.

1. The study was carried out at Harvard University. [T / F / NG]
2. The researchers scanned people's brains while they listened to music. [T / F / NG]
3. Music released the same chemical as chocolate or falling in love. [T / F / NG]
4. Music has an obvious survival value, according to the text. [T / F / NG]
5. The average volunteer was under 25 years old. [T / F / NG]
6. Later studies suggest active music-making is especially good for developing brains. [T / F / NG]

8. Writing - guided task

Write 80-100 words about a song, album or artist that has meant something to you. Use at least 3 verb + -ING structures, 2 verb + TO + infinitive structures, and 1 music vocab word from section 4.

Checklist:

- ☐ 80-100 words
- ☐ 3+ verb + -ING structures
- ☐ 2+ verb + TO + infinitive structures
- ☐ 1 music vocab word from section 4

9. Listening - interview with a film composer

Listen to the interview (journalist + composer - clearly different voices). Answer the questions. Play twice if you need.

Audio: Interview · film composer · ≈ 1:30

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

10. Dictation - key sentences

Listen again and complete each line with the missing words.

Audio: Film composer - key sentences

1. My mother used to ____ old vinyl records on Sunday ____.
2. I hated ____ scales, but I loved ____.
3. Most of my job is _____. I spend hours just ____ to a scene.
4. Leave the instrument ____ in the room. And stop trying to be ____.
5. Music isn't a _____. Just enjoy the _____.

11. ■ Challenge - sentence transformation

Rewrite the second sentence using 2-5 words including the KEYWORD.

1. 1. She's a great pianist. → She's very good _____. (KEYWORD: PLAYING)
2. 2. He wants to become a musician. → He's decided _____ a musician. (KEYWORD: BECOME)
3. 3. I hate loud crowds at concerts. → I can't _____ crowds at concerts. (KEYWORD: STAND)
4. 4. I remember it clearly - I heard the song at 15. → I remember _____ the song at 15. (KEYWORD: HEARING)
5. 5. Buy the tickets - don't forget! → Remember _____ the tickets! (KEYWORD: BUY)
6. 6. Playing the guitar isn't easy. → It isn't easy _____ the guitar. (KEYWORD: TO PLAY)

13. ■ Challenge - odd one out

Three items share a category. Pick the ODD ONE OUT.

1. 1. Verbs that take -ING:

- (A) enjoy
- (B) avoid
- (C) decide
- (D) keep

2. 2. Verbs that take TO + infinitive:

- (A) want
- (B) hope
- (C) refuse
- (D) practise

3. 3. Instrument names:

- (A) violin
- (B) piano
- (C) conductor
- (D) guitar

4. 4. Positive adjectives for music:

- (A) catchy
- (B) moving
- (C) upbeat
- (D) cheesy

14. ■ Challenge - extended writing

Write a 130-160 word 'review of the best live gig you've ever been to (or wish you'd been to).' Use AT LEAST 4 verb + -ING structures, 3 verb + TO + infinitive structures, 1 -ING after a preposition, and 4 music vocab words from section 4.

Checklist:

- ☐ 130-160 words
- ☐ 4+ verb + -ING structures
- ☐ 3+ verb + TO + infinitive structures
- ☐ 1 -ING after a preposition
- ☐ 4 music vocab words from section 4

15. Self-check

Tick what you can now do confidently.

- ☐ I use -ING after verbs like enjoy, avoid, mind, keep, finish.
- ☐ I use TO + infinitive after verbs like want, decide, hope, refuse, promise.
- ☐ I use -ING after prepositions (interested IN doing...).
- ☐ I use -ING as the subject of a sentence (Learning music takes time).
- ☐ I know that stop / remember / forget / try change meaning with -ING vs TO.
- ☐ I can describe music, instruments and concerts with B2 vocab.
- ☐ I can pronounce loanwords like cappuccino, karaoke, genre and ballet.

Soundtracks — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — music & instruments

Choose the word or phrase that fits best.

1. The band played two ____ at the end.
(A) encores
(B) gigs
(C) genres
(D) covers
2. She's a singer-____ — she writes everything she performs.
(A) conductor
(B) songwriter
(C) drummer
(D) audience
3. It's such a ____ chorus — I've had it in my head all day.
(A) infectious
(B) mawkish
(C) poignant
(D) loud
4. The tickets ____ within an hour of going on sale.
(A) played out
(B) sold out
(C) gave up
(D) ran out
5. He plays the ____ in a jazz quartet.
(A) piano
(B) pianos
(C) a piano
(D) an piano
6. The ____ went wild when the band played the opening riff.
(A) conductor
(B) encore
(C) crowd
(D) backstage

2. Vocabulary — music verbs gap-fill

Complete each sentence with ONE verb from the box (correct form).

BOX: compose · unveil · reinterpret · rehearse · perform · hum

1. The band is going to ____ their new album next spring.
2. She's been ____ a song by Adele on the piano — it's beautiful.
3. They ____ every day for three months before the tour.
4. He ____ film soundtracks for a living.

5. I always ____ that song when I'm cooking, I don't even notice.
6. The quartet is going to ____ live at the theatre on Friday.

2b. Vocabulary — discursive writing

Write 120–180 words: 'To what extent does the commercialisation of music affect its emotional impact? Discuss with reference to live performances and the creative process.'

Checklist:

- Use target lexis from the music and performance sections
- Use varied C1-level grammar (e.g. participle clauses)
- Ensure logical cohesion and smooth transitions
- Maintain a formal or semi-formal academic register

This image shows a blank sheet of white paper with horizontal blue ruling lines. On the left side, there are short vertical blue lines that serve as margins, creating a series of narrow columns. The paper is otherwise empty of any text or markings.

3. Grammar — -ING or TO + infinitive?

Choose the correct form.

1. I really enjoy ____ to jazz in the evening.
(A) listen
(B) to listen
(C) listening
2. She's decided ____ singing lessons next month.
(A) taking
(B) to take
(C) take
3. Would you mind ____ the volume down?
(A) turn
(B) to turn
(C) turning

Ask the teacher — notes to bring to class

4. We can't afford ____ to the festival this summer.
(A) go
(B) going
(C) to go
5. He kept ____ the same wrong note all night.
(A) to play
(B) playing
(C) play
6. It's important ____ before the concert starts.
(A) arriving
(B) to arrive
(C) arrive
7. Thanks for ____ me to the gig.
(A) invite
(B) to invite
(C) inviting
8. ____ an instrument takes years of practice.
(A) To learn
(B) Learning
(C) Learn

4. Grammar — verbs that CHANGE meaning

Complete each sentence with the -ING form or TO + infinitive.

1. I remember (hear) ____ this song for the first time in 2003.
2. Please remember (bring) ____ your ticket tomorrow.
3. She stopped (play) ____ the guitar when she started university.
4. On the way home he stopped (buy) ____ a coffee.
5. I tried (call) ____ him three times, but no answer.
6. Have you tried (play) ____ it a bit slower? It sounds better.
7. I'll never forget (see) ____ them live in 2015 — magical.
8. Don't forget (turn) ____ off the lights.

5. Grammar — put the words in order

Rearrange the words to form a correct sentence.

1. enjoy / concerts / to / going / I / live
2. learn / to / decided / the / I've / piano
3. at / good / no / I'm / singing
4. playing / really / love / I / guitar / the
5. afford / can't / to / go / we / festival / the / to
6. listening / mind / to / would / you / this?

6. Grammar — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I enjoy to listen to jazz.
2. She's decided learning the violin.
3. I'm interested in learn the drums.
4. To play the piano is difficult at first.
5. I stopped to smoke last year and I feel great.
6. Remember buy milk on your way home!

7. Reading — true / false / not given

Read the short text and mark each statement T, F or NG.

In 2011, a team at McGill University in Montreal scanned the brains of volunteers as they listened to their favourite music. They discovered that the moment a piece of music reached its emotional peak, the brain released dopamine — the same chemical produced when we eat something delicious or fall in love. The finding was striking because music, unlike food or shelter, has no obvious survival value. The team also noticed that people who regularly played an instrument had stronger connections between the two halves of the brain. Since then, dozens of follow-up studies have supported the idea that active music-making — not just listening — is unusually good for the developing brain.

1. The study was carried out at Harvard University. [T / F / NG]
2. The researchers scanned people's brains while they listened to music. [T / F / NG]
3. Music released the same chemical as chocolate or falling in love. [T / F / NG]
4. Music has an obvious survival value, according to the text. [T / F / NG]
5. The average volunteer was under 25 years old. [T / F / NG]
6. Later studies suggest active music-making is especially good for developing brains. [T / F / NG]

8. Writing — guided task

Write 80–100 words about a song, album or artist that has meant something to you. Use at least 3 verb + -ING structures, 2 verb + TO + infinitive structures, and 1 music vocab word from section 4.

Checklist:

- 80–100 words
- 3+ verb + -ING structures
- 2+ verb + TO + infinitive structures
- 1 music vocab word from section 4

9. Listening — interview with a film composer

Listen to the interview (journalist + composer — clearly different voices). Answer the questions. Play twice if you need.

■ **Audio:** Interview · film composer · ≈ 1:30

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

10. Dictation — key sentences

Listen again and complete each line with the missing words.

■ **Audio:** Film composer — key sentences

1. My mother used to ___ old vinyl records on Sunday ___.
2. I hated ___ scales, but I loved ___.
3. Most of my job is ___. I spend hours just ___ to a scene.
4. Leave the instrument ___ in the room. And stop trying to be ___.
5. Music isn't a ___. Just enjoy the ___.

11. ■ Challenge — sentence transformation

Rewrite the second sentence using 2–5 words including the KEYWORD.

1. 1. She's a great pianist. → She's very good ___. (KEYWORD: PLAYING)
2. 2. He wants to become a musician. → He's decided ___ a musician. (KEYWORD: BECOME)
3. 3. I hate loud crowds at concerts. → I can't ___ crowds at concerts. (KEYWORD: STAND)
4. 4. I remember it clearly — I heard the song at 15. → I remember ___ the song at 15. (KEYWORD: HEARING)
5. 5. Buy the tickets — don't forget! → Remember ___ the tickets! (KEYWORD: BUY)
6. 6. Playing the guitar isn't easy. → It isn't easy ___ the guitar. (KEYWORD: TO PLAY)

13. ■ Challenge — odd one out

Three items share a category. Pick the ODD ONE OUT.

1. 1. Verbs that take -ING:

- (A) enjoy
- (B) avoid
- (C) decide
- (D) keep

2. 2. Verbs that take TO + infinitive:

- (A) want
- (B) hope
- (C) refuse
- (D) practise

3. 3. Instrument names:

- (A) violin
- (B) piano
- (C) conductor
- (D) guitar

4. 4. Positive adjectives for music:

- (A) catchy
- (B) moving
- (C) upbeat
- (D) cheesy

14. ■ Challenge — extended writing

Write a 130–160 word 'review of the best live gig you've ever been to (or wish you'd been to).' Use AT LEAST 4 verb + -ING structures, 3 verb + TO + infinitive structures, 1 -ING after a preposition, and 4 music vocab words from section 4.

Checklist:

- 130–160 words
- 4+ verb + -ING structures
- 3+ verb + TO + infinitive structures
- 1 -ING after a preposition
- 4 music vocab words from section 4

15. Self-check

Tick what you can now do confidently.

- I use -ING after verbs like enjoy, avoid, mind, keep, finish.
- I use TO + infinitive after verbs like want, decide, hope, refuse, promise.
- I use -ING after prepositions (interested IN doing...).
- I use -ING as the subject of a sentence (Learning music takes time).
- I know that stop / remember / forget / try change meaning with -ING vs TO.
- I can describe music, instruments and concerts with B2 vocab.
- I can pronounce loanwords like cappuccino, karaoke, genre and ballet.



Answer key — Class Book

Reading: why a soundtrack changes everything

1. (B) A frightening musical theme
2. (B) Just two alternating notes (E and F)
3. (B) tells us HOW to feel about the story
4. (B) To make customers spend longer inside and buy more
5. (B) It quietly shapes the way we experience life

Vocabulary: music, instruments and concerts

1. encores
 2. songwriter
 3. sold out
 4. infectious
 5. unveiling
 6. audience / crowd
 7. guitar
 8. soundtrack · poignant
1. The band is going to unveil their new single next week.
 2. She reinterpreted the classic ballad.
 3. That chorus is so infectious.
 4. The final scene of the film was deeply poignant.
 5. Despite the rain, the crowd's mood stayed buoyant.

Grammar: gerunds and infinitives

1. to learn
 2. listening
 3. to go
 4. turning
 5. to rehearse
 6. singing
 7. playing
 8. to arrive
1. (B) hearing
 2. (A) to bring
 3. (B) playing
 4. (A) to buy
 5. (B) playing
 6. (A) to call
1. I enjoy GOING to live concerts.
 2. She's decided TO LEARN the violin.
 3. Thanks for INVITING me to the gig.
 4. PLAYING an instrument is a great hobby.
 5. I stopped SMOKING five years ago and I feel great.
 6. Remember TO BUY milk on your way home!

Listening: the concert I didn't plan to go to

1. Went to a jazz-fusion gig — decided at the last minute.
 2. Playing the piano — they used to play for years.
 3. Leave the instrument visible in the room — 'if it's there, you'll play it'.
1. About two hours.
 2. Tokyo — a jazz-fusion quartet.
 3. About eight years, until university.
 4. Practise the piano for thirty minutes.
 5. End up scrolling on their phone.

Ask the teacher — notes to bring to class



6. That music makes everything feel lighter — the one thing they refuse to give up.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

Soundtracks - Workbook — Answer Key

1. Vocabulary - music & instruments

1. **(A)** *encores*
2. **(B)** *songwriter*
3. **(A)** *infectious*
4. **(B)** *sold out*
5. **(A)** *piano*
6. **(C)** *crowd*

2. Vocabulary - music verbs gap-fill

1. **unveil**
2. **reinterpreting**
3. **rehearsed**
4. **composes**
5. **hum**
6. **perform**

2b. Vocabulary - discursive writing

Sample answer

The modern music industry often prioritises infectious choruses and click-driven encores over genuine artistic expression. When a band unveils a new album, the marketing machine often overshadows the work itself. However, the true power of music remains its ability to be poignant and moving, regardless of the genre. In live gigs, the crowd seeks a connection that transcends mere entertainment; they want to see an artist perform with soul, perhaps even reinterpreting a classic cover in a way that feels fresh. While some argue that the pressure to compose 'hits' leads to mawkish results, the dedication required to rehearse and perfect a set remains a testament to the craft. Whether an artist is performing in a stadium or humming a melody in a small studio, the essence of music lies in its ability to reach an audience. Even in a world of sold-out tours, the most memorable moments are often the most simple and authentic ones.

3. Grammar - -ING or TO + infinitive?

1. **(C)** *listening*
2. **(B)** *to take*
3. **(C)** *turning*
4. **(C)** *to go*
5. **(B)** *playing*
6. **(B)** *to arrive*
7. **(C)** *inviting*
8. **(B)** *Learning*

4. Grammar - verbs that CHANGE meaning

1. *hearing*
2. *to bring*
3. *playing*
4. *to buy*
5. *to call*
6. *playing*
7. *seeing*
8. *to turn*

5. Grammar - put the words in order

1. *I enjoy going to live concerts.*
2. *I've decided to learn the piano.*
3. *I'm no good at singing.*
4. *I really love playing the guitar.*
5. *We can't afford to go to the festival.*
6. *Would you mind listening to this?*

6. Grammar - spot & fix the mistake

1. *I enjoy LISTENING to jazz.*
2. *She's decided TO LEARN the violin.*
3. *I'm interested in LEARNING the drums.*
4. *PLAYING the piano is difficult at first.*
5. *I stopped SMOKING last year and I feel great.*
6. *Remember TO BUY milk on your way home!*

7. Reading - true / false / not given

1. **F**
2. **T**
3. **T**
4. **F**
5. **NG**
6. **T**

8. Writing - guided task

Sample answer

The album that changed everything for me was 'Blue' by Joni Mitchell. I remember borrowing it from my aunt when I was fifteen and listening to it every night for months. I couldn't stop hearing something new each time. I decided to learn the guitar because of that album, and although I never managed to become good, I still love playing those chords quietly on a Sunday morning. I refuse to give up on the idea of covering one of her songs properly one day. Every genre has its classics - for me, Joni is mine.

9. Listening - interview with a film composer

1. *Through his mother's Sunday vinyl records - he used to guess the instruments before he could read.*
2. *Piano from six, guitar from ten.*
3. *He loved improvising; he hated practising scales.*
4. *Listening - often to a scene, waiting for music to suggest itself.*
5. *1) Leave the instrument visible in the room. 2) Stop trying to be 'good' - just enjoy the noise.*
6. *Something to enjoy - not a competition.*

10. Dictation - key sentences

1. *play / mornings*
2. *practising / improvising*
3. *listening / listening*
4. *visible / good*
5. *competition / noise*

11. ■ Challenge - sentence transformation

1. *at playing the piano*
2. *to become*
3. *stand loud*
4. *hearing*
5. *to buy*
6. *to play*

13. ■ Challenge - odd one out

1. **(C)** *decide*
2. **(D)** *practise*
3. **(C)** *conductor*
4. **(D)** *cheesy*

14. ■ Challenge - extended writing

Sample answer

The best gig I've ever been to was a tiny jazz quartet from Tokyo playing in a hundred-seat venue. I hadn't planned on going; a friend kept insisting I go, and I decided to trust her. From the first note, I couldn't stop grinning. The saxophonist enjoyed teasing the audience between songs, the drummer refused to play anything twice the same way, and the pianist - a singer-songwriter as well - closed the night with an a cappella encore that made the whole crowd hold its breath. The soundcheck itself had already been better than most full concerts I've been to. I've since bought all three of their albums and I keep meaning to see them live again. If you're interested in discovering something new, try listening to the album 'Blue Nights' - twelve tracks and not a single boring second.

15. Self-check

Self-assessment — no fixed answers.

Soundtracks — Workbook — Answer Key

1. Vocabulary — music & instruments

1. **(A)** *encores*
2. **(B)** *songwriter*
3. **(A)** *infectious*
4. **(B)** *sold out*
5. **(A)** *piano*
6. **(C)** *crowd*

2. Vocabulary — music verbs gap-fill

1. **unveil**
2. **reinterpreting**
3. **rehearsed**
4. **composes**
5. **hum**
6. **perform**

2b. Vocabulary — discursive writing

Sample answer

The modern music industry often prioritises infectious choruses and click-driven encores over genuine artistic expression. When a band unveils a new album, the marketing machine often overshadows the work itself. However, the true power of music remains its ability to be poignant and moving, regardless of the genre. In live gigs, the crowd seeks a connection that transcends mere entertainment; they want to see an artist perform with soul, perhaps even reinterpreting a classic cover in a way that feels fresh. While some argue that the pressure to compose 'hits' leads to mawkish results, the dedication required to rehearse and perfect a set remains a testament to the craft. Whether an artist is performing in a stadium or humming a melody in a small studio, the essence of music lies in its ability to reach an audience. Even in a world of sold-out tours, the most memorable moments are often the most simple and authentic ones.

3. Grammar — -ING or TO + infinitive?

1. **(C)** *listening*
2. **(B)** *to take*
3. **(C)** *turning*
4. **(C)** *to go*
5. **(B)** *playing*
6. **(B)** *to arrive*
7. **(C)** *inviting*
8. **(B)** *Learning*

4. Grammar — verbs that CHANGE meaning

1. *hearing*
2. *to bring*
3. *playing*
4. *to buy*
5. *to call*
6. *playing*
7. *seeing*
8. *to turn*

5. Grammar — put the words in order

1. *I enjoy going to live concerts.*
2. *I've decided to learn the piano.*
3. *I'm no good at singing.*
4. *I really love playing the guitar.*
5. *We can't afford to go to the festival.*
6. *Would you mind listening to this?*

6. Grammar — spot & fix the mistake

1. *I enjoy LISTENING to jazz.*
2. *She's decided TO LEARN the violin.*
3. *I'm interested in LEARNING the drums.*
4. *PLAYING the piano is difficult at first.*
5. *I stopped SMOKING last year and I feel great.*
6. *Remember TO BUY milk on your way home!*

7. Reading — true / false / not given

1. **F**
2. **T**
3. **T**
4. **F**
5. **NG**
6. **T**

8. Writing — guided task

Sample answer

The album that changed everything for me was 'Blue' by Joni Mitchell. I remember borrowing it from my aunt when I was fifteen and listening to it every night for months. I couldn't stop hearing something new each time. I decided to learn the guitar because of that album, and although I never managed to become good, I still love playing those chords quietly on a Sunday morning. I refuse to give up on the idea of covering one of her songs properly one day. Every genre has its classics — for me, Joni is mine.

9. Listening — interview with a film composer

1. *Through his mother's Sunday vinyl records — he used to guess the instruments before he could read.*
2. *Piano from six, guitar from ten.*
3. *He loved improvising; he hated practising scales.*
4. *Listening — often to a scene, waiting for music to suggest itself.*
5. *1) Leave the instrument visible in the room. 2) Stop trying to be 'good' — just enjoy the noise.*
6. *Something to enjoy — not a competition.*

10. Dictation — key sentences

1. *play / mornings*
2. *practising / improvising*
3. *listening / listening*
4. *visible / good*
5. *competition / noise*

11. ■ Challenge — sentence transformation

1. *at playing the piano*
2. *to become*
3. *stand loud*
4. *hearing*
5. *to buy*
6. *to play*

13. ■ Challenge — odd one out

1. **(C)** *decide*
2. **(D)** *practise*
3. **(C)** *conductor*
4. **(D)** *cheesy*

14. ■ Challenge — extended writing

Sample answer

The best gig I've ever been to was a tiny jazz quartet from Tokyo playing in a hundred-seat venue. I hadn't planned on going; a friend kept insisting I go, and I decided to trust her. From the first note, I couldn't stop grinning. The saxophonist enjoyed teasing the audience between songs, the drummer refused to play anything twice the same way, and the pianist — a singer-songwriter as well — closed the night with an a cappella encore that made the whole crowd hold its breath. The soundcheck itself had already been better than most full concerts I've been to. I've since bought all three of their albums and I keep meaning to see them live again. If you're interested in discovering something new, try listening to the album 'Blue Nights' — twelve tracks and not a single boring second.

15. Self-check

Self-assessment — no fixed answers.



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 7 · 7A

Game on

Theme · On Stage

Unit 7 · 7A

Game on

Theme: On Stage



Learning objectives

- Use PAST MODALS (must have, might/could have, can't have, should have) to speculate about the past and express regret or criticism.
- Use WOULD RATHER (+ bare infinitive / + past subject + past simple) to express preferences.
- Talk about sports, competition, results and officiating with B2-level vocabulary.
- Pronounce HAVE as a weak /■v/ in past-modal chunks (must've, should've, could've, might've, can't've).
- React to a match, race or contest with natural spoken English.
- Write a short match report or opinion piece using past modals.

Ask the teacher — notes to bring to class



Class Book

Warm-up · a sporting confession

Pick ONE prompt and answer for your partner in full sentences — 30 seconds each.

The last live sports event I watched was...

A sport I secretly wish I were better at is...

The most unfair sports decision I remember is...

One team or athlete I'd cross the street to avoid talking about is...

A sport I've tried and immediately given up on is...

followUp: Listen for any 'should have', 'must have' or 'would rather' — those are today's grammar.

Lead-in: reading the moment

Match each situation to the most likely deduction. Notice the past modal — is the speaker sure, half-sure, or sure NOT?

1. The visiting team walked off the pitch looking devastated.
 2. She crossed the line five seconds ahead of her personal best.
 3. The referee never blew for the obvious foul.
 4. The stadium is completely empty an hour before kick-off.
 5. He limped off in the tenth minute and didn't return.
 6. The champion lost 6–0, 6–0 in under an hour.
- a) He must have picked up an injury in training.
 - b) She must have trained really hard this season.
 - c) The game can't have started yet.
 - d) They must have lost.
 - e) He can't have seen it — he was blocked by the defender.
 - f) She can't have been fully fit — that's not her level.

1 → d · must have (near certainty, positive)

2 → b · must have (near certainty, positive)

3 → e · can't have (near certainty, negative)

4 → c · can't have (near certainty, negative)

5 → a · must have (near certainty, positive)

6 → f · can't have (near certainty, negative)

followUp: Rule of thumb: MUST HAVE = I'm 95% sure it happened. CAN'T HAVE = I'm 95% sure it didn't. MIGHT / COULD HAVE = maybe. SHOULD HAVE = it didn't happen and I wish it had.

Ask the teacher — notes to bring to class



Reading: the greatest comeback nobody expected

On the evening of the 25th of May, 2005, in the Atatürk Stadium in Istanbul, Liverpool were 3–0 down at half-time to AC Milan in the Champions League final. Nobody in the stadium, nobody watching at home, and probably nobody in the Liverpool dressing room believed they could still win. The Italian giants were considered untouchable that season, and, if you were being honest, Liverpool had been outplayed for forty-five minutes.

And yet, six minutes into the second half, the captain, Steven Gerrard, headed the ball into the net. Two minutes later, Vladimír Šmicer struck from long range. Three minutes after that, Xabi Alonso equalised from a rebounded penalty. In the space of six minutes, Liverpool had done what nobody thought they could: they had turned a lost final into a level game. The match went to penalties, and Liverpool lifted the cup.

What actually happened at half-time in that Liverpool dressing room has become one of football's favourite arguments. According to the manager, Rafa Benítez, he simply made a small tactical change and told the players they still had to walk out with pride. Others insist he must have delivered a legendary speech, and that Gerrard must have taken it personally. The truth is probably less dramatic. The players were exhausted and shocked. They can't have expected to come back. They just decided to try — one minute at a time.

Twenty years on, that game is still studied in coaching schools and business seminars, because it defies almost every idea we have about winners and losers. The Italian side did not play badly in the second half; Liverpool were simply braver in the moments that mattered. Should Milan have closed the game down? Yes, they probably should have sat deeper and killed the tempo. Could Liverpool have won earlier? Possibly, if that penalty had gone in first time. But the beauty of live sport is that we don't get to rewind. We only get to argue about what should have, might have and can't have happened — and that argument, honestly, is half the fun of watching.

1. How were Liverpool doing at half-time?
 - (A) Winning 3–0
 - (B) Level at 0–0
 - (C) Losing 3–0
2. How long did the three Liverpool goals take?
 - (A) A single minute
 - (B) About six minutes
 - (C) About twenty minutes
3. How did Liverpool finally win the match?
 - (A) A last-minute goal
 - (B) A penalty shoot-out
 - (C) Extra time

Ask the teacher — notes to bring to class



4. What is the manager's own version of the half-time speech?
- (A) A legendary emotional speech
 - (B) A small tactical change and a call for pride
 - (C) He was silent
5. What is the writer's point in the final paragraph?
- (A) Milan were badly outplayed in the second half
 - (B) The magic of sport is arguing about what MIGHT have happened
 - (C) Coaching schools no longer teach the match

Sports vocabulary in context

Match each expression to its closest meaning.

3–0 down — losing by three goals to zero

outplayed — played worse than the opposing team

equalise — score to make the game level

penalty shoot-out — one-on-one kicks used to decide a tied game

lift the cup — win the trophy

close the game down — play defensively to keep a winning score

Vocabulary: sports & competition

intro: At B2, upgrade 'the game was good' with the specific verbs, results and officiating language native speakers use — the collocations matter more than single words.

1. **label:** People & roles

2. **label:** Verbs for competition

3. **label:** Officiating & rules

4. **label:** Results & reactions

practice

Complete each sentence with the correct word or phrase from the box (correct form).

Ask the teacher — notes to bring to class



1. The visiting team ____ us 5–0 — it was a total thrashing.

2. It ended 2–2. Neither side deserved to lose — a fair _____.

3. The captain got ____ off in the first half — a very stupid tackle.

4. We were 3–0 down at half-time, but we made an incredible ____ to win 4–3.

5. The ____ awarded a penalty after a review from VAR.

6. She was the ____ going into the final, but she lost to a teenager.

7. The two ____ have played each other in every final for a decade.

8. They lost, but they felt they had been ____ — the ref missed a clear foul.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word from this lesson's vocabulary. Keep the meaning identical.

1. Our two teams have been <u>opponents facing each other</u> in the cup for a decade.

2. Nobody expected the <u>team everyone predicted would lose</u> to win the final.

3. The defender was forced to <u>give away</u> a penalty in the last minute.

4. After losing the first half, the team made an incredible <u>recovery to win it back</u>.

5. The fans felt they had been <u>treated unfairly by the officials</u>.

Practice 3 — discursive writing

prompt: Describe a sporting moment — as a player or a spectator — that changed how you think about winning and losing.

Ask the teacher — notes to bring to class

Use at least FOUR of the target words from this unit.

Vary sentence length and use one relative clause.

Aim for a reflective, cohesive C1 register.

sample: I still remember the school final where our side, clearly the underdog against a much stronger adversary, went two goals down within ten minutes. Most of us assumed the game was already lost, yet something shifted after half-time, and what followed felt like a genuine resurgence, one goal after another until we somehow drew level. We didn't win in the end — a late, harsh decision meant we had to concede a penalty we didn't deserve — but nobody left the pitch feeling hard done by, which surprised me most of all. That afternoon taught me that the scoreline, which everyone remembers first, is rarely the part that stays with you. What stays is the moment you refused to accept that the match, or the story, was already over.



Grammar: past modals & would rather

1. Speculating about the past — MUST HAVE + past participle = you're almost sure it happened. • 'The stadium is empty — the game must have finished hours ago.' CAN'T HAVE / COULDN'T HAVE + past participle = you're almost sure it did NOT happen. • 'They can't have won — I just saw them come off looking upset.' MIGHT / MAY / COULD HAVE + past participle = it's possible; you're not sure. • 'She might have twisted her ankle in the warm-up.'

2. Regret & criticism about the past — SHOULD HAVE / OUGHT TO HAVE + past participle = it didn't happen (or it did, when it shouldn't have) — and you wish it had been different. • 'We should have trained harder' (we didn't). • 'You shouldn't have shouted at the referee' (you did). Negative: SHOULDN'T HAVE + past participle. ✗ 'I should had gone.' → ✓ 'I should have gone.' (should + BARE have + past participle)

Ask the teacher — notes to bring to class



3. WOULD RATHER — preferences — Two patterns: A) SAME subject → 'would rather' + BARE INFINITIVE. • 'I'd rather WATCH the game at home.' (I prefer to) • Negative: 'I'd rather NOT go to the pub.' B) DIFFERENT subjects → 'would rather' + SUBJECT + PAST SIMPLE. • 'I'd rather you STAYED here.' (I prefer that you stay) • 'She'd rather we DIDN'T talk about it.' Note the past-simple form has PRESENT / FUTURE meaning — this is a subjunctive.

4. Common mistakes — ✗ He must have trained hard. → ✓ He must HAVE trained hard. ✗ I should of gone. → ✓ I should HAVE gone. ('should of' is a spelling of what people HEAR, but it's wrong.) ✗ I'd rather to stay home. → ✓ I'd rather STAY home. ✗ I'd rather you to leave. → ✓ I'd rather you LEFT. ✗ It can't be true — I saw them lose. → ✓ It can't HAVE BEEN true — I saw them lose. (past deduction needs 'have')

5. Contractions & pronunciation — In natural speech, HAVE almost always contracts and its vowel weakens to /■v/ or even just /v/. • must have → must've /■m■st■v/ • should have → should've /■■■d■v/ • could have → could've, might have → might've • can't have → /■k■nt■v/ This is what section 6 will train.

Exercise A — must have / can't have / might have

Complete each deduction with **MUST HAVE**, **CAN'T HAVE** or **MIGHT HAVE** + the verb in brackets.

1. She's celebrating in the changing room — she ____ (win) the match.

2. The lights are off and the gates are locked — the game ____ (finish) hours ago.

3. It's still 0–0 at half-time — that boring, so it ____ (be) a great match.

4. He's limping badly — he ____ (injure) himself in the second half.

5. She looks devastated — they ____ (lose) the match.

6. The stadium is completely empty — the fans ____ (arrive) yet.

7. Nobody knows exactly what he said — but he ____ (give) a great half-time speech.

8. The ref waved play on — he ____ (see) the foul.

Exercise B — should have / shouldn't have

Rewrite each situation using **SHOULD HAVE** or **SHOULDN'T HAVE**.

Ask the teacher — notes to bring to class



1. We didn't train hard enough — that's why we lost.

2. The coach substituted the top scorer in the sixtieth minute — that was a mistake.

3. I stayed up late watching the match and I feel terrible today.

4. The defender wasn't marking his player at the corner — he was completely free.

5. The referee didn't check the video — the goal was clearly offside.

6. They shouted at the ref and got a yellow card — that was a bad idea.

Exercise C — would rather (same or different subject?)

Choose the more natural completion.

1. It's cold outside. I'd rather ____ home.
(A) to stay
(B) stay
(C) stayed
2. The music is too loud. I'd rather you ____ it down.
(A) turn
(B) to turn
(C) turned
3. I'd rather we ____ about that yesterday's match — it's too painful.
(A) don't talk
(B) not talk
(C) didn't talk
4. She's exhausted. She'd rather ____ than train tonight.
(A) to sleep
(B) sleep
(C) sleeping

Ask the teacher — notes to bring to class



5. I'd rather ____ to the game with you than watch it on TV alone.

- (A) go
- (B) to go
- (C) going

6. He's shy. He'd rather you ____ his name during the interview.

- (A) don't mention
- (B) not mention
- (C) didn't mention

Exercise D — a fan's post-match rant

Complete the text using **ONE** form from the box (each used once).

Word bank: must have · should have · can't have · might have · shouldn't have · would rather · could have · must have been · should have taken · wouldn't have

Honestly, we (1) ____ won that game. We were the better side for eighty minutes. Their goalkeeper (2) ____ made three world-class saves — I've never seen a performance like it. The referee, on the other hand, (3) ____ blowing his whistle. He (4) ____ seen the elbow in the ninety-first minute; the whole stadium saw it. Our captain (5) ____ argued with the fourth official for so long — that yellow card will cost us next week.

Our striker (6) ____ that penalty; he's been in poor form all season. And their winger — the one who scored the winner — (7) ____ trained a lot at set-pieces, because that free-kick was unstoppable. If we'd defended just a little deeper in the last five minutes, we (8) ____ conceded at all.

Anyway, next week we play the league leaders away. I (9) ____ not think about it right now, honestly. The manager (10) ____ furious in the dressing room. I don't envy him.

should have

must have

can't have

must have

shouldn't have

should have taken

might have

wouldn't have

would rather

must have been

Listening: post-match argument

Two friends argue about last night's final. Notice how many past modals and 'would rather' constructions they use.

Ask the teacher — notes to bring to class

**Before you listen**

Predict: who do the speakers support — the winning or the losing side?

How likely are they to blame the referee, the coach, or their own players?

First listen — gist

1. What was the overall result for the team the speakers support?

2. Who does Sam blame first?

3. What does Alex prefer to do about Sunday's extra-time match?

Second listen — detail

1. Where should their defender have been standing?

2. What does Sam say about the penalty in the second half?

3. What does Alex say the attacker might have done first?

4. How big was their team's lead in November?

5. Why doesn't Alex want to go to the pub for the match?

6. What is Sam's prediction for the extra-time match?

A: Did you see the final last night? What a game!

Ask the teacher — notes to bring to class



B: I know! I can't believe we lost. The ref must have been asleep.

A: Come on, that's not fair. Our defender should have marked him. He was completely unmarked at the back post.

B: Maybe. But that penalty in the second half — they can't have deserved that. It was never a foul.

A: I disagree. He definitely tripped him. He might have got a touch on the ball first, but his leg was out.

B: Well, we've thrown away the title. We were ten points clear in November.

A: I'd rather not talk about it, honestly. It's too painful.

B: Yeah, sorry. So — extra time is on Sunday. Are you coming to watch?

A: I'd rather watch it at home this time. Last time I went to the pub I lost my voice for three days.

B: Fair enough. My money's on a draw.

A: No chance. Someone has to win.

Speaking: 'the game / race / match I'll never forget'

In pairs, tell a story about ONE sports moment (as a player OR fan). You MUST use: (a) 1× must have, (b) 1× should have or shouldn't have, (c) 1× might/could have, (d) 1× would rather, (e) 2 sports vocab words from section 4.

1. **label:** The event · **hint:** 'The match I want to talk about was...'

2. **label:** The turning point · **hint:** 'And then, in the last minute...'

3. **label:** A deduction · **hint:** 'The other team must have...'

4. **label:** A regret · **hint:** 'We should have... / I shouldn't have...'

5. **label:** A preference for next time · **hint:** 'Next time, I'd rather...'

example: The match I'll never forget was a school-league basketball final. We were seven points down with two minutes to go. Our captain — who normally never scored — hit three consecutive three-pointers, and we won by two. Honestly, he must have practised in secret for weeks, because he wasn't that player during the season. Our coach should have started him from the beginning; he shouldn't have kept him on the bench for the first quarter. Anyway, we lifted the little school cup and I

Ask the teacher — notes to bring to class



cried like a child. Next time I go back to that school gym, I'd rather sit in the crowd than play — I'm 34 now and I'd embarrass myself.

challenge: ■ Extra ■ if you slip in a natural 'can't have' AND make HAVE weak throughout.

Writing mini-task — 'my post-match verdict' (100–120 words)

Write a short opinion piece about a real (or imagined) match. You **MUST** use: 2× **MUST/CAN'T HAVE**, 2× **SHOULD/SHOULDN'T HAVE**, 1× **WOULD RATHER**, and 3 sports vocab words from section 4. Underline every target structure.

Wrap-up · three whistle-blast prompts

Three quick prompts. Pick **ONE** and finish it out loud. Class votes on the sharpest verdict.

1. **label:** Whistle 1 — the verdict · **prompt:** The most unfair result I've ever seen must have been...

2. **label:** Whistle 2 — the regret · **prompt:** A sport I really should have kept practising is...

3. **label:** Whistle 3 — the preference · **prompt:** Given the choice, I'd rather watch ____ than ____.

Ask the teacher — notes to bring to class



Workbook — home practice



Ask the teacher — notes to bring to class

Game on - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - sports & competition

Choose the word or phrase that fits best.

1. The underdogs pulled off an incredible ____ to win 3-2.
(A) rout
(B) resurgence
(C) draw
(D) walkover
2. The ____ awarded a penalty after checking VAR.
(A) coach
(B) adversary
(C) referee
(D) spectator
3. She's been the ____ champion for three years running.
(A) retiring
(B) reigning
(C) rushing
(D) raging
4. The captain got ____ off in the first half for a bad tackle.
(A) sent
(B) gone
(C) dropped
(D) given
5. It ended 1-1 - a fair ____ for both sides.
(A) draw
(B) beat
(C) lose
(D) win
6. You don't 'win somebody' in English - you ____ them.
(A) defeat
(B) score
(C) concede
(D) compete

2. Vocabulary - officiating gap-fill

Complete each sentence with ONE word or phrase from the box (correct form).

BOX: award · concede · disallow · sent off · yellow card · extra time

1. The referee ____ a penalty after the handball.
2. Our team hasn't ____ a single goal in five matches.
3. The goal was ____ for offside after a video review.
4. He got a ____ for arguing with the fourth official.

5. She was ____ in the sixtieth minute - the team had to play with ten.
6. It was still 0-0 after ninety minutes, so we went to ____.

2b. Vocabulary - discursive writing

Write 120-180 words: 'Is the win at all costs mentality in modern sports damaging to the spirit of fair play? Discuss the role of officiating and competition.'

Checklist:

- [] Use target lexis from the sports and officiating sections
- [] Use varied C1-level grammar (e.g. mixed conditionals or inversion)
- [] Ensure logical cohesion and smooth transitions
- [] Maintain a formal or semi-formal academic register

[illegible]

3. Grammar - past modals for deduction

Choose the correct past modal.

1. She's celebrating with a medal. She ____.
(A) can't have won
(B) must have won
(C) should have won
2. The stadium is empty. The game ____ yet.
(A) must have started
(B) can't have started
(C) should have started
3. He's limping badly. He ____ himself in training.
(A) might have injured
(B) must have injured
(C) can't have injured

Ask the teacher — notes to bring to class

4. The gates are locked. The match ____ hours ago.
(A) can't have finished
(B) must have finished
(C) might have finished
5. The ref waved play on - he ____ the elbow.
(A) must have seen
(B) can't have seen
(C) should have seen
6. Nobody's talking. They ____ the final.
(A) can't have lost
(B) must have lost
(C) should have lost
7. There's no way. He's the world number one - he ____ that badly.
(A) might have played
(B) can't have played
(C) must have played
8. She was ten metres clear at the last check-point. She ____ the race.
(A) can't have won
(B) must have won
(C) shouldn't have won

4. Grammar - should have / shouldn't have

Rewrite each situation as a criticism or regret using SHOULD HAVE or SHOULDN'T HAVE.

1. We didn't train hard enough. (regret)
2. The coach substituted the top scorer too early. (criticism)
3. I ate a huge meal before the race. (regret)
4. The defender wasn't marking his player at the corner.
5. You told the ref he was blind. That was a bad idea.
6. We didn't book the tickets in advance and they sold out.

5. Grammar - would rather

Rewrite each sentence using WOULD RATHER (with same or different subject).

1. I prefer to watch football at home.
2. I'd prefer it if you didn't shout at the TV.
3. She prefers to sleep than to train tonight.
4. I'd prefer it if we talked about something else.
5. He'd prefer not to go to the pub after the match.
6. I'd prefer it if the ref used VAR for every penalty.

6. Grammar - spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. He must had trained really hard.

2. I should of gone to the game.
3. They can't lost - I just saw them celebrating.
4. I'd rather to stay home tonight.
5. I'd rather you don't mention that match.
6. She might have to twist her ankle in the warm-up.

7. Reading - true / false / not given

Read the short text and mark each statement T, F or NG.

In 1999, at the Champions League final in Barcelona, Manchester United were 1-0 down to Bayern Munich as the match entered injury time. Almost nobody in the stadium believed United could still win. And yet, in the space of two minutes, two substitutes - Teddy Sheringham and Ole Gunnar Solskjær - both scored, and United lifted the trophy. Their manager, Sir Alex Ferguson, said afterwards that Bayern had 'defended too deep' and should have killed the game off in normal time. The German commentator, on live television, kept repeating that it 'can't have happened' - even as it was happening.

1. United were losing 1-0 going into injury time. [T / F / NG]
2. United won because of two goals by the same player. [T / F / NG]
3. Sir Alex Ferguson said Bayern should have attacked more in normal time. [T / F / NG]
4. The German commentator used 'can't have happened' during the match. [T / F / NG]
5. The two scoring substitutes were both English. [T / F / NG]
6. The match was played in Barcelona. [T / F / NG]

8. Writing - guided task

Write 80-100 words about a real (or imagined) match you'll never forget. Use at least 2 past modals (must/should/can't have) and 1 WOULD RATHER.

Checklist:

- ☐ 80-100 words
- ☐ 2+ past modals (must/should/can't have)
- ☐ 1+ WOULD RATHER structure
- ☐ At least 2 sports vocab words

9. Listening - post-marathon interview

Listen to the interview (interviewer + athlete - clearly different voices). Answer the questions. Play twice if you need.

Audio: Post-marathon interview · ≈ 1:30

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

10. Dictation - key sentences

Listen again and complete each line with the missing words.

Audio: Marathon interview - key sentences

1. I still ____ believe I've ____.
2. My coach said I ____ have run the last ten kilometres at a ____ pace.
3. She ____ have been carrying an ____ she didn't tell anyone about.
4. Some commentators said I ____ have ____ earlier.
5. I'd ____ trust my own ____.
6. I'd rather ____ than train right now.

11. ■ Challenge - sentence transformation

Rewrite the second sentence using 2-5 words including the KEYWORD.

1. 1. I'm sure he trained very hard. → He ____ very hard. (KEYWORD: MUST)
2. 2. It's impossible she saw the foul. → She ____ the foul. (KEYWORD: CAN'T)
3. 3. My advice is not to shout at the ref. Too late. → You ____ at the ref. (KEYWORD: SHOULDN'T)
4. 4. I prefer to watch it at home. → I ____ it at home. (KEYWORD: RATHER)
5. 5. Please don't talk about that match. → I ____ about that match. (KEYWORD: RATHER)
6. 6. Perhaps she injured her ankle in the warm-up. → She ____ her ankle in the warm-up. (KEYWORD: MIGHT)

12. ■ Challenge - the weak 'have' quiz

Which spoken version is CORRECT natural English?

1. 'He must have known'

- (A) 'must HAVE known'
 - (B) 'MUS-tuv known'
 - (C) 'must of known'
2. 'She should have called'
- (A) 'should HAVE called'
 - (B) 'SHOULD-uv called'
 - (C) 'should of called'
3. 'They can't have finished'
- (A) 'can't HAVE finished'
 - (B) 'CAN-tuv finished'
 - (C) 'can't of finished'
4. 'You could have won'
- (A) 'could HAVE won'
 - (B) 'COULD-uv won'
 - (C) 'could of won'
5. Which written form is CORRECT?
- (A) 'I should of gone.'
 - (B) 'I should have gone.'
 - (C) 'I should had gone.'
6. Which written form is CORRECT?
- (A) 'They might of arrived.'
 - (B) 'They might have arrived.'
 - (C) 'They might had arrived.'

13. ■ Challenge - odd one out

Three items share a category. Pick the ODD ONE OUT.

1. 1. Officiating vocabulary:
- (A) referee
 - (B) umpire
 - (C) coach
 - (D) VAR
2. 2. Ways to lose badly / one-sidedly:
- (A) a thrashing
 - (B) a walkover
 - (C) a comeback
 - (D) 6-0 defeat
3. 3. Certainty about the past:
- (A) must have
 - (B) can't have
 - (C) might have
 - (D) MUST have
4. 4. WOULD RATHER + bare infinitive (same subject):
- (A) I'd rather stay
 - (B) She'd rather sleep
 - (C) I'd rather you stayed

(D) We'd rather leave

14. ■ Challenge - extended writing

Write a 130-160 word 'match report or opinion piece' about a real or imagined game/race. Use AT LEAST 3 past modals (must / can't / should have) and 2 WOULD RATHER structures. Use at least 4 sports vocab words.

Checklist:

- [] 130-160 words
- [] 3+ past modals (must / can't / should have)
- [] 2+ WOULD RATHER structures
- [] 4+ sports vocab words from section 4

[illegible]

15. Self-check

Tick what you can now do confidently.

- ☐ I use MUST HAVE / CAN'T HAVE / MIGHT HAVE + past participle to speculate about the past.
- ☐ I use SHOULD HAVE / SHOULDN'T HAVE + past participle to express regret or criticism.
- ☐ I use WOULD RATHER + bare infinitive for same-subject preferences.
- ☐ I use WOULD RATHER + subject + past simple for different-subject preferences.
- ☐ I know that 'should of' is WRONG - the correct form is 'should HAVE'.
- ☐ I pronounce 'must have / should have / could have' with the weak /mʌv/.
- ☐ I can describe sports, competition and officiating with B2 vocabulary.

Game on — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — sports & competition

Choose the word or phrase that fits best.

1. The underdogs pulled off an incredible ____ to win 3–2.
(A) rout
(B) resurgence
(C) draw
(D) walkover
2. The ____ awarded a penalty after checking VAR.
(A) coach
(B) adversary
(C) referee
(D) spectator
3. She's been the ____ champion for three years running.
(A) retiring
(B) reigning
(C) rushing
(D) raging
4. The captain got ____ off in the first half for a bad tackle.
(A) sent
(B) gone
(C) dropped
(D) given
5. It ended 1–1 — a fair ____ for both sides.
(A) draw
(B) beat
(C) lose
(D) win
6. You don't 'win somebody' in English — you ____ them.
(A) defeat
(B) score
(C) concede
(D) compete

2. Vocabulary — officiating gap-fill

Complete each sentence with ONE word or phrase from the box (correct form).

BOX: award · concede · disallow · sent off · yellow card · extra time

1. The referee ____ a penalty after the handball.
2. Our team hasn't ____ a single goal in five matches.
3. The goal was ____ for offside after a video review.
4. He got a ____ for arguing with the fourth official.

5. She was ____ in the sixtieth minute — the team had to play with ten.
6. It was still 0–0 after ninety minutes, so we went to ____.

2b. Vocabulary — discursive writing

Write 120–180 words: 'Is the win at all costs mentality in modern sports damaging to the spirit of fair play? Discuss the role of officiating and competition.'

Checklist:

- Use target lexis from the sports and officiating sections
- Use varied C1-level grammar (e.g. mixed conditionals or inversion)
- Ensure logical cohesion and smooth transitions
- Maintain a formal or semi-formal academic register

This image shows a blank sheet of white paper with horizontal blue ruling lines. On the left side, there are short vertical blue lines that serve as margins, creating a series of narrow columns. The paper is otherwise empty of any text or markings.

3. Grammar — past modals for deduction

Choose the correct past modal.

1. She's celebrating with a medal. She ____.
(A) can't have won
(B) must have won
(C) should have won
2. The stadium is empty. The game ____ yet.
(A) must have started
(B) can't have started
(C) should have started
3. He's limping badly. He ____ himself in training.
(A) might have injured
(B) must have injured
(C) can't have injured

Ask the teacher — notes to bring to class

4. The gates are locked. The match ____ hours ago.
(A) can't have finished
(B) must have finished
(C) might have finished
5. The ref waved play on — he ____ the elbow.
(A) must have seen
(B) can't have seen
(C) should have seen
6. Nobody's talking. They ____ the final.
(A) can't have lost
(B) must have lost
(C) should have lost
7. There's no way. He's the world number one — he ____ that badly.
(A) might have played
(B) can't have played
(C) must have played
8. She was ten metres clear at the last check-point. She ____ the race.
(A) can't have won
(B) must have won
(C) shouldn't have won

4. Grammar — should have / shouldn't have

Rewrite each situation as a criticism or regret using SHOULD HAVE or SHOULDN'T HAVE.

1. We didn't train hard enough. (regret)
2. The coach substituted the top scorer too early. (criticism)
3. I ate a huge meal before the race. (regret)
4. The defender wasn't marking his player at the corner.
5. You told the ref he was blind. That was a bad idea.
6. We didn't book the tickets in advance and they sold out.

5. Grammar — would rather

Rewrite each sentence using WOULD RATHER (with same or different subject).

1. I prefer to watch football at home.
2. I'd prefer it if you didn't shout at the TV.
3. She prefers to sleep than to train tonight.
4. I'd prefer it if we talked about something else.
5. He'd prefer not to go to the pub after the match.
6. I'd prefer it if the ref used VAR for every penalty.

6. Grammar — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. He must had trained really hard.

2. I should of gone to the game.
3. They can't lost — I just saw them celebrating.
4. I'd rather to stay home tonight.
5. I'd rather you don't mention that match.
6. She might have to twist her ankle in the warm-up.

7. Reading — true / false / not given

Read the short text and mark each statement T, F or NG.

In 1999, at the Champions League final in Barcelona, Manchester United were 1–0 down to Bayern Munich as the match entered injury time. Almost nobody in the stadium believed United could still win. And yet, in the space of two minutes, two substitutes — Teddy Sheringham and Ole Gunnar Solskjær — both scored, and United lifted the trophy. Their manager, Sir Alex Ferguson, said afterwards that Bayern had 'defended too deep' and should have killed the game off in normal time. The German commentator, on live television, kept repeating that it 'can't have happened' — even as it was happening.

1. United were losing 1–0 going into injury time. [T / F / NG]
2. United won because of two goals by the same player. [T / F / NG]
3. Sir Alex Ferguson said Bayern should have attacked more in normal time. [T / F / NG]
4. The German commentator used 'can't have happened' during the match. [T / F / NG]
5. The two scoring substitutes were both English. [T / F / NG]
6. The match was played in Barcelona. [T / F / NG]

8. Writing — guided task

Write 80–100 words about a real (or imagined) match you'll never forget. Use at least 2 past modals (must/should/can't have) and 1 WOULD RATHER.

Checklist:

- 80–100 words
- 2+ past modals (must/should/can't have)
- 1+ WOULD RATHER structure
- At least 2 sports vocab words

9. Listening — post-marathon interview

Listen to the interview (interviewer + athlete — clearly different voices). Answer the questions. Play twice if you need.

■ **Audio:** Post-marathon interview · ≈ 1:30

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

10. Dictation — key sentences

Listen again and complete each line with the missing words.

■ **Audio:** Marathon interview — key sentences

1. I still ____ believe I've ____.
2. My coach said I ____ have run the last ten kilometres at a ____ pace.
3. She ____ have been carrying an ____ she didn't tell anyone about.
4. Some commentators said I ____ have ____ earlier.
5. I'd ____ trust my own ____.
6. I'd rather ____ than train right now.

11. ■ Challenge — sentence transformation

Rewrite the second sentence using 2–5 words including the KEYWORD.

1. 1. I'm sure he trained very hard. → He ____ very hard. (KEYWORD: MUST)
2. 2. It's impossible she saw the foul. → She ____ the foul. (KEYWORD: CAN'T)
3. 3. My advice is not to shout at the ref. Too late. → You ____ at the ref. (KEYWORD: SHOULDN'T)
4. 4. I prefer to watch it at home. → I ____ it at home. (KEYWORD: RATHER)
5. 5. Please don't talk about that match. → I ____ about that match. (KEYWORD: RATHER)
6. 6. Perhaps she injured her ankle in the warm-up. → She ____ her ankle in the warm-up. (KEYWORD: MIGHT)

12. ■ Challenge — the weak 'have' quiz

Which spoken version is CORRECT natural English?

1. 'He must have known'

- (A) 'must HAVE known'
 - (B) 'MUS-tuv known'
 - (C) 'must of known'
2. 'She should have called'
- (A) 'should HAVE called'
 - (B) 'SHOULD-uv called'
 - (C) 'should of called'
3. 'They can't have finished'
- (A) 'can't HAVE finished'
 - (B) 'CAN-tuv finished'
 - (C) 'can't of finished'
4. 'You could have won'
- (A) 'could HAVE won'
 - (B) 'COULD-uv won'
 - (C) 'could of won'
5. Which written form is CORRECT?
- (A) 'I should of gone.'
 - (B) 'I should have gone.'
 - (C) 'I should had gone.'
6. Which written form is CORRECT?
- (A) 'They might of arrived.'
 - (B) 'They might have arrived.'
 - (C) 'They might had arrived.'

13. ■ Challenge — odd one out

Three items share a category. Pick the ODD ONE OUT.

1. 1. Officiating vocabulary:
- (A) referee
 - (B) umpire
 - (C) coach
 - (D) VAR
2. 2. Ways to lose badly / one-sidedly:
- (A) a thrashing
 - (B) a walkover
 - (C) a comeback
 - (D) 6–0 defeat
3. 3. Certainty about the past:
- (A) must have
 - (B) can't have
 - (C) might have
 - (D) MUST have
4. 4. WOULD RATHER + bare infinitive (same subject):
- (A) I'd rather stay
 - (B) She'd rather sleep
 - (C) I'd rather you stayed

(D) We'd rather leave

14. ■ Challenge — extended writing

Write a 130–160 word 'match report or opinion piece' about a real or imagined game/race. Use AT LEAST 3 past modals (must / can't / should have) and 2 WOULD RATHER structures. Use at least 4 sports vocab words.

Checklist:

- 130–160 words
- 3+ past modals (must / can't / should have)
- 2+ WOULD RATHER structures
- 4+ sports vocab words from section 4

This image shows a blank sheet of white paper with horizontal blue ruling lines. On the left side, there are short vertical blue lines that serve as margins, creating a series of narrow columns. The paper is otherwise empty of any text or markings.

15. Self-check

Tick what you can now do confidently.

- I use **MUST HAVE / CAN'T HAVE / MIGHT HAVE** + past participle to speculate about the past.
- I use **SHOULD HAVE / SHOULDN'T HAVE** + past participle to express regret or criticism.
- I use **WOULD RATHER** + bare infinitive for same-subject preferences.
- I use **WOULD RATHER** + subject + past simple for different-subject preferences.
- I know that 'should of' is **WRONG** — the correct form is 'should **HAVE**'.
- I pronounce 'must have / should have / could have' with the weak /**■v**/.
- I can describe sports, competition and officiating with B2 vocabulary.



Answer key — Class Book

Reading: the greatest comeback nobody expected

1. (C) Losing 3–0
2. (B) About six minutes
3. (B) A penalty shoot-out
4. (B) A small tactical change and a call for pride
5. (B) The magic of sport is arguing about what MIGHT have happened

Vocabulary: sports & competition

1. beat
 2. draw
 3. sent
 4. resurgence
 5. referee
 6. reigning champion
 7. adversaries
 8. hard done by
1. Our two teams have been adversaries in the cup for a decade.
 2. Nobody expected the underdog to win the final.
 3. The defender was forced to concede a penalty in the last minute.
 4. After losing the first half, the team made an incredible resurgence.
 5. The fans felt they had been hard done by.

Grammar: past modals & would rather

1. must have won
 2. must have finished
 3. can't have been
 4. might have injured
 5. must have lost
 6. can't have arrived
 7. might have given
 8. can't have seen
1. We should have trained harder.
 2. The coach shouldn't have substituted the top scorer.
 3. I shouldn't have stayed up late watching the match.
 4. The defender should have been marking his player.
 5. The referee should have checked the video.
 6. They shouldn't have shouted at the ref.
1. (B) stay
 2. (C) turned
 3. (C) didn't talk
 4. (B) sleep
 5. (A) go
 6. (C) didn't mention

Listening: post-match argument

1. They lost — they threw away a big lead in the season.
 2. The referee — 'he must have been asleep'.
 3. Watch it at home — 'I'd rather watch it at home this time'.
1. Marking the player at the back post.
 2. 'They can't have deserved that — it was never a foul.'
 3. Got a touch on the ball before being tripped.
 4. Ten points clear.
 5. Because last time he lost his voice for three days.

Ask the teacher — notes to bring to class



6. A draw ('My money's on a draw').

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

Game on - Workbook — Answer Key

1. Vocabulary - sports & competition

1. **(B)** *resurgence*
2. **(C)** *referee*
3. **(B)** *reigning*
4. **(A)** *sent*
5. **(A)** *draw*
6. **(A)** *defeat*

2. Vocabulary - officiating gap-fill

1. **awarded**
2. **conceded**
3. **disallowed**
4. **yellow card**
5. **sent off**
6. **extra time**

2b. Vocabulary - discursive writing

Sample answer

The intense pressure on athletes to defeat their adversaries has arguably transformed the nature of competition. While fans love a dramatic resurgence or an underdog pulling off a rout, the obsession with victory often leads to unsporting behaviour. In such a high-stakes environment, the referee plays a crucial role. When a goal is disallowed or a player is sent off, the fallout can be immense, leading to accusations that the spirit of the game has been lost. Even the reigning champion must eventually concede that fair play is as important as the final score. Furthermore, the introduction of technology like VAR was intended to ensure fairness, yet it often feels like it drains the emotion from the match, even in extra time. We must ask whether we would rather see a technically perfect game or one where the human element-and the occasional draw-is accepted. Ultimately, sport should be about more than just a walkover; it should be about the integrity of the contest itself.

3. Grammar - past modals for deduction

1. **(B)** *must have won*
2. **(B)** *can't have started*
3. **(A)** *might have injured*
4. **(B)** *must have finished*
5. **(B)** *can't have seen*
6. **(B)** *must have lost*
7. **(B)** *can't have played*
8. **(B)** *must have won*

4. Grammar - should have / shouldn't have

1. *We should have trained harder.*
2. *The coach shouldn't have substituted the top scorer (so early).*
3. *I shouldn't have eaten a huge meal before the race.*
4. *The defender should have been marking his player.*
5. *You shouldn't have told the ref he was blind.*
6. *We should have booked the tickets in advance.*

5. Grammar - would rather

1. *I'd rather watch football at home.*
2. *I'd rather you didn't shout at the TV.*
3. *She'd rather sleep than train tonight.*
4. *I'd rather we talked about something else.*
5. *He'd rather not go to the pub after the match.*
6. *I'd rather the ref used VAR for every penalty.*

6. Grammar - spot & fix the mistake

1. *He must HAVE trained really hard.*
2. *I should HAVE gone to the game.*
3. *They can't HAVE LOST - I just saw them celebrating.*
4. *I'd rather STAY home tonight.*
5. *I'd rather you DIDN'T mention that match.*
6. *She might HAVE TWISTED her ankle in the warm-up.*

7. Reading - true / false / not given

1. **T**
2. **F**
3. **F**
4. **T**
5. **NG**
6. **T**

8. Writing - guided task

Sample answer

The match I'll never forget was the 2018 World Cup semi-final between Croatia and England. I was watching in a Zagreb bar and the noise, when Mandžukić scored, must have been heard from space. England should have closed the game down after their early goal - they were the better side for forty minutes - but they didn't. Croatia can't have believed how much space they had in extra time. Honestly, I'd rather remember that night than any club match I've ever seen. The whole city stayed out until sunrise.

9. Listening - post-marathon interview

1. *It hasn't sunk in yet - she still can't believe she's won.*
2. *Tenth.*
3. *A personal-best pace.*
4. *She must have been carrying an injury she didn't tell anyone about.*
5. *Attacked earlier in the race.*
6. *She'd rather trust her own strategy - attacking at 15 km could have made her 'blow up'.*
7. *Sleep rather than train.*

10. Dictation - key sentences

1. *can't / won*
2. *must / personal-best*
3. *must / injury*
4. *should / attacked*
5. *rather / strategy*
6. *sleep*

11. ■ Challenge - sentence transformation

1. *must have trained*
2. *can't have seen*
3. *shouldn't have shouted*
4. *'d rather watch*
5. *'d rather you didn't talk*
6. *might have injured*

12. ■ Challenge - the weak 'have' quiz

1. **(B)** *'MUS-tuv known'*
2. **(B)** *'SHOULD-uv called'*
3. **(B)** *'CAN-tuv finished'*
4. **(B)** *'COULD-uv won'*
5. **(B)** *'I should have gone.'*
6. **(B)** *'They might have arrived.'*

13. ■ Challenge - odd one out

1. **(C)** *coach*
2. **(C)** *a comeback*
3. **(C)** *might have*
4. **(C)** *I'd rather you stayed*

14. ■ Challenge - extended writing

Sample answer

Last night's derby was a walkover - and honestly, we should have won by more. Their goalkeeper must have made ten saves in the first half alone; on any other night three of those go in. Our new striker can't have played a better game: two goals, an assist, and a masterclass in holding the ball up. The referee, though, was the story. He should have shown their captain a straight red for the elbow in the second half - instead a yellow card, and they finished the match with eleven. Our coach was diplomatic afterwards ('mistakes happen, we'll move on'), but I'd rather he told the truth. We deserved that title-decider. Next week we play the league leaders away. I'd rather we approached that match with the same intensity - because if we don't, we'll be second again.

15. Self-check

Self-assessment — no fixed answers.

Game on — Workbook — Answer Key

1. Vocabulary — sports & competition

1. **(B)** *resurgence*
2. **(C)** *referee*
3. **(B)** *reigning*
4. **(A)** *sent*
5. **(A)** *draw*
6. **(A)** *defeat*

2. Vocabulary — officiating gap-fill

1. **awarded**
2. **conceded**
3. **disallowed**
4. **yellow card**
5. **sent off**
6. **extra time**

2b. Vocabulary — discursive writing

Sample answer

The intense pressure on athletes to defeat their adversaries has arguably transformed the nature of competition. While fans love a dramatic resurgence or an underdog pulling off a rout, the obsession with victory often leads to unsporting behaviour. In such a high-stakes environment, the referee plays a crucial role. When a goal is disallowed or a player is sent off, the fallout can be immense, leading to accusations that the spirit of the game has been lost. Even the reigning champion must eventually concede that fair play is as important as the final score. Furthermore, the introduction of technology like VAR was intended to ensure fairness, yet it often feels like it drains the emotion from the match, even in extra time. We must ask whether we would rather see a technically perfect game or one where the human element—and the occasional draw—is accepted. Ultimately, sport should be about more than just a walkover; it should be about the integrity of the contest itself.

3. Grammar — past modals for deduction

1. **(B)** *must have won*
2. **(B)** *can't have started*
3. **(A)** *might have injured*
4. **(B)** *must have finished*
5. **(B)** *can't have seen*
6. **(B)** *must have lost*
7. **(B)** *can't have played*
8. **(B)** *must have won*

4. Grammar — should have / shouldn't have

1. *We should have trained harder.*
2. *The coach shouldn't have substituted the top scorer (so early).*
3. *I shouldn't have eaten a huge meal before the race.*
4. *The defender should have been marking his player.*
5. *You shouldn't have told the ref he was blind.*
6. *We should have booked the tickets in advance.*

5. Grammar — would rather

1. *I'd rather watch football at home.*
2. *I'd rather you didn't shout at the TV.*
3. *She'd rather sleep than train tonight.*
4. *I'd rather we talked about something else.*
5. *He'd rather not go to the pub after the match.*
6. *I'd rather the ref used VAR for every penalty.*

6. Grammar — spot & fix the mistake

1. *He must HAVE trained really hard.*
2. *I should HAVE gone to the game.*
3. *They can't HAVE LOST — I just saw them celebrating.*
4. *I'd rather STAY home tonight.*
5. *I'd rather you DIDN'T mention that match.*
6. *She might HAVE TWISTED her ankle in the warm-up.*

7. Reading — true / false / not given

1. **T**
2. **F**
3. **F**
4. **T**
5. **NG**
6. **T**

8. Writing — guided task

Sample answer

The match I'll never forget was the 2018 World Cup semi-final between Croatia and England. I was watching in a Zagreb bar and the noise, when Mandžukić scored, must have been heard from space. England should have closed the game down after their early goal — they were the better side for forty minutes — but they didn't. Croatia can't have believed how much space they had in extra time. Honestly, I'd rather remember that night than any club match I've ever seen. The whole city stayed out until sunrise.

9. Listening — post-marathon interview

1. *It hasn't sunk in yet — she still can't believe she's won.*
2. *Tenth.*
3. *A personal-best pace.*
4. *She must have been carrying an injury she didn't tell anyone about.*
5. *Attacked earlier in the race.*
6. *She'd rather trust her own strategy — attacking at 15 km could have made her 'blow up'.*
7. *Sleep rather than train.*

10. Dictation — key sentences

1. *can't / won*
2. *must / personal-best*
3. *must / injury*
4. *should / attacked*
5. *rather / strategy*
6. *sleep*

11. ■ Challenge — sentence transformation

1. *must have trained*
2. *can't have seen*
3. *shouldn't have shouted*
4. *'d rather watch*
5. *'d rather you didn't talk*
6. *might have injured*

12. ■ Challenge — the weak 'have' quiz

1. **(B)** *'MUS-tuv known'*
2. **(B)** *'SHOULD-uv called'*
3. **(B)** *'CAN-tuv finished'*
4. **(B)** *'COULD-uv won'*
5. **(B)** *'I should have gone.'*
6. **(B)** *'They might have arrived.'*

13. ■ Challenge — odd one out

1. **(C)** *coach*
2. **(C)** *a comeback*
3. **(C)** *might have*
4. **(C)** *I'd rather you stayed*

14. ■ Challenge — extended writing*Sample answer*

Last night's derby was a walkover — and honestly, we should have won by more. Their goalkeeper must have made ten saves in the first half alone; on any other night three of those go in. Our new striker can't have played a better game: two goals, an assist, and a masterclass in holding the ball up. The referee, though, was the story. He should have shown their captain a straight red for the elbow in the second half — instead a yellow card, and they finished the match with eleven. Our coach was diplomatic afterwards ('mistakes happen, we'll move on'), but I'd rather he told the truth. We deserved that title-decider. Next week we play the league leaders away. I'd rather we approached that match with the same intensity — because if we don't, we'll be second again.

15. Self-check*Self-assessment — no fixed answers.*



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 7 · 7B

The show must go on

Theme · On Stage



Unit 7 · 7B

The show must go on

Theme: On Stage



Learning objectives

- Use VERBS OF THE SENSES (look, sound, feel, taste, smell) + adjective / + like + noun / + as if + clause.
- Distinguish 'see' vs 'look at' vs 'watch' and 'hear' vs 'listen to' in natural speech.
- Describe body language and movement precisely: nod, shrug, wave, kneel, tremble, whisper, sigh, stare, grin, mumble, wander.
- Pronounce common SILENT CONSONANTS correctly (kn-, wr-, -mb, -sten/-stle, -gn/-gh).
- Describe a scene, a photo, a performance or a body reaction with B2 vocabulary.
- Write a short backstage report using the target grammar and lexis.

Ask the teacher — notes to bring to class



Class Book

Warm-up · trust your senses

Pick ONE prompt. Answer for your partner in full sentences — 30 seconds each.

The last live performance I saw was...

A place that always smells like childhood is...

Something that sounds better than it looks is...

A song or piece of music that makes me want to move is...

A live show I'd pay any money to see is...

followUp: Listen for any 'looks / sounds / feels / tastes / smells' + adjective — those are today's grammar.

Lead-in: read the room

Match each situation to the most natural sensory reaction. Notice how the verb works with the adjective, the noun, or the clause.

1. Your friend has just come off stage after a two-hour show, cheeks red and shirt soaked.
 2. The theatre café has just opened for the interval, and something is baking.
 3. Backstage, the dancer picks up an unlabelled bottle of water and takes a sip.
 4. You hear the orchestra warming up behind the curtain — random notes, no rhythm.
 5. The lead actor walks into the dressing room and drops onto the sofa without a word.
 6. The stage manager brushes past you carrying a large piece of scenery.
- a) 'It smells like fresh bread in here.'
 - b) 'This tastes weird — is this water or vodka?'
 - c) 'You look absolutely exhausted.'
 - d) 'It sounds like a rehearsal, not a symphony.'
 - e) 'He looks as if he's about to fall asleep.'
 - f) 'That set piece feels heavier than it looks.'

1 → c · look + adjective (exhausted)

2 → a · smell + like + noun (fresh bread)

3 → b · taste + adjective (weird)

4 → d · sound + like + noun (a rehearsal)

5 → e · look + as if + clause

6 → f · feel + comparative (heavier than...)

followUp: Rule of thumb: SENSE + adjective ('looks tired'), SENSE + like + noun ('smells like coffee'), SENSE + as if / as though + clause ('sounds as if he's crying').

Ask the teacher — notes to bring to class



Reading: what the audience never sees

The moment the curtain rises, an audience sees magic. What it does not see is the machinery — literal and human — that produces that magic. Every performance in a major theatre is, in fact, the tip of a very large iceberg. For every actor on stage, there are eight or nine people working out of sight: dressers, sound engineers, stage managers, technicians, dancers waiting in the wings, an assistant director whispering last-minute notes into a headset.

Backstage feels nothing like the stage. It is cramped, hot, dimly lit, and it smells of dust, sweat, and — if you're lucky — coffee. Voices are kept to a murmur. People move like cats, weaving through cables and set pieces without ever making a sound. If you watched the wings during a scene change, you would see fifteen or twenty people moving in perfect silence, each one focused on their own square metre of the operation.

What surprises most first-time visitors is the language of the body. Backstage, everybody speaks in gestures. A stage manager holds up three fingers and every dancer knows they have three minutes. A wave of the hand from the wings means 'go now'. A grimace across the stage means 'my microphone is dead'. A quick nod between two actors, in the middle of a scene, means 'I'm here, I've got your line if you drop it'. None of this is written down; all of it is learned in rehearsal and passed down between generations of performers.

The great theatre director Peter Brook once said that theatre is 'the art of the almost-mistake'. Anyone who has spent time backstage will tell you he was being polite. Real theatre is the art of the actual mistake — a missed cue, a broken prop, a piece of scenery that refuses to move — and of the human choreography that hides it. The audience sees the show; the crew sees the recovery. And if the show must go on, it is because, one gesture at a time, the invisible people behind the curtain make absolutely sure that it does.

1. According to the text, roughly how many people work backstage for every performer on stage?
 - (A) One or two
 - (B) Three or four
 - (C) Eight or nine
2. How is the backstage atmosphere described in paragraph 2?
 - (A) Bright, cool and spacious
 - (B) Cramped, hot, dimly lit and silent
 - (C) Loud, chaotic and stressful
3. What does a stage manager holding up three fingers mean?
 - (A) Three actors are missing
 - (B) You have three minutes
 - (C) Take the third exit

Ask the teacher — notes to bring to class



4. What does the writer say a quick nod between two actors mid-scene often means?
- (A) 'Look at the audience'
 - (B) 'I'm here — I've got your line if you drop it'
 - (C) 'Speak more slowly'
5. What is the writer's main point in the final paragraph?
- (A) Theatre is more dangerous than most jobs
 - (B) The show goes on because invisible people hide every mistake
 - (C) Peter Brook was too polite about the reality of theatre

Sensory & backstage vocabulary in context

Match each expression to its closest meaning.

the wings — the sides of a stage, hidden from the audience

a set piece — a large piece of scenery that stands on stage

a cue — a signal for an actor to speak or move

a prop — a small object an actor uses (a cup, a letter, a phone)

a scene change — the moment when scenery is moved during a show

move like cats — move silently and precisely, without being seen

Vocabulary: the body & movement

intro: At B2, replace vague verbs like 'move' or 'go' with the specific body verbs native speakers use. Small movements carry big meaning — that's why actors, dancers and writers care about them.

1. **label:** Head & face

2. **label:** Hands & arms

3. **label:** Whole body & movement

4. **label:** Voice & breath

practice

Complete each sentence with the correct verb from the box (correct form).

Ask the teacher — notes to bring to class



1. He didn't say a word — he just ____ his shoulders and walked away.

2. The child ____ into the audience and waved at her father.

3. She ____ down beside the injured dancer and asked if he was okay.

4. He ____ his throat and stepped up to the microphone.

5. Please ____ — the actors are about to come on.

6. The audience ____ when the acrobat missed the bar.

7. She kept ____ at me across the room, and I had no idea why.

8. He was so cold backstage that he ____ all through the interval.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word from this lesson's vocabulary. Keep the meaning identical.

1. He <u>lifted his shoulders briefly</u> to show he didn't know the answer.

2. She was <u>shaking slightly from the cold</u> as she waited in the wings.

3. We <u>walked slowly, with no fixed direction</u>, through the old town after the show.

4. He <u>curled a finger to invite</u> the stage manager over.

5. The audience <u>inhaled sharply in shock</u> when the acrobat slipped.

Practice 3 — discursive writing

prompt: Reflect on a moment when body language — yours or someone else's — communicated more than words could.

Ask the teacher — notes to bring to class



Use at least FOUR of the target words from this unit.

Vary sentence length and use one relative clause.

Aim for a reflective, cohesive C1 register.

sample: Before my first public presentation, I remember standing backstage, trembling slightly, while a colleague who noticed simply beckoned me over and said nothing at all. When I finally walked on and someone in the front row gasped, quietly, at the opening image on the screen, I felt a strange calm settle over me. Halfway through, I lost my place for a second; I shrugged, almost involuntarily, and the audience laughed with me rather than at me. Afterwards, instead of rushing off, I ambled through the corridor outside, replaying the whole thing. What struck me later was how little of that experience had depended on the words I'd rehearsed for weeks, and how much of it had been carried by gestures nobody had planned.

Grammar: verbs of the senses

1. SENSE + adjective (a direct impression) — Use look / sound / feel / taste / smell + ADJECTIVE for a direct impression. • 'You look tired.' • 'This soup tastes salty.' • 'The material feels soft.' • 'The trumpet sounds sharp tonight.' • 'The dressing room smells stuffy.' ✗ 'You look tiredly.' (adverb) → ✓ 'You look tired.'

2. SENSE + LIKE + noun (a comparison to a thing) — Use SENSE + LIKE + NOUN when you compare the impression to a THING or a PERSON. • 'She looks like her mother.' • 'This tastes like coffee.' • 'That music sounds like the eighties.' • 'The wig feels like real hair.'

3. SENSE + AS IF / AS THOUGH + clause (a full comparison) — Use SENSE + AS IF / AS THOUGH + CLAUSE (with a verb) for a fuller comparison. • 'He looks as if he's about to cry.' • 'It sounds as though the microphone is broken.' • 'I feel as if I've been hit by a train.' In informal English, LIKE is often used instead of AS IF / AS THOUGH: • 'You look like you've seen a ghost.'

4. Active vs passive perception verbs — SEE / HEAR / SMELL / FEEL / TASTE are PASSIVE — the sensation just happens. • 'I can see the wings from here.' • 'I heard a bang backstage.' LOOK AT / LISTEN TO / TOUCH / SMELL (deliberately) / TASTE (deliberately) are ACTIVE — you choose to use the sense. • 'She looked at the script.' • 'Listen to that applause!' WATCH = look at something over a period of time (a show, a match, a person moving). ✗ 'I saw the show three times.' — usually ✓ 'I watched it three times.'

5. Common mistakes — ✗ 'You look happily.' → ✓ 'You look happy.' (adjective, not adverb) ✗ 'It sounds a good idea.' → ✓ 'It sounds like a good idea.' (LIKE before a noun) ✗ 'It looks he is angry.' → ✓ 'It looks as if / like he is angry.' ✗ 'I was seeing the match on TV.' → ✓ 'I was watching the match on TV.' ✗ 'Listen this song!' → ✓ 'Listen TO this song!'

Exercise A — SENSE + adjective / like / as if

Complete each sentence with the correct form. Add LIKE or AS IF only if needed.

1. You look ____ (tired). Long day?

Ask the teacher — notes to bring to class



2. This coffee tastes ____ (petrol) — did the machine break?

3. The lead actor sounds ____ (he / have) a cold.

4. The dressing-room sofa feels ____ (comfortable) than mine at home.

5. That perfume smells ____ (roses) after rain.

6. The stage looks ____ (a small planet) when the spotlights hit it.

7. He looks ____ (he / be) about to cry.

8. The costume feels ____ (heavy). I can barely move in it.

Exercise B — see / look at / watch and hear / listen to

Choose the most natural verb.

1. 'Look! Can you ____ that plane in the sky?'

- (A) watch
- (B) see
- (C) look at

2. '____ this new song — I love it!'

- (A) Hear
- (B) Listen
- (C) Listen to

3. 'Every Friday, we ____ the football together.'

- (A) watch
- (B) see
- (C) look at

4. 'I ____ a noise coming from backstage. Did you?'

- (A) listened to
- (B) heard
- (C) was hearing

Ask the teacher — notes to bring to class



5. 'Please ____ the script one more time before we start.'

- (A) see
- (B) watch
- (C) look at

6. 'I ____ that new documentary last night — brilliant.'

- (A) saw
- (B) looked at
- (C) watched

Exercise C — SENSE + adjective vs SENSE + like + noun

Choose the more natural completion.

1. It sounds ____ your microphone is broken.

- (A) as
- (B) like
- (C) for

2. You look ____ your father when you're angry.

- (A) like
- (B) as
- (C) such as

3. This bread tastes ____ my grandmother's recipe.

- (A) as
- (B) like
- (C) how

4. The dressing room smells ____ vanilla — is someone burning a candle?

- (A) as
- (B) like
- (C) of

5. This costume feels ____ silk, but it's actually polyester.

- (A) as if
- (B) like
- (C) so

Ask the teacher — notes to bring to class



6. The rehearsal sounded ____ good today — the best all week.

(A) really

(B) as

(C) like

Exercise D — a review from the wings

Complete the text using ONE form from the box (each used once).

Word bank: looks · sounds like · feels as if · smells of · tastes · look as if · sounds · watch · listen to · hear

You should have been in the wings tonight. The set (1) ____ different when you see it from the side — bigger, greyer, more real. From here, the audience (2) ____ a distant sea, a low murmur that only breaks into waves when someone laughs. The actors (3) ____ they are moving through water, deliberate and slow, but on stage they will (4) ____ perfectly natural.

The dressing rooms downstairs (5) ____ old wood and hairspray. The tea from the machine (6) ____ terrible, but everyone drinks it anyway. Somewhere down the corridor, the pianist is warming up. It (7) ____ someone is teaching themselves to play — random notes, no melody — but he's actually running scales at half speed.

In a moment, the stage manager will (8) ____ their headset and count us down. If you close your eyes, you can (9) ____ the audience shift in their seats, one long collective breath before the curtain. The magic is about to start. From here, you get to (10) ____ the whole beautiful machine at work.

looks

sounds like

look as if

sounds

smells of

tastes

feels as if

listen to

hear

watch

Listening: backstage after the show

Two friends meet backstage after a performance. Notice how many verbs of the senses and body-language words they use.

Before you listen

Predict: something went visibly wrong on stage. What could it have been?

How is the audience likely to have reacted?

Ask the teacher — notes to bring to class

**First listen — gist**

1. What is the overall situation?

2. How did Speaker A know something was wrong with Speaker B?

3. What is the audience's version of the same night?

Second listen — detail

1. In which act did Speaker B nearly faint?

2. What did Speaker B feel physically?

3. What did the scene partner do?

4. According to Speaker B, what should you do when something feels wrong on stage?

5. Why does Speaker B prefer live theatre to film?

A: I'm here backstage with Amara Osei, who has just come off after the final performance of her run. Amara, you look shaken. What happened out there tonight?

B: Honestly? I nearly fainted in Act Three. The stage lights felt twice as hot as usual. I could feel my heart pounding. I kept thinking, don't stop, don't stop.

A: The audience noticed nothing. From where I was sitting, you looked completely in control.

B: That's kind of you. I think I must have looked pale, though. My scene partner glanced at me and mouthed 'are you okay?' between lines. I nodded and just carried on.

Ask the teacher — notes to bring to class



A: Body language on stage is fascinating. How much of what an audience sees is planned, and how much is real?

B: Almost everything is choreographed. Where you stand, when you turn, where your eyes go. But the tiny things — a real breath, a real tremble in the hand — those you can't fake and you shouldn't try. If something feels wrong on the night, use it. Let the audience see it.

A: You've said before that you'd rather perform live than film. Still true?

B: Absolutely. Live theatre feels alive. You hear the audience breathe. You know they can smell the same dust in the lights that you can. Film is beautiful, but I'd rather have the danger.

Speaking: describe the moment

In pairs, describe a scene you've genuinely lived (a concert, a play, a match, a wedding, a protest). You MUST use: (a) 2× SENSE + adjective, (b) 1× SENSE + like + noun, (c) 1× SENSE + as if + clause, (d) 3 body/movement verbs from section 4, (e) 1× see / watch / hear / listen to used correctly.

1. **label:** The place · **hint:** 'It looked / smelled / sounded / felt like...'

2. **label:** The people · **hint:** 'A woman near me was ___ing...'

3. **label:** The moment it changed · **hint:** 'And then suddenly...'

4. **label:** Your body reaction · **hint:** 'I ___ (nodded / gasped / trembled...)'

5. **label:** Your verdict · **hint:** 'It looked as if... / it sounded like...'

example: The clearest memory I have is of a small jazz club in Lisbon. It looked like somebody's grandmother's living room — tiny, warm, full of mismatched chairs — and it smelled of old wood and cigarettes, even though nobody was smoking anymore. The singer was maybe seventy years old. She sat down at the microphone, cleared her throat, and gave the pianist a slow nod. Then she started to sing, very quietly, almost whispering the first line. I felt as if I had walked into someone else's private grief. The woman next to me started to cry silently; I trembled a little myself. Nobody in the room moved for the whole song. When it ended, we didn't clap for maybe five seconds — we just sighed. I've watched a hundred concerts since. Nothing has ever sounded like that one.

challenge: ■ Extra ■ if you slip in 3 words with SILENT CONSONANTS (knelt, whispered, listened, wrong, thumb, sigh, castle...) AND pronounce them correctly.

Ask the teacher — notes to bring to class



Writing mini-task — 'from the wings' (100–120 words)

Write a short backstage report about a real (or imagined) performance. You **MUST** use: 3× **SENSE** verbs (look / sound / feel / taste / smell), 1× **SENSE** + **AS IF** + clause, 4 body/movement verbs from section 4, and 2 words with **SILENT CONSONANTS**. Underline every target structure.

Wrap-up · three-curtain call

Three quick prompts. Pick **ONE** and finish it out loud. Class votes on the sharpest description.

1. **label:** Curtain 1 — a sense · **prompt:** A room I can still smell, years later, is...

2. **label:** Curtain 2 — a body memory · **prompt:** The moment I remember most clearly is my hands / feet ____ing when...

3. **label:** Curtain 3 — a verdict · **prompt:** The best live performance I've ever seen looked / sounded / felt like...

Ask the teacher — notes to bring to class



Workbook — home practice

Ask the teacher — notes to bring to class

The show must go on - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - body & movement

Choose the word that fits best.

1. She didn't answer - she just ____ her shoulders and walked off.
(A) nodded
(B) shrugged
(C) waved
(D) applauded
2. Please ____ - the actors are about to start.
(A) mutter
(B) gasp
(C) whisper
(D) sigh
3. The audience ____ when the acrobat missed the bar.
(A) yawned
(B) gasped
(C) applauded
(D) sighed
4. He kept ____ at the ceiling all through the interview - he was clearly bored.
(A) staring
(B) grinning
(C) winking
(D) trembling
5. The old man ____ on his walking stick and made his way down the aisle.
(A) knelt
(B) leaned
(C) waved
(D) shrugged
6. The lead dancer ____ down beside the pianist to whisper instructions.
(A) knelt
(B) climbed
(C) yawned
(D) beamed

2. Vocabulary - backstage gap-fill

Complete each sentence with ONE word or phrase from the box (correct form).

BOX: the wings · a prop · a cue · a set piece · a scene change · backstage

1. During ____, twenty crew members move in perfect silence.
2. The stage manager waited in ____, waiting for the perfect moment.
3. He almost forgot to bring ____ - the small silver key that unlocks the plot.
4. The huge castle wall is one of the heaviest ____ in the show.

5. The lead actor missed her ____ and stared into space for two full seconds.
6. The magic happens on stage; the mistakes happen ____.

2b. Vocabulary - discursive writing

Write 120-180 words: 'The magic of theatre depends on the seamless coordination between what happens on stage and backstage. Discuss the physical and technical demands of a live performance.'

Checklist:

- [] Use target lexis from the body movement and backstage sections
- [] Use varied C1-level grammar (e.g. inversion or cleft sentences)
- [] Ensure logical cohesion and smooth transitions
- [] Maintain a formal or semi-formal academic register

[illegible]

3. Grammar - verbs of the senses (+ adjective / like / as if)

Choose the correct form.

1. You look ____.
(A) tiredly
(B) tired
(C) like tired
2. It sounds ____ a great idea.
(A) as
(B) like
(C) so
3. He looks ____ he's about to cry.
(A) like
(B) as if
(C) as

4. This costume feels ____ silk, but it's polyester.
(A) as
(B) like
(C) as if
5. The dressing room smells ____ vanilla - is someone burning a candle?
(A) as
(B) like
(C) for
6. The old actor's voice sounds ____ tonight - hoarse and quiet.
(A) differently
(B) different
(C) as different
7. It smells ____ old wood and hairspray back here.
(A) as
(B) of
(C) as if
8. You look ____ you've seen a ghost.
(A) like
(B) as
(C) such as

4. Grammar - see / look at / watch and hear / listen to

Choose the more natural verb.

1. 'Every Saturday, we ____ the football together.'
(A) watch
(B) see
(C) look at
2. 'Look! Can you ____ that plane?'
(A) watch
(B) see
(C) look at
3. '____ this new song - I love it!'
(A) Hear
(B) Listen
(C) Listen to
4. 'I ____ a strange noise coming from the wings.'
(A) listened to
(B) heard
(C) was hearing
5. 'Please ____ your lines one more time before the show.'
(A) see
(B) watch
(C) look at
6. 'I ____ that new play at the National last week.'
(A) saw

- (B) looked at
- (C) watched

5. Grammar - rewrite with SENSE verbs

Rewrite each sentence using a verb of the senses (look / sound / feel / taste / smell).

1. I think you're tired.
2. This soup has too much salt in it.
3. I have the impression that he's about to faint.
4. I think that idea is a good one.
5. The material is like real silk.
6. The room has a very stuffy atmosphere tonight.

6. Grammar - spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. You look happily today.
2. It sounds a great idea.
3. He looks he is angry.
4. I was seeing the match on TV yesterday.
5. Listen this song, please.
6. The costume feels as silk.

7. Reading - true / false / not given

Read the short text and mark each statement T, F or NG.

In the famous 1988 revival of 'The Phantom of the Opera' on Broadway, a large chandelier is designed to fall from the ceiling towards the audience. On the opening night, a small mechanical fault meant the chandelier stopped halfway. The lead actor, without breaking character, simply looked up, sighed, shrugged his shoulders, and delivered his next line early. The audience, sensing something was wrong but not quite understanding what, applauded anyway. Backstage, twelve technicians were running in complete silence, trying to fix the mechanism. The chandelier finished its fall - three minutes late - during a musical number that was originally supposed to be a quiet duet. The next morning, the review in The New York Times called the moment 'the best piece of improvisation on Broadway in a decade'.

1. The chandelier is supposed to fall towards the audience. [T / F / NG]
2. The lead actor stopped the show when the fault happened. [T / F / NG]
3. The audience realised exactly what had gone wrong. [T / F / NG]
4. Twelve technicians ran to fix the chandelier backstage. [T / F / NG]
5. The chandelier eventually fell during a solo song. [T / F / NG]
6. The New York Times review was written by a former actor. [T / F / NG]

8. Writing - guided task

Write 80-100 words describing a place you know well using the five senses. Use at least 4 SENSE verbs (look / sound / feel / taste / smell) and 1× AS IF / LIKE + clause.

Checklist:

- [] 80-100 words
- [] 4+ SENSE verbs (look / sound / feel / taste / smell)
- [] 1+ AS IF / LIKE + clause
- [] At least 2 body/movement verbs

[illegible]

9. Listening - backstage interview

Listen to the interview (interviewer + performer - clearly different voices). Answer the questions. Play twice if you need.

Audio: Backstage interview · ≈ 1:40

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

10. Dictation - key sentences

Listen again and complete each line with the missing words.

Audio: Backstage interview - key sentences

1. The stage lights ____ twice as ____ as usual.
2. I could feel my ____ pounding.
3. I think I must have ____ pale.
4. My scene partner glanced at me and ____ 'are you okay?'
5. A real ____ in the hand - those you can't fake.
6. You hear the audience ____.

Ask the teacher — notes to bring to class

11. ■ Challenge - sentence transformation

Rewrite the second sentence using 2-5 words including the KEYWORD.

1. 1. You seem tired. → You _____. (KEYWORD: LOOK)
2. 2. He seems to be about to cry. → He _____ about to cry. (KEYWORD: AS IF)
3. 3. This has the taste of coffee. → This _____ coffee. (KEYWORD: LIKE)
4. 4. I watched the match on TV. → I _____ TV. (KEYWORD: WATCHED)
5. 5. Pay attention to this song. → _____ this song. (KEYWORD: LISTEN)
6. 6. That's a nice-sounding idea. → That _____ a nice idea. (KEYWORD: SOUNDS)

12. ■ Challenge - silent-letter quiz

Which LETTER is silent in each word?

1. 'knight'
(A) K
(B) N
(C) GH
(D) K and GH
2. 'wrestle'
(A) W
(B) R
(C) T
(D) None
3. 'thumb'
(A) H
(B) U
(C) B
(D) None
4. 'castle'
(A) C
(B) T
(C) L
(D) E
5. 'sign'
(A) S
(B) G
(C) N
(D) None
6. 'listen'
(A) S
(B) T
(C) N
(D) None
7. 'honest'
(A) H

- (B) O
- (C) T
- (D) None

8. 'muscle'

- (A) M
- (B) C
- (C) S
- (D) None

13. ■ Challenge - odd one out

Three items share a category. Pick the ODD ONE OUT.

1. 1. Body movements you make with your HEAD:

- (A) nod
- (B) frown
- (C) shrug
- (D) wink

2. 2. Voice / breath actions:

- (A) whisper
- (B) sigh
- (C) gasp
- (D) beckon

3. 3. Words with a SILENT letter:

- (A) knee
- (B) thumb
- (C) listen
- (D) actor

4. 4. Verbs that need LIKE + noun after them:

- (A) 'It sounds ____ a good idea.'
- (B) 'She looks ____ her mother.'
- (C) 'This tastes ____ coffee.'
- (D) 'You look ____ tired.'

14. ■ Challenge - extended writing

Write 130-160 words describing 'a moment I'll never forget from a live performance' (concert, play, sports event...). Use AT LEAST 4 SENSE verbs, 2 AS IF / LIKE + clause, 5 body/movement verbs, and 3 words with silent consonants.

Checklist:

- ☐ 130-160 words
- ☐ 4+ SENSE verbs (look / sound / feel / taste / smell)
- ☐ 2+ AS IF / LIKE + clause
- ☐ 5+ body/movement verbs
- ☐ 3+ silent-consonant words (whispered, knelt, thumb, sigh, castle, listened, wrong...)

15. Self-check

Tick what you can now do confidently.

- ☐ I use look / sound / feel / taste / smell + ADJECTIVE for a direct impression.
- ☐ I use SENSE + LIKE + noun to compare an impression to a thing or person.
- ☐ I use SENSE + AS IF / AS THOUGH + clause for a full comparison.
- ☐ I know when to use SEE, LOOK AT and WATCH (and HEAR vs LISTEN TO).
- ☐ I can describe body language and movement with at least 10 specific verbs.
- ☐ I do NOT pronounce the silent letters in knee, wrist, thumb, listen, sign, sigh.
- ☐ I can describe a place, a person or a scene using multiple senses in one paragraph.

The show must go on — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — body & movement

Choose the word that fits best.

1. She didn't answer — she just ____ her shoulders and walked off.
(A) nodded
(B) shrugged
(C) waved
(D) applauded
2. Please ____ — the actors are about to start.
(A) mutter
(B) gasp
(C) whisper
(D) sigh
3. The audience ____ when the acrobat missed the bar.
(A) yawned
(B) gasped
(C) applauded
(D) sighed
4. He kept ____ at the ceiling all through the interview — he was clearly bored.
(A) staring
(B) grinning
(C) winking
(D) trembling
5. The old man ____ on his walking stick and made his way down the aisle.
(A) knelt
(B) leaned
(C) waved
(D) shrugged
6. The lead dancer ____ down beside the pianist to whisper instructions.
(A) knelt
(B) climbed
(C) yawned
(D) beamed

2. Vocabulary — backstage gap-fill

Complete each sentence with ONE word or phrase from the box (correct form).

BOX: the wings · a prop · a cue · a set piece · a scene change · backstage

1. During ____, twenty crew members move in perfect silence.
2. The stage manager waited in ____, waiting for the perfect moment.
3. He almost forgot to bring ____ — the small silver key that unlocks the plot.
4. The huge castle wall is one of the heaviest ____ in the show.

5. The lead actor missed her ____ and stared into space for two full seconds.
6. The magic happens on stage; the mistakes happen ____.

2b. Vocabulary — discursive writing

Write 120–180 words: 'The magic of theatre depends on the seamless coordination between what happens on stage and backstage. Discuss the physical and technical demands of a live performance.'

Checklist:

- Use target lexis from the body movement and backstage sections
- Use varied C1-level grammar (e.g. inversion or cleft sentences)
- Ensure logical cohesion and smooth transitions
- Maintain a formal or semi-formal academic register

[illegible]

3. Grammar — verbs of the senses (+ adjective / like / as if)

Choose the correct form.

1. You look ____.
(A) tiredly
(B) tired
(C) like tired
2. It sounds ____ a great idea.
(A) as
(B) like
(C) so
3. He looks ____ he's about to cry.
(A) like
(B) as if
(C) as

Ask the teacher — notes to bring to class

4. This costume feels ____ silk, but it's polyester.
(A) as
(B) like
(C) as if
5. The dressing room smells ____ vanilla — is someone burning a candle?
(A) as
(B) like
(C) for
6. The old actor's voice sounds ____ tonight — hoarse and quiet.
(A) differently
(B) different
(C) as different
7. It smells ____ old wood and hairspray back here.
(A) as
(B) of
(C) as if
8. You look ____ you've seen a ghost.
(A) like
(B) as
(C) such as

4. Grammar — see / look at / watch and hear / listen to

Choose the more natural verb.

1. 'Every Saturday, we ____ the football together.'
(A) watch
(B) see
(C) look at
2. 'Look! Can you ____ that plane?'
(A) watch
(B) see
(C) look at
3. '____ this new song — I love it!'
(A) Hear
(B) Listen
(C) Listen to
4. 'I ____ a strange noise coming from the wings.'
(A) listened to
(B) heard
(C) was hearing
5. 'Please ____ your lines one more time before the show.'
(A) see
(B) watch
(C) look at
6. 'I ____ that new play at the National last week.'
(A) saw

- (B) looked at
- (C) watched

5. Grammar — rewrite with SENSE verbs

Rewrite each sentence using a verb of the senses (look / sound / feel / taste / smell).

1. I think you're tired.
2. This soup has too much salt in it.
3. I have the impression that he's about to faint.
4. I think that idea is a good one.
5. The material is like real silk.
6. The room has a very stuffy atmosphere tonight.

6. Grammar — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. You look happily today.
2. It sounds a great idea.
3. He looks he is angry.
4. I was seeing the match on TV yesterday.
5. Listen this song, please.
6. The costume feels as silk.

7. Reading — true / false / not given

Read the short text and mark each statement T, F or NG.

In the famous 1988 revival of 'The Phantom of the Opera' on Broadway, a large chandelier is designed to fall from the ceiling towards the audience. On the opening night, a small mechanical fault meant the chandelier stopped halfway. The lead actor, without breaking character, simply looked up, sighed, shrugged his shoulders, and delivered his next line early. The audience, sensing something was wrong but not quite understanding what, applauded anyway. Backstage, twelve technicians were running in complete silence, trying to fix the mechanism. The chandelier finished its fall — three minutes late — during a musical number that was originally supposed to be a quiet duet. The next morning, the review in The New York Times called the moment 'the best piece of improvisation on Broadway in a decade'.

1. The chandelier is supposed to fall towards the audience. [T / F / NG]
2. The lead actor stopped the show when the fault happened. [T / F / NG]
3. The audience realised exactly what had gone wrong. [T / F / NG]
4. Twelve technicians ran to fix the chandelier backstage. [T / F / NG]
5. The chandelier eventually fell during a solo song. [T / F / NG]
6. The New York Times review was written by a former actor. [T / F / NG]

8. Writing — guided task

Write 80–100 words describing a place you know well using the five senses. Use at least 4 SENSE verbs (look / sound / feel / taste / smell) and 1× AS IF / LIKE + clause.

Checklist:

- 80–100 words
 - 4+ SENSE verbs (look / sound / feel / taste / smell)
 - 1+ AS IF / LIKE + clause
 - At least 2 body/movement verbs
-
-
-
-
-
-
-
-
-
-
-
-

9. Listening — backstage interview

Listen to the interview (interviewer + performer — clearly different voices). Answer the questions. Play twice if you need.

■ **Audio:** Backstage interview · ≈ 1:40

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

10. Dictation — key sentences

Listen again and complete each line with the missing words.

■ **Audio:** Backstage interview — key sentences

1. The stage lights ____ twice as ____ as usual.
2. I could feel my ____ pounding.
3. I think I must have ____ pale.
4. My scene partner glanced at me and ____ 'are you okay?'
5. A real ____ in the hand — those you can't fake.
6. You hear the audience ____.

11. ■ Challenge — sentence transformation

Rewrite the second sentence using 2–5 words including the KEYWORD.

1. 1. You seem tired. → You _____. (KEYWORD: LOOK)
2. 2. He seems to be about to cry. → He _____ about to cry. (KEYWORD: AS IF)
3. 3. This has the taste of coffee. → This _____ coffee. (KEYWORD: LIKE)
4. 4. I watched the match on TV. → I _____ TV. (KEYWORD: WATCHED)
5. 5. Pay attention to this song. → _____ this song. (KEYWORD: LISTEN)
6. 6. That's a nice-sounding idea. → That _____ a nice idea. (KEYWORD: SOUNDS)

12. ■ Challenge — silent-letter quiz

Which LETTER is silent in each word?

1. 'knight'
(A) K
(B) N
(C) GH
(D) K and GH
2. 'wrestle'
(A) W
(B) R
(C) T
(D) None
3. 'thumb'
(A) H
(B) U
(C) B
(D) None
4. 'castle'
(A) C
(B) T
(C) L
(D) E
5. 'sign'
(A) S
(B) G
(C) N
(D) None
6. 'listen'
(A) S
(B) T
(C) N
(D) None
7. 'honest'
(A) H

- (B) O
- (C) T
- (D) None

8. 'muscle'

- (A) M
- (B) C
- (C) S
- (D) None

13. ■ Challenge — odd one out

Three items share a category. Pick the ODD ONE OUT.

1. 1. Body movements you make with your HEAD:

- (A) nod
- (B) frown
- (C) shrug
- (D) wink

2. 2. Voice / breath actions:

- (A) whisper
- (B) sigh
- (C) gasp
- (D) beckon

3. 3. Words with a SILENT letter:

- (A) knee
- (B) thumb
- (C) listen
- (D) actor

4. 4. Verbs that need LIKE + noun after them:

- (A) 'It sounds ___ a good idea.'
- (B) 'She looks ___ her mother.'
- (C) 'This tastes ___ coffee.'
- (D) 'You look ___ tired.'

14. ■ Challenge — extended writing

Write 130–160 words describing 'a moment I'll never forget from a live performance' (concert, play, sports event...). Use AT LEAST 4 SENSE verbs, 2 AS IF / LIKE + clause, 5 body/movement verbs, and 3 words with silent consonants.

Checklist:

- 130–160 words
- 4+ SENSE verbs (look / sound / feel / taste / smell)
- 2+ AS IF / LIKE + clause
- 5+ body/movement verbs
- 3+ silent-consonant words (whispered, knelt, thumb, sigh, castle, listened, wrong...)

15. Self-check

Tick what you can now do confidently.

- I use look / sound / feel / taste / smell + ADJECTIVE for a direct impression.
- I use SENSE + LIKE + noun to compare an impression to a thing or person.
- I use SENSE + AS IF / AS THOUGH + clause for a full comparison.
- I know when to use SEE, LOOK AT and WATCH (and HEAR vs LISTEN TO).
- I can describe body language and movement with at least 10 specific verbs.
- I do NOT pronounce the silent letters in knee, wrist, thumb, listen, sign, sigh.
- I can describe a place, a person or a scene using multiple senses in one paragraph.



Answer key — Class Book

Reading: what the audience never sees

1. (C) Eight or nine
2. (B) Cramped, hot, dimly lit and silent
3. (B) You have three minutes
4. (B) 'I'm here — I've got your line if you drop it'
5. (B) The show goes on because invisible people hide every mistake

Vocabulary: the body & movement

1. shrugged
 2. beamed
 3. knelt
 4. cleared
 5. whisper
 6. gasped
 7. staring
 8. trembled
1. He shrugged to show he didn't know the answer.
 2. She was trembling as she waited in the wings.
 3. We ambled through the old town after the show.
 4. He beckoned the stage manager over.
 5. The audience gasped when the acrobat slipped.

Grammar: verbs of the senses

1. tired
 2. like petrol
 3. as if he has
 4. more comfortable
 5. like roses
 6. like a small planet
 7. as if he is / as though he is
 8. heavy
1. (B) see
 2. (C) Listen to
 3. (A) watch
 4. (B) heard
 5. (C) look at
 6. (C) watched
1. (B) like
 2. (A) like
 3. (B) like
 4. (B) like
 5. (B) like
 6. (A) really

Listening: backstage after the show

1. Two friends have just come off stage; one nearly fainted mid-scene and there was a lighting problem.
2. By body language — Speaker B looked pale and their scene partner mouthed 'are you okay?'.- 3. They noticed nothing — from the seats, Speaker B 'looked completely in control'.- 1. Act Three.
- 2. That the stage lights were twice as hot as usual; heart pounding.
- 3. Glanced at Speaker B and mouthed 'are you okay?' between lines.
- 4. Use it — let the audience see it, don't try to hide a real breath or a real tremble.

Ask the teacher — notes to bring to class



5. Live theatre 'feels alive' — you hear the audience breathe, they smell the same dust. Film is beautiful, but there's no danger.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

The show must go on - Workbook — Answer Key

1. Vocabulary - body & movement

1. **(B)** *shrugged*
2. **(C)** *whisper*
3. **(B)** *gasped*
4. **(A)** *staring*
5. **(B)** *leaned*
6. **(A)** *knelt*

2. Vocabulary - backstage gap-fill

1. **a scene change**
2. **the wings**
3. **a prop**
4. **set pieces**
5. **cue**
6. **backstage**

2b. Vocabulary - discursive writing

Sample answer

A successful theatrical production is a feat of precision and physical control. While the audience sees the lead actor kneel or deliver a line with a dramatic gasp, the real work often happens in the wings. Technicians manage complex scene changes and set pieces in near-total silence, ensuring that every prop is in place for the next cue. For the performer, the stage is a place of intense scrutiny; a single shrug or a nervous stare can be magnified by the lights. They must project their voice, even when they whisper, to reach the back of the house. This requires a level of physical discipline that is rarely seen in other professions. As the actors lean into their roles, they must remain aware of their movement and the space around them. When the curtain falls and the audience applauds, it is a tribute to both the visible artistry and the hidden choreography that takes place backstage to make the performance feel effortless and alive.

3. Grammar - verbs of the senses (+ adjective / like / as if)

1. **(B)** *tired*
2. **(B)** *like*
3. **(B)** *as if*
4. **(B)** *like*
5. **(B)** *like*
6. **(B)** *different*
7. **(B)** *of*
8. **(A)** *like*

4. Grammar - see / look at / watch and hear / listen to

1. **(A)** watch
2. **(B)** see
3. **(C)** Listen to
4. **(B)** heard
5. **(C)** look at
6. **(A)** saw

5. Grammar - rewrite with SENSE verbs

1. *You look tired.*
2. *This soup tastes (too) salty.*
3. *He looks as if he's about to faint.*
4. *That sounds like a good idea.*
5. *The material feels like (real) silk.*
6. *The room feels stuffy tonight.*

6. Grammar - spot & fix the mistake

1. *You look HAPPY today.*
2. *It sounds LIKE a great idea.*
3. *He looks AS IF / LIKE he is angry.*
4. *I was WATCHING the match on TV yesterday.*
5. *Listen TO this song, please.*
6. *The costume feels LIKE silk.*

7. Reading - true / false / not given

1. **T**
2. **F**
3. **F**
4. **T**
5. **F**
6. **NG**

8. Writing - guided task

Sample answer

My grandmother's kitchen is a place I can visit with my eyes closed. It smells of fresh bread and old wood. The tiles feel cool under bare feet, even in summer. The kettle sounds like a small train pulling in - a long, slow whistle that never stops until she notices it. The bread tastes like nothing in any shop; it looks a little burnt on top and slightly too flat, but it is perfect. When I walk in, my grandmother always looks as if she has been waiting for me all day, even when I've arrived unannounced.

9. Listening - backstage interview

1. *She nearly fainted - the stage lights felt twice as hot as usual and her heart was pounding.*
2. *They noticed nothing - from the seats she 'looked completely in control'.*
3. *Glanced at her and mouthed 'are you okay?' between lines.*
4. *Almost everything - where you stand, when you turn, where your eyes go.*
5. *A real breath, a real tremble in the hand - the tiny real things.*
6. *Live theatre feels alive - you hear the audience breathe, they smell the same dust in the lights. Film is beautiful but there's no danger.*

10. Dictation - key sentences

1. *felt / hot*
2. *heart*
3. *looked*
4. *mouthed*
5. *tremble*
6. *breathe*

11. ■ Challenge - sentence transformation

1. *look tired*
2. *looks as if he is*
3. *tastes like*
4. *watched the match on*
5. *listen to*
6. *sounds like*

12. ■ Challenge - silent-letter quiz

1. **(D)** K and GH
2. **(A)** W
3. **(C)** B
4. **(B)** T
5. **(B)** G
6. **(B)** T
7. **(A)** H
8. **(B)** C

13. ■ Challenge - odd one out

1. **(C)** shrug
2. **(D)** beckon
3. **(D)** actor
4. **(D)** 'You look ____ tired.'

14. ■ Challenge - extended writing*Sample answer*

The clearest memory I have is of a small jazz club in Lisbon. It looked like somebody's grandmother's living room - tiny, warm, full of mismatched chairs - and it smelled of old wood and cigarettes, even though nobody was smoking any more. The singer was maybe seventy years old. She sat down, cleared her throat, and gave the pianist a slow nod. Then she started to sing, almost whispering the first line. I felt as if I had walked into someone else's private grief. The woman next to me trembled and pressed a thumb to her lips. Nobody in the room moved for the whole song. When it ended, we didn't clap for a full five seconds - we just sighed. It sounded as though the club itself had exhaled. I've watched a hundred concerts since. Nothing has ever sounded like that one.

15. Self-check*Self-assessment — no fixed answers.*

The show must go on — Workbook — Answer Key

1. Vocabulary — body & movement

1. **(B)** *shrugged*
2. **(C)** *whisper*
3. **(B)** *gasped*
4. **(A)** *staring*
5. **(B)** *leaned*
6. **(A)** *knelt*

2. Vocabulary — backstage gap-fill

1. **a scene change**
2. **the wings**
3. **a prop**
4. **set pieces**
5. **cue**
6. **backstage**

2b. Vocabulary — discursive writing

Sample answer

A successful theatrical production is a feat of precision and physical control. While the audience sees the lead actor kneel or deliver a line with a dramatic gasp, the real work often happens in the wings. Technicians manage complex scene changes and set pieces in near-total silence, ensuring that every prop is in place for the next cue. For the performer, the stage is a place of intense scrutiny; a single shrug or a nervous stare can be magnified by the lights. They must project their voice, even when they whisper, to reach the back of the house. This requires a level of physical discipline that is rarely seen in other professions. As the actors lean into their roles, they must remain aware of their movement and the space around them. When the curtain falls and the audience applauds, it is a tribute to both the visible artistry and the hidden choreography that takes place backstage to make the performance feel effortless and alive.

3. Grammar — verbs of the senses (+ adjective / like / as if)

1. **(B)** *tired*
2. **(B)** *like*
3. **(B)** *as if*
4. **(B)** *like*
5. **(B)** *like*
6. **(B)** *different*
7. **(B)** *of*
8. **(A)** *like*

4. Grammar — see / look at / watch and hear / listen to

1. **(A)** watch
2. **(B)** see
3. **(C)** Listen to
4. **(B)** heard
5. **(C)** look at
6. **(A)** saw

5. Grammar — rewrite with SENSE verbs

1. *You look tired.*
2. *This soup tastes (too) salty.*
3. *He looks as if he's about to faint.*
4. *That sounds like a good idea.*
5. *The material feels like (real) silk.*
6. *The room feels stuffy tonight.*

6. Grammar — spot & fix the mistake

1. *You look HAPPY today.*
2. *It sounds LIKE a great idea.*
3. *He looks AS IF / LIKE he is angry.*
4. *I was WATCHING the match on TV yesterday.*
5. *Listen TO this song, please.*
6. *The costume feels LIKE silk.*

7. Reading — true / false / not given

1. **T**
2. **F**
3. **F**
4. **T**
5. **F**
6. **NG**

8. Writing — guided task

Sample answer

My grandmother's kitchen is a place I can visit with my eyes closed. It smells of fresh bread and old wood. The tiles feel cool under bare feet, even in summer. The kettle sounds like a small train pulling in — a long, slow whistle that never stops until she notices it. The bread tastes like nothing in any shop; it looks a little burnt on top and slightly too flat, but it is perfect. When I walk in, my grandmother always looks as if she has been waiting for me all day, even when I've arrived unannounced.

9. Listening — backstage interview

1. *She nearly fainted — the stage lights felt twice as hot as usual and her heart was pounding.*
2. *They noticed nothing — from the seats she 'looked completely in control'.*
3. *Glanced at her and mouthed 'are you okay?' between lines.*
4. *Almost everything — where you stand, when you turn, where your eyes go.*
5. *A real breath, a real tremble in the hand — the tiny real things.*
6. *Live theatre feels alive — you hear the audience breathe, they smell the same dust in the lights. Film is beautiful but there's no danger.*

10. Dictation — key sentences

1. *felt / hot*
2. *heart*
3. *looked*
4. *mouthed*
5. *tremble*
6. *breathe*

11. ■ Challenge — sentence transformation

1. *look tired*
2. *looks as if he is*
3. *tastes like*
4. *watched the match on*
5. *listen to*
6. *sounds like*

12. ■ Challenge — silent-letter quiz

1. **(D)** K and GH
2. **(A)** W
3. **(C)** B
4. **(B)** T
5. **(B)** G
6. **(B)** T
7. **(A)** H
8. **(B)** C

13. ■ Challenge — odd one out

1. **(C)** shrug
2. **(D)** beckon
3. **(D)** actor
4. **(D)** 'You look ____ tired.'

14. ■ Challenge — extended writing*Sample answer*

The clearest memory I have is of a small jazz club in Lisbon. It looked like somebody's grandmother's living room — tiny, warm, full of mismatched chairs — and it smelled of old wood and cigarettes, even though nobody was smoking any more. The singer was maybe seventy years old. She sat down, cleared her throat, and gave the pianist a slow nod. Then she started to sing, almost whispering the first line. I felt as if I had walked into someone else's private grief. The woman next to me trembled and pressed a thumb to her lips. Nobody in the room moved for the whole song. When it ended, we didn't clap for a full five seconds — we just sighed. It sounded as though the club itself had exhaled. I've watched a hundred concerts since. Nothing has ever sounded like that one.

15. Self-check*Self-assessment — no fixed answers.*



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 8 · 8A

Hacked!

Theme · Digital Lives



Unit 8 · 8A

Hacked!

Theme: *Digital Lives*



Learning objectives

- Use THE PASSIVE across all tenses (present, past, present perfect, future, modal) to shift focus from the doer to the action.
- Use HAVE / GET SOMETHING DONE to talk about services performed by others (a laptop scanned, an account recovered).
- Use IT IS SAID THAT... / HE IS THOUGHT TO... to report information impersonally.
- Talk about the internet, cybercrime and account security with B2-level vocabulary.
- Pronounce the letter U in its three main sounds: /u/ (bug), /ju/ (user), /u/ (rule).
- React to a hacking story and give advice in natural spoken English.
- Write a short cyber-incident report using passive structures.

Ask the teacher — notes to bring to class



Class Book

Warm-up · your digital footprint

Pick ONE prompt and answer for your partner in full sentences — 30 seconds each.

The password I've reused the most times is probably...

The most convincing scam message I've ever received said...

A friend or family member of mine who was hacked is...

One account I could NOT afford to lose is...

The last time I did a real security check on my accounts was...

followUp: Listen for anything that could be said with 'is hacked', 'was stolen', 'has been changed' — those are today's grammar.

Lead-in: active or passive?

Match each active sentence to its passive equivalent. Notice which one sounds more natural in a news headline or an official notice.

1. Hackers stole two million passwords last night.
2. Someone has changed the email on my Instagram account.
3. The bank will refund the money within five working days.
4. A technician is scanning my laptop right now.
5. They should update the software immediately.
6. Someone might have installed a virus on the machine.
- a) The money will be refunded within five working days.
- b) The software should be updated immediately.
- c) Two million passwords were stolen last night.
- d) A virus might have been installed on the machine.
- e) The email on my Instagram account has been changed.
- f) My laptop is being scanned right now.

1 → c · past simple passive (news style)

2 → e · present perfect passive (recent effect)

3 → a · future passive (official notice)

4 → f · present continuous passive (in progress)

5 → b · modal passive (recommendation)

6 → d · modal perfect passive (past possibility)

followUp: Rule of thumb: use the passive when WHO did it is unknown, obvious, or unimportant — that's why it dominates news and official writing.

Ask the teacher — notes to bring to class



Reading: the day my Instagram was taken over

It's now widely accepted that no online account is fully safe. Even so, when a message from what appeared to be the Instagram help team arrived in my inbox last spring, I clicked the link. I was told my account would be deleted within twenty-four hours unless I 'verified' my identity. I typed in my email and password. Within ninety seconds, I was locked out. My email had been changed. My phone number had been removed. Ten years of photographs, messages, and small businesses I had followed since school were, suddenly, no longer mine.

What I didn't understand at the time is that I had been phished. The link had taken me to a page that looked exactly like Instagram, but was in fact a copy hosted somewhere in Eastern Europe. As soon as my details were entered, they were captured and used to log in from another country. Two-factor authentication should have been set up years ago — but, like most people, I had put it off. It is thought that around sixty percent of adults still use the same three or four passwords across every account they own.

Recovery, I discovered, is slow. A short video selfie is required — that's how identity is now verified. It was uploaded to Meta the same afternoon, and I waited. Meanwhile, messages were being sent from my account to my followers, asking them to send crypto to a wallet. Several friends replied politely; two, embarrassingly, actually sent money. That money, of course, will never be seen again.

The account was recovered nine days later. I had it scanned by a professional first, in case anything else had been installed. What I learned, once the initial panic passed, is that this is happening to almost everybody. It's said that more than a million social-media accounts are compromised every single day. If you're reading this and you haven't turned on two-factor authentication yet, please close this tab and go and do it now. That single change is thought to block over ninety-nine percent of automated attacks. It's the cheapest insurance policy you'll ever buy.

1. How did the writer lose control of the account?
 - (A) Their password was guessed
 - (B) They clicked a fake 'verification' link
 - (C) Their phone was stolen
2. Where was the fake page hosted?
 - (A) The USA
 - (B) Eastern Europe
 - (C) The writer doesn't know exactly
3. According to the article, how is identity verified for recovery now?
 - (A) An email link
 - (B) A video selfie
 - (C) A phone call

Ask the teacher — notes to bring to class



4. What happened while the account was being recovered?
- (A) Nothing — the account was frozen
 - (B) Followers were messaged asking for crypto
 - (C) The hackers deleted all the photos
5. What is the writer's main practical advice?
- (A) Delete social media entirely
 - (B) Change every password once a month
 - (C) Turn on two-factor authentication

Cybersecurity vocabulary in context

Match each expression to its closest meaning.

phished — tricked into giving details on a fake site

locked out — unable to access one's own account

compromised — no longer secure — accessed by someone else

two-factor authentication (2FA) — a second code needed on top of a password

video selfie — a short face-video used to prove identity

wallet (crypto) — an online account holding cryptocurrency

Vocabulary: internet & cybersecurity

intro: At B2, upgrade 'someone stole my password' with the specific verbs and collocations native speakers use — the whole cybersecurity conversation runs on them.

1. **label:** Accounts & access

2. **label:** Cybercrime

3. **label:** Protection

4. **label:** Reactions & advice

practice

Complete each sentence with the correct word or phrase from the box (correct form).

Ask the teacher — notes to bring to class



1. I clicked a link in a message and my details were ____ — a classic phishing attack.

2. I couldn't get in this morning — I've been ____ out of my own account.

3. The bank ____ my card as soon as it noticed the unusual payment.

4. You should turn on two-factor ____ on every important account.

5. Companies lose customer data all the time — a major ____ is reported almost every week.

6. Never use the same password twice. It has to be a ____ password, unique to that site.

7. The scam looks convincing — the email address is ____, but it's not quite right.

8. The payment will be ____ within five working days.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word from this lesson's vocabulary. Keep the meaning identical.

1. Make sure your password is <u>strong and hard to guess</u>.

2. The company's systems were <u>accessed by an unauthorised person</u> last month.

3. The email looked <u>suspicious, as if it might be a scam</u>.

4. You'll need to <u>prove that you are who you say you are</u> before we proceed.

5. The bank promised to <u>give the money back</u> within a week.

Practice 3 — discursive writing

prompt: Discuss how growing cybercrime is changing the way we trust technology in everyday life.

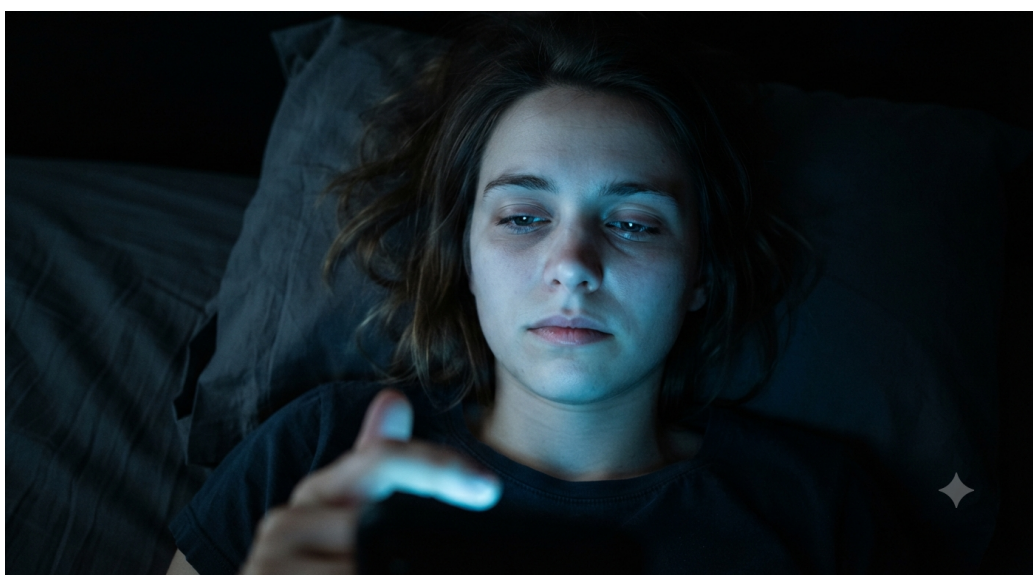
Use at least FOUR of the target words from this unit.

Ask the teacher — notes to bring to class

Vary sentence length and use one relative clause.

Aim for a reflective, cohesive C1 register.

sample: It is unsettling how quickly trust in technology, which most of us once assumed by default, has had to be replaced with constant suspicion. A message that looks even slightly dubious can no longer be opened without hesitation, and a robust password is now treated as a basic survival skill rather than an inconvenience. When an account is breached, the victim rarely feels reassured simply because a bank agrees to reimburse the loss; the deeper damage is the sense that nothing online is truly private any more. Increasingly, we are also asked to corroborate our identity again and again, through codes, selfies and secret questions, as if the system itself no longer believes we are who we claim to be. Whether this constant vigilance makes us safer or merely more anxious is, I think, still an open question.



Grammar: the passive & impersonal report structures

1. The passive — the basic move — ACTIVE: Someone / Hackers + verb + object. PASSIVE: Object + BE + past participle (+ by + doer). • Active: 'Hackers stole two million passwords.' • Passive: 'Two million passwords were stolen (by hackers).' Use it when WHO did it is unknown, obvious, unimportant, or when you want to focus on the RESULT.

2. The passive in every tense — Present simple: 'The account IS BLOCKED.' Present continuous: 'My laptop IS BEING SCANNED right now.' Present perfect: 'My email HAS BEEN CHANGED.' Past simple: 'My details WERE STOLEN yesterday.' Past continuous: 'Messages WERE BEING SENT from my account all night.' Past perfect: 'By 10am the account HAD BEEN DELETED.' Future: 'The money WILL BE REFUNDED within 5 days.' Modal: 'The software SHOULD BE UPDATED.' Modal perfect: 'A virus MIGHT HAVE BEEN INSTALLED.' Rule: only the form of BE changes; the past participle stays the same.

Ask the teacher — notes to bring to class



3. HAVE / GET something DONE (causative) — Structure: subject + HAVE / GET + object + past participle. • 'I HAD my laptop SCANNED by a professional.' (I didn't do it myself — I paid someone.) • 'I need to GET my password RESET.' • 'She's HAVING her account RECOVERED at the moment.' Use it for services you arrange for someone else to do FOR you. ✗ 'I scanned my laptop' (I did it myself) — often not what you mean. ✓ 'I HAD my laptop scanned' (a technician did it for me).

4. IT IS SAID THAT... / HE IS THOUGHT TO... — Two impersonal report structures — very common in news and cautious writing. A) IT + BE + reporting verb (past participle) + THAT + clause: • 'IT IS SAID THAT a million accounts are compromised every day.' • 'IT IS THOUGHT THAT the hackers are based in Eastern Europe.' • 'IT IS BELIEVED / REPORTED / ESTIMATED / CLAIMED / RUMOURED THAT...' B) Subject + BE + reporting verb (past participle) + TO-INFINITIVE: • 'The hackers ARE THOUGHT TO BE based in Eastern Europe.' • 'Two-factor authentication IS SAID TO BLOCK 99% of attacks.' • Perfect: 'He IS BELIEVED TO HAVE STOLEN millions.' (about the past) Both patterns hide the source. Great for news, terrible for court testimony.

5. Common mistakes — ✗ My account was hack. → ✓ My account was HACKED. (past participle, not base form) ✗ It has stolen. → ✓ It HAS BEEN stolen. (need BE) ✗ I did my laptop scan. → ✓ I HAD my laptop scanned. (causative structure) ✗ Is said that hackers are Russian. → ✓ IT is said that hackers are Russian. (need dummy 'it') ✗ He is thought to be stolen the money. → ✓ He is thought TO HAVE STOLEN the money.

Exercise A — active → passive

Rewrite each sentence in the passive. Don't mention the doer unless it adds information.

1. Hackers stole two million passwords last month.

2. Somebody has changed my email address.

3. The bank is investigating the fraud right now.

4. They will refund the money within five working days.

5. You should update the software immediately.

6. Somebody might have installed a virus on the laptop.

7. The technician is scanning the laptop.

Ask the teacher — notes to bring to class



8. By midnight, they had blocked all the cards.

Exercise B — HAVE something DONE

Rewrite each sentence with HAVE / GET + object + past participle.

1. A technician scanned my laptop yesterday.

2. A specialist recovered her Instagram account.

3. I need someone to reset my password.

4. The bank is sending me a new card at the moment.

5. An expert will check the security tomorrow.

6. Someone stole my identity — I didn't do anything wrong.

Exercise C — IT IS SAID THAT... / HE IS THOUGHT TO...

Choose the more natural completion.

1. ____ that a million accounts are hacked every day.

(A) Is said

(B) It is said

(C) They say it

2. The attackers ____ to be operating from Eastern Europe.

(A) are thought

(B) is thought

(C) are think

3. He is believed ____ over ten million pounds in the last year.

(A) to steal

(B) to have stolen

(C) to be stolen

Ask the teacher — notes to bring to class



4. Two-factor authentication ____ to block 99% of automated attacks.
- (A) is said
 - (B) says
 - (C) is saying
5. It is reported ____ the breach affected thirty thousand customers.
- (A) that
 - (B) for
 - (C) -
6. The group ____ to have hacked several government websites last year.
- (A) is thought
 - (B) are thought
 - (C) is thinking

Exercise D — a data-breach news bulletin

Complete the text using ONE form from the box (each used once).

Word bank: has been discovered · were stolen · is being investigated · will be contacted · should be changed · have their accounts · is said · is thought · have been installed · will be refunded

A major data breach at online retailer ShopHive (1) _____. The email addresses of about two million customers (2) _____, along with encrypted passwords and, in some cases, home addresses.

The incident (3) _____ by a specialist cybersecurity firm working with the police. All affected customers (4) _____ by email within the next 48 hours. If you have an account with ShopHive, your password (5) _____ immediately, and users are strongly advised to (6) _____ protected with two-factor authentication.

It (7) _____ that the same group is responsible for two similar attacks earlier this year. The attackers (8) _____ to be operating from outside the European Union. Investigators believe fake login pages (9) _____ on compromised advertising networks, capturing details when customers clicked what looked like normal ads.

Any customer who has already been charged fraudulently (10) _____ within ten working days, the company said in a statement.

has been discovered

were stolen

is being investigated

will be contacted

should be changed

have their accounts

is said

are thought

Ask the teacher — notes to bring to class



have been installed

will be refunded

Listening: 'my Instagram has been hacked'

Maya has just had her Instagram taken over. She rings her friend Ben, who's calmer and more tech-literate. Notice how many passives and 'have something done' constructions they use.

Before you listen

Predict: what one mistake did Maya most likely make?

Predict: what will Ben advise her to do FIRST?

First listen — gist

1. What has happened to Maya's account?

2. What was the trigger — how did the attackers get in?

3. What is Ben's very first practical question?

Second listen — detail

1. How is identity now verified when recovering an Instagram account?

2. According to Ben, how many accounts are compromised every day?

3. What is Maya's account being used for right now?

4. What should Maya do on her OTHER social accounts?

Ask the teacher — notes to bring to class



5. Why does Ben tell her to get her laptop checked?

6. Roughly how long does Ben say the recovery might take?

A: Ben, my Instagram has been hacked. It's been taken over completely.

B: Wait, what happened? When did you notice?

A: This morning. I couldn't log in, so I tried to reset the password — and my email had been changed too.

B: OK. Did you click on anything strange recently? A weird DM or a link?

A: Yesterday I got a message from what looked like the Instagram team, saying my account might be deleted. There was a link to 'verify' it. I clicked it, obviously.

B: That's a classic phishing link. Your login details were probably captured the moment you typed them in.

A: I feel so stupid. Ten years of photos, and now it's being used to send scam messages to my whole followers list.

B: Don't beat yourself up. It's said that about a million accounts are compromised every single day. You're not alone.

A: What do I do now?

B: First — have you got two-factor authentication set up on your email? Because if your email is protected, the account can still be recovered.

A: Yes, I did that last year. Thank God.

B: Good. Then go to Instagram's help centre, report the hack, and upload a video selfie. That's how identity is verified now. It's slow — it might take a week — but it does work.

A: And meanwhile? People are being messaged from my account right now.

B: Post a warning from your other social accounts. Tell people the account has been hacked and that any messages from it should be ignored.

A: OK. I'll do that. And Ben — I need to get my laptop checked as well, don't I?

B: Definitely. You should have it scanned by a professional. If anything's been installed on it, you don't want to type a new password on that machine.

A: Right. Coffee? I think I'm going to cry.

B: Coffee. Come on.

Ask the teacher — notes to bring to class



Speaking: 'the scam I almost fell for'

In pairs, tell a story about ONE scam, phishing message or hack (real or imagined). You MUST use: (a) 2× passive tenses, (b) 1× HAVE / GET SOMETHING DONE, (c) 1× IT IS SAID THAT... or ... IS THOUGHT TO..., (d) 3 cybersecurity vocab words from section 4.

1. **label:** The message · **hint:** 'I was sent a message saying...'

2. **label:** The trap · **hint:** 'The link took me to...'

3. **label:** The moment of doubt · **hint:** 'Something didn't feel right — the URL wasn't quite...'

4. **label:** The fix · **hint:** 'I had my password reset / I got the account recovered...'

5. **label:** The takeaway · **hint:** 'It is said that...'

example: Last winter, I was sent a text saying that a parcel of mine was being held at customs and that a one-pound fee had to be paid. The message looked legitimate — the delivery company's logo was there, and my postcode had been guessed correctly. I clicked. The page asked for card details, and, foolishly, they were typed in. Within about ten minutes, three hundred pounds had been charged to my card from a website I had never heard of. The card was blocked immediately, and I got the money refunded within a week. I also had my phone checked by a colleague in IT, in case anything had been installed. It is said that these scam texts are sent to millions of people every week — and I now believe it. My rule now is simple: no link in any message about money is ever clicked. Ever.

challenge: ■ Extra ■ if you slip in a natural HAD MY ____ DONE AND an IT IS THOUGHT THAT clause.

Writing mini-task — 'a short incident report' (100–120 words)

Write a short internal incident report about a real or imagined hack (an account, a card, a company system). You MUST use: 3× passive tenses, 1× HAVE / GET SOMETHING DONE, 1× IT IS SAID / THOUGHT THAT, and 3 cybersecurity vocab words from section 4. Underline every target structure.

Wrap-up · three quick prompts

Three quick prompts. Pick ONE and finish it out loud. Class votes on the sharpest verdict.

Ask the teacher — notes to bring to class



1. **label:** Prompt 1 — the confession · **prompt:** The password I really should have changed years ago is...

2. **label:** Prompt 2 — the hindsight · **prompt:** If my main account were hacked tomorrow, the first thing I'd have done is...

3. **label:** Prompt 3 — the belief · **prompt:** It is said that the biggest cybersecurity risk is not technology but...

Ask the teacher — notes to bring to class



Workbook — home practice



Ask the teacher — notes to bring to class

Hacked! - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - internet & cybersecurity

Choose the word or phrase that fits best.

1. A second code required alongside your password is called ____.
(A) encryption
(B) two-factor authentication
(C) a firewall
(D) a patch
2. Fake messages designed to steal your login details are called ____.
(A) encryption
(B) phishing
(C) malware
(D) backups
3. When a company's systems are broken into by attackers, this is called an ____.
(A) reset
(B) intrusion
(C) wallet
(D) swindle
4. Malicious software that spies on or damages your device is called ____.
(A) a firewall
(B) a patch
(C) malware
(D) encryption
5. Someone pretending to be you online is known as ____.
(A) a data breach
(B) identity theft
(C) encryption
(D) a scam
6. A fix released to close a security hole is called ____.
(A) a scam
(B) a patch
(C) a wallet
(D) a reset

2. Vocabulary - gap-fill

Complete each sentence with ONE word or phrase from the box (correct form).

BOX: barred out · phished · breached · suspended · reimbursed · corroborate

1. I got a message from what looked like Instagram - I clicked the link and I was ____.
2. My password had been changed and I was completely ____ of my own account.
3. The bank automatically ____ my card as soon as it noticed the strange payment.
4. About a million social-media accounts are ____ every single day.

5. You now have to upload a video selfie to ___ your identity.
6. The nine hundred pounds will be ___ within five working days.

2b. Vocabulary - discursive writing

Write 120-180 words: 'As our lives become increasingly digital, is it still possible to maintain complete personal privacy? Discuss the threats posed by cybercrime.'

Checklist:

- [] Use target lexis from the cybersecurity and internet sections
- [] Use varied C1-level grammar (e.g. passive reporting structures)
- [] Ensure logical cohesion and smooth transitions
- [] Maintain a formal or semi-formal academic register

This image shows a blank sheet of white paper with horizontal blue ruling lines. On the left side, there are short vertical blue lines that serve as margins, creating a series of narrow columns. The paper is otherwise empty of any text or markings.

3. Grammar - active → passive

Rewrite each active sentence in the passive. Don't mention the doer unless it adds information.

1. Hackers stole two million passwords last month.
2. Somebody has changed the email on my account.
3. A technician is scanning my laptop at the moment.
4. The bank will refund the money within five days.
5. You should update the software immediately.
6. Somebody might have installed a virus on the machine.
7. By midnight, they had blocked all the cards.
8. The company is investigating the incident.

4. Grammar - HAVE / GET something DONE

Rewrite each situation using HAVE or GET + object + past participle.

Ask the teacher — notes to bring to class

1. A technician scanned my laptop yesterday.
2. A specialist recovered her Instagram account.
3. I need someone to reset my password.
4. The bank is sending me a new card at the moment.
5. An expert will check the security tomorrow.
6. Someone stole my identity - I didn't do anything wrong.

5. Grammar - IT IS SAID THAT... / ...IS THOUGHT TO...

Choose the correct impersonal report structure.

1. ____ that a million accounts are compromised every day.
(A) Is said
(B) It is said
(C) They say it
2. The attackers ____ to be based in Eastern Europe.
(A) are thought
(B) is thought
(C) are think
3. He is believed ____ over ten million pounds last year.
(A) to steal
(B) to have stolen
(C) to be stolen
4. Two-factor authentication ____ to block 99% of automated attacks.
(A) is said
(B) says
(C) is saying
5. It is reported ____ the breach affected 30,000 customers.
(A) that
(B) for
(C) -
6. The group ____ to have hacked several government sites last year.
(A) is thought
(B) are thought
(C) is thinking

6. Grammar - spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. My account was hack yesterday.
2. My email has stolen.
3. I did my laptop scan by a technician.
4. Is said that the attackers are Russian.
5. He is thought to be stolen the money.
6. The software should updated immediately.

7. Reading - true / false / not given

Read the short text and mark each statement T, F or NG.

In 2013, the American retailer Target announced that the credit-card details of around 40 million customers had been stolen during the busy shopping period before Christmas. The breach was traced to an unlikely source: not Target's own systems, but a small company that maintained the shop's air-conditioning units. Login details belonging to that company had been phished, and once the attackers were inside the supplier's network, they were able to move sideways into Target's payment systems. The full clean-up is estimated to have cost Target more than 200 million dollars, and the head of the company was replaced within months. It is now widely accepted that a company is only as secure as its weakest supplier.

1. About 40 million card details were stolen from Target. [T / F / NG]
2. The attackers broke into Target's own systems directly. [T / F / NG]
3. The initial victim was an air-conditioning maintenance supplier. [T / F / NG]
4. The clean-up cost Target more than a billion dollars. [T / F / NG]
5. The head of Target was arrested. [T / F / NG]
6. The article's main lesson is that supplier security matters. [T / F / NG]

8. Writing - a short incident report

Write 100-120 words as an internal incident report about a real or imagined hack. Use at least 3 passive tenses, 1 HAVE/GET SOMETHING DONE, and 1 IT IS SAID/THOUGHT THAT.

Checklist:

- [] 100-120 words
- [] 3+ passive tenses (present / past / perfect / modal)
- [] 1+ HAVE/GET something DONE
- [] 1+ IT IS SAID/THOUGHT THAT / ...IS THOUGHT TO
- [] 3+ cybersecurity vocab words

[illegible]

Ask the teacher — notes to bring to class

9. Listening - call to the bank fraud line

Listen to the phone call (a worried customer + a bank fraud officer - clearly different voices). Answer the questions. Play twice if you need.

Audio: Bank fraud-line call · ≈ 1:30

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

10. Dictation - key sentences

Listen again and complete each line with the missing words.

Audio: Bank fraud-line call - key sentences

1. A payment of nine hundred pounds ____ from my card.
2. The card ____ automatically.
3. That page was set up ____ your card details.
4. The payment ____ within five working days.
5. It ____ that these scam texts will continue for weeks.

11. ■ Challenge - sentence transformation

Rewrite the second sentence using 2-5 words including the KEYWORD.

1. 1. Hackers have stolen my email address. → My email address _____. (KEYWORD: BEEN)
2. 2. A technician scanned my laptop. → I _____ scanned. (KEYWORD: HAD)
3. 3. People say the group operates from Russia. → The group _____ from Russia. (KEYWORD: SAID)
4. 4. Somebody might have installed a virus. → A virus _____ installed. (KEYWORD: BEEN)
5. 5. Experts believe he stole millions last year. → He _____ millions last year. (KEYWORD: THOUGHT)
6. 6. We need someone to reset the password. → We need to _____ reset. (KEYWORD: GET)

12. ■ Challenge - the letter U

Group the words by their U-sound. Choose the correct sound.

1. 'user'
(A) /**u**/ as in 'up'
(B) /**j**u**u**/ as in 'you'
(C) /u**u**/ as in 'too'
2. 'rule'
(A) /**u**/ as in 'up'
(B) /**j**u**u**/ as in 'you'
(C) /u**u**/ as in 'too'
3. 'update'

- (A) /u/ as in 'up'
- (B) /ju/ as in 'you'
- (C) /u/ as in 'too'

4. 'menu'

- (A) /u/ as in 'up'
- (B) /ju/ as in 'you'
- (C) /u/ as in 'too'

5. 'truth'

- (A) /u/ as in 'up'
- (B) /ju/ as in 'you'
- (C) /u/ as in 'too'

6. 'trust'

- (A) /u/ as in 'up'
- (B) /ju/ as in 'you'
- (C) /u/ as in 'too'

13. Self-check

Tick what you can now do confidently.

- ☐ I form the passive across all main tenses (present, past, perfect, future, modal).
- ☐ I use HAVE / GET SOMETHING DONE for services performed by others.
- ☐ I use IT IS SAID THAT... and SUBJECT + IS THOUGHT TO... to report impersonally.
- ☐ I know the past reference: IS BELIEVED TO HAVE + past participle.
- ☐ I use B2 cybersecurity vocabulary: phished, compromised, breach, 2FA, malware.
- ☐ I distinguish the three main U-sounds: /u/, /ju/, /u/.

Hacked! — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — internet & cybersecurity

Choose the word or phrase that fits best.

1. A second code required alongside your password is called ____.
(A) encryption
(B) two-factor authentication
(C) a firewall
(D) a patch
2. Fake messages designed to steal your login details are called ____.
(A) encryption
(B) phishing
(C) malware
(D) backups
3. When a company's systems are broken into by attackers, this is called an ____.
(A) reset
(B) intrusion
(C) wallet
(D) swindle
4. Malicious software that spies on or damages your device is called ____.
(A) a firewall
(B) a patch
(C) malware
(D) encryption
5. Someone pretending to be you online is known as ____.
(A) a data breach
(B) identity theft
(C) encryption
(D) a scam
6. A fix released to close a security hole is called ____.
(A) a scam
(B) a patch
(C) a wallet
(D) a reset

2. Vocabulary — gap-fill

Complete each sentence with ONE word or phrase from the box (correct form).

BOX: barred out · phished · breached · suspended · reimbursed · corroborate

1. I got a message from what looked like Instagram — I clicked the link and I was ____.
2. My password had been changed and I was completely ____ of my own account.
3. The bank automatically ____ my card as soon as it noticed the strange payment.
4. About a million social-media accounts are ____ every single day.

5. You now have to upload a video selfie to ___ your identity.
6. The nine hundred pounds will be ___ within five working days.

2b. Vocabulary — discursive writing

Write 120–180 words: 'As our lives become increasingly digital, is it still possible to maintain complete personal privacy? Discuss the threats posed by cybercrime.'

Checklist:

- Use target lexis from the cybersecurity and internet sections
- Use varied C1-level grammar (e.g. passive reporting structures)
- Ensure logical cohesion and smooth transitions
- Maintain a formal or semi-formal academic register

[illegible]

3. Grammar — active → passive

Rewrite each active sentence in the passive. Don't mention the doer unless it adds information.

1. Hackers stole two million passwords last month.
2. Somebody has changed the email on my account.
3. A technician is scanning my laptop at the moment.
4. The bank will refund the money within five days.
5. You should update the software immediately.
6. Somebody might have installed a virus on the machine.
7. By midnight, they had blocked all the cards.
8. The company is investigating the incident.

4. Grammar — HAVE / GET something DONE

Rewrite each situation using HAVE or GET + object + past participle.

Ask the teacher — notes to bring to class

1. A technician scanned my laptop yesterday.
2. A specialist recovered her Instagram account.
3. I need someone to reset my password.
4. The bank is sending me a new card at the moment.
5. An expert will check the security tomorrow.
6. Someone stole my identity — I didn't do anything wrong.

5. Grammar — IT IS SAID THAT... / ...IS THOUGHT TO...

Choose the correct impersonal report structure.

1. ____ that a million accounts are compromised every day.
(A) Is said
(B) It is said
(C) They say it
2. The attackers ____ to be based in Eastern Europe.
(A) are thought
(B) is thought
(C) are think
3. He is believed ____ over ten million pounds last year.
(A) to steal
(B) to have stolen
(C) to be stolen
4. Two-factor authentication ____ to block 99% of automated attacks.
(A) is said
(B) says
(C) is saying
5. It is reported ____ the breach affected 30,000 customers.
(A) that
(B) for
(C) -
6. The group ____ to have hacked several government sites last year.
(A) is thought
(B) are thought
(C) is thinking

6. Grammar — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. My account was hack yesterday.
2. My email has stolen.
3. I did my laptop scan by a technician.
4. Is said that the attackers are Russian.
5. He is thought to be stolen the money.
6. The software should updated immediately.

7. Reading — true / false / not given

Read the short text and mark each statement T, F or NG.

In 2013, the American retailer Target announced that the credit-card details of around 40 million customers had been stolen during the busy shopping period before Christmas. The breach was traced to an unlikely source: not Target's own systems, but a small company that maintained the shop's air-conditioning units. Login details belonging to that company had been phished, and once the attackers were inside the supplier's network, they were able to move sideways into Target's payment systems. The full clean-up is estimated to have cost Target more than 200 million dollars, and the head of the company was replaced within months. It is now widely accepted that a company is only as secure as its weakest supplier.

1. About 40 million card details were stolen from Target. [T / F / NG]
2. The attackers broke into Target's own systems directly. [T / F / NG]
3. The initial victim was an air-conditioning maintenance supplier. [T / F / NG]
4. The clean-up cost Target more than a billion dollars. [T / F / NG]
5. The head of Target was arrested. [T / F / NG]
6. The article's main lesson is that supplier security matters. [T / F / NG]

8. Writing — a short incident report

Write 100–120 words as an internal incident report about a real or imagined hack. Use at least 3 passive tenses, 1 HAVE/GET SOMETHING DONE, and 1 IT IS SAID/THOUGHT THAT.

Checklist:

- 100–120 words
- 3+ passive tenses (present / past / perfect / modal)
- 1+ HAVE/GET something DONE
- 1+ IT IS SAID/THOUGHT THAT / ...IS THOUGHT TO
- 3+ cybersecurity vocab words

This image shows a blank sheet of white paper with horizontal blue ruling lines. On the left side, there are short vertical blue lines that serve as margins, creating a series of narrow columns. The paper is otherwise empty of any text or markings.

Ask the teacher — notes to bring to class

9. Listening — call to the bank fraud line

Listen to the phone call (a worried customer + a bank fraud officer — clearly different voices). Answer the questions. Play twice if you need.

■ **Audio:** Bank fraud-line call · ≈ 1:30

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

10. Dictation — key sentences

Listen again and complete each line with the missing words.

■ **Audio:** Bank fraud-line call — key sentences

1. A payment of nine hundred pounds ____ from my card.
2. The card ____ automatically.
3. That page was set up ____ your card details.
4. The payment ____ within five working days.
5. It ____ that these scam texts will continue for weeks.

11. ■ Challenge — sentence transformation

Rewrite the second sentence using 2–5 words including the KEYWORD.

1. 1. Hackers have stolen my email address. → My email address _____. (KEYWORD: BEEN)
2. 2. A technician scanned my laptop. → I _____ scanned. (KEYWORD: HAD)
3. 3. People say the group operates from Russia. → The group _____ from Russia. (KEYWORD: SAID)
4. 4. Somebody might have installed a virus. → A virus _____ installed. (KEYWORD: BEEN)
5. 5. Experts believe he stole millions last year. → He _____ millions last year. (KEYWORD: THOUGHT)
6. 6. We need someone to reset the password. → We need to _____ reset. (KEYWORD: GET)

12. ■ Challenge — the letter U

Group the words by their U-sound. Choose the correct sound.

1. 'user'
 - (A) /**u**/ as in 'up'
 - (B) /**ju**/ as in 'you'
 - (C) /**u**/ as in 'too'
2. 'rule'
 - (A) /**u**/ as in 'up'
 - (B) /**ju**/ as in 'you'
 - (C) /**u**/ as in 'too'
3. 'update'

- (A) /u/ as in 'up'
(B) /ju/ as in 'you'
(C) /u/ as in 'too'

4. 'menu'

- (A) /u/ as in 'up'
(B) /ju/ as in 'you'
(C) /u/ as in 'too'

5. 'truth'

- (A) /u/ as in 'up'
(B) /ju/ as in 'you'
(C) /u/ as in 'too'

6. 'trust'

- (A) /u/ as in 'up'
(B) /ju/ as in 'you'
(C) /u/ as in 'too'

13. Self-check

Tick what you can now do confidently.

- I form the passive across all main tenses (present, past, perfect, future, modal).
- I use HAVE / GET SOMETHING DONE for services performed by others.
- I use IT IS SAID THAT... and SUBJECT + IS THOUGHT TO... to report impersonally.
- I know the past reference: IS BELIEVED TO HAVE + past participle.
- I use B2 cybersecurity vocabulary: phished, compromised, breach, 2FA, malware.
- I distinguish the three main U-sounds: /u/, /ju/, /u/.



Answer key — Class Book

Reading: the day my Instagram was taken over

1. (B) They clicked a fake 'verification' link
2. (B) Eastern Europe
3. (B) A video selfie
4. (B) Followers were messaged asking for crypto
5. (C) Turn on two-factor authentication

Vocabulary: internet & cybersecurity

1. harvested
 2. barred
 3. suspended
 4. authentication
 5. intrusion
 6. robust
 7. dubious
 8. reimbursed
1. Make sure your password is robust.
 2. The company's systems were breached last month.
 3. The email looked dubious.
 4. You'll need to corroborate your identity before we proceed.
 5. The bank promised to reimburse the payment within a week.

Grammar: the passive & impersonal report structures

1. Two million passwords were stolen last month.
 2. My email address has been changed.
 3. The fraud is being investigated (by the bank) right now.
 4. The money will be refunded within five working days.
 5. The software should be updated immediately.
 6. A virus might have been installed on the laptop.
 7. The laptop is being scanned (by the technician).
 8. By midnight, all the cards had been blocked.
1. I had my laptop scanned yesterday.
 2. She had her Instagram account recovered.
 3. I need to get my password reset.
 4. I'm having a new card sent (to me) at the moment.
 5. We'll have the security checked tomorrow.
 6. I had my identity stolen — I didn't do anything wrong.
1. (B) It is said
 2. (A) are thought
 3. (B) to have stolen
 4. (A) is said
 5. (A) that
 6. (A) is thought

Listening: 'my Instagram has been hacked'

1. It's been hacked — she's been locked out and the email has been changed.
 2. She clicked a phishing link in a fake 'Instagram team' message and typed her password on a copy of the login page.
 3. Whether she has two-factor authentication set up on her email.
1. A short video selfie has to be uploaded to Meta.
 2. About a million.
 3. Scam messages are being sent to her followers.
 4. Post a warning that the Instagram account has been hacked and any messages from it should be ignored.

Ask the teacher — notes to bring to class



5. In case malware has been installed — she shouldn't type a new password on a compromised machine.
6. About a week.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

Hacked! - Workbook — Answer Key

1. Vocabulary - internet & cybersecurity

1. **(B)** *two-factor authentication*
2. **(B)** *phishing*
3. **(B)** *intrusion*
4. **(C)** *malware*
5. **(B)** *identity theft*
6. **(B)** *a patch*

2. Vocabulary - gap-fill

1. *phished*
2. *barred out*
3. *suspended*
4. *breached*
5. *corroborate*
6. *reimbursed*

2b. Vocabulary - discursive writing

Sample answer

In an era where every transaction is digital, the threat of a data breach is a constant concern. Many people have been phished by sophisticated scams, leading to identity theft and the loss of personal information. While companies deploy firewalls and encryption to protect their users, attackers are always searching for an intrusion point. Once an account is breached, the user may find themselves barred out, desperately trying to corroborate their identity with a bank that has suspended their card. Although victims are often reimbursed, the psychological impact of having one's digital life compromised is significant. We are told to update every patch and use two-factor authentication, yet malware continues to evolve. It is thought that no system is entirely foolproof, and as we navigate this landscape, we must weigh the convenience of connectivity against the risks. Ultimately, cybersecurity is no longer just a technical issue; it is a fundamental part of modern life that requires constant vigilance and education.

3. Grammar - active → passive

1. *Two million passwords were stolen last month.*
2. *The email on my account has been changed.*
3. *My laptop is being scanned at the moment.*
4. *The money will be refunded within five days.*
5. *The software should be updated immediately.*
6. *A virus might have been installed on the machine.*
7. *By midnight, all the cards had been blocked.*
8. *The incident is being investigated (by the company).*

4. Grammar - HAVE / GET something DONE

1. *I had my laptop scanned yesterday.*
2. *She had her Instagram account recovered.*
3. *I need to get my password reset.*
4. *I'm having a new card sent (to me) at the moment.*
5. *We'll have the security checked tomorrow.*
6. *I had my identity stolen - I didn't do anything wrong.*

5. Grammar - IT IS SAID THAT... / ...IS THOUGHT TO...

1. **(B)** *It is said*
2. **(A)** *are thought*
3. **(B)** *to have stolen*
4. **(A)** *is said*
5. **(A)** *that*
6. **(A)** *is thought*

6. Grammar - spot & fix the mistake

1. *My account was HACKED yesterday.*
2. *My email HAS BEEN stolen.*
3. *I HAD my laptop SCANNED by a technician.*
4. *IT is said that the attackers are Russian.*
5. *He is thought TO HAVE STOLEN the money.*
6. *The software should BE updated immediately.*

7. Reading - true / false / not given

1. **T**
2. **F**
3. **T**
4. **F**
5. **NG**
6. **T**

8. Writing - a short incident report

Sample answer

On the morning of the 14th of March, a suspicious login attempt was detected on the finance director's Microsoft 365 account from an IP address in Eastern Europe. The account was blocked automatically, and the password was reset within ten minutes. Access logs are being examined to check whether any documents were downloaded. The director's laptop is having a full antivirus scan carried out today, and a new device will be issued if any malware is found. It is thought that the login details had been captured through a phishing email received the previous week. All staff have been reminded that two-factor authentication must be enabled on every corporate account by the end of this week.

9. Listening - call to the bank fraud line

1. £900 (*nine hundred pounds*).
2. 'Global Digital Store' - *a merchant he's never used*.
3. He paid £1.20 on a link that claimed a parcel couldn't be delivered.
4. It's been blocked automatically.
5. Within five working days.
6. Having his phone checked for any apps that were installed after the link was clicked.
7. It is thought that scam texts will continue, so no link asking for a small payment should be clicked.

10. Dictation - key sentences

1. *has been (taken)*
2. *has been (blocked)*
3. *to capture*
4. *will be (refunded)*
5. *is thought*

11. ■ Challenge - sentence transformation

1. *has been stolen*
2. *had my laptop*
3. *is said to operate*
4. *might have been*
5. *is thought to have stolen*
6. *get the password*

12. ■ Challenge - the letter U

1. **(B)** /ju/ as in 'you'
2. **(C)** /u/ as in 'too'
3. **(A)** / / as in 'up'
4. **(B)** /ju/ as in 'you'
5. **(C)** /u/ as in 'too'
6. **(A)** / / as in 'up'

13. Self-check

Self-assessment — no fixed answers.

Hacked! — Workbook — Answer Key

1. Vocabulary — internet & cybersecurity

1. **(B)** *two-factor authentication*
2. **(B)** *phishing*
3. **(B)** *intrusion*
4. **(C)** *malware*
5. **(B)** *identity theft*
6. **(B)** *a patch*

2. Vocabulary — gap-fill

1. *phished*
2. *barred out*
3. *suspended*
4. *breached*
5. *corroborate*
6. *reimbursed*

2b. Vocabulary — discursive writing

Sample answer

In an era where every transaction is digital, the threat of a data breach is a constant concern. Many people have been phished by sophisticated scams, leading to identity theft and the loss of personal information. While companies deploy firewalls and encryption to protect their users, attackers are always searching for an intrusion point. Once an account is breached, the user may find themselves barred out, desperately trying to corroborate their identity with a bank that has suspended their card. Although victims are often reimbursed, the psychological impact of having one's digital life compromised is significant. We are told to update every patch and use two-factor authentication, yet malware continues to evolve. It is thought that no system is entirely foolproof, and as we navigate this landscape, we must weigh the convenience of connectivity against the risks. Ultimately, cybersecurity is no longer just a technical issue; it is a fundamental part of modern life that requires constant vigilance and education.

3. Grammar — active → passive

1. *Two million passwords were stolen last month.*
2. *The email on my account has been changed.*
3. *My laptop is being scanned at the moment.*
4. *The money will be refunded within five days.*
5. *The software should be updated immediately.*
6. *A virus might have been installed on the machine.*
7. *By midnight, all the cards had been blocked.*
8. *The incident is being investigated (by the company).*

4. Grammar — HAVE / GET something DONE

1. *I had my laptop scanned yesterday.*
2. *She had her Instagram account recovered.*
3. *I need to get my password reset.*
4. *I'm having a new card sent (to me) at the moment.*
5. *We'll have the security checked tomorrow.*
6. *I had my identity stolen — I didn't do anything wrong.*

5. Grammar — IT IS SAID THAT... / ...IS THOUGHT TO...

1. **(B)** *It is said*
2. **(A)** *are thought*
3. **(B)** *to have stolen*
4. **(A)** *is said*
5. **(A)** *that*
6. **(A)** *is thought*

6. Grammar — spot & fix the mistake

1. *My account was HACKED yesterday.*
2. *My email HAS BEEN stolen.*
3. *I HAD my laptop SCANNED by a technician.*
4. *IT is said that the attackers are Russian.*
5. *He is thought TO HAVE STOLEN the money.*
6. *The software should BE updated immediately.*

7. Reading — true / false / not given

1. **T**
2. **F**
3. **T**
4. **F**
5. **NG**
6. **T**

8. Writing — a short incident report

Sample answer

On the morning of the 14th of March, a suspicious login attempt was detected on the finance director's Microsoft 365 account from an IP address in Eastern Europe. The account was blocked automatically, and the password was reset within ten minutes. Access logs are being examined to check whether any documents were downloaded. The director's laptop is having a full antivirus scan carried out today, and a new device will be issued if any malware is found. It is thought that the login details had been captured through a phishing email received the previous week. All staff have been reminded that two-factor authentication must be enabled on every corporate account by the end of this week.

9. Listening — call to the bank fraud line

1. £900 (nine hundred pounds).
2. 'Global Digital Store' — a merchant he's never used.
3. He paid £1.20 on a link that claimed a parcel couldn't be delivered.
4. It's been blocked automatically.
5. Within five working days.
6. Having his phone checked for any apps that were installed after the link was clicked.
7. It is thought that scam texts will continue, so no link asking for a small payment should be clicked.

10. Dictation — key sentences

1. has been (taken)
2. has been (blocked)
3. to capture
4. will be (refunded)
5. is thought

11. ■ Challenge — sentence transformation

1. has been stolen
2. had my laptop
3. is said to operate
4. might have been
5. is thought to have stolen
6. get the password

12. ■ Challenge — the letter U

1. (B) /ju/ as in 'you'
2. (C) /u/ as in 'too'
3. (A) /u/ as in 'up'
4. (B) /ju/ as in 'you'
5. (C) /u/ as in 'too'
6. (A) /u/ as in 'up'

13. Self-check

Self-assessment — no fixed answers.



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 8 · 8B

Going viral

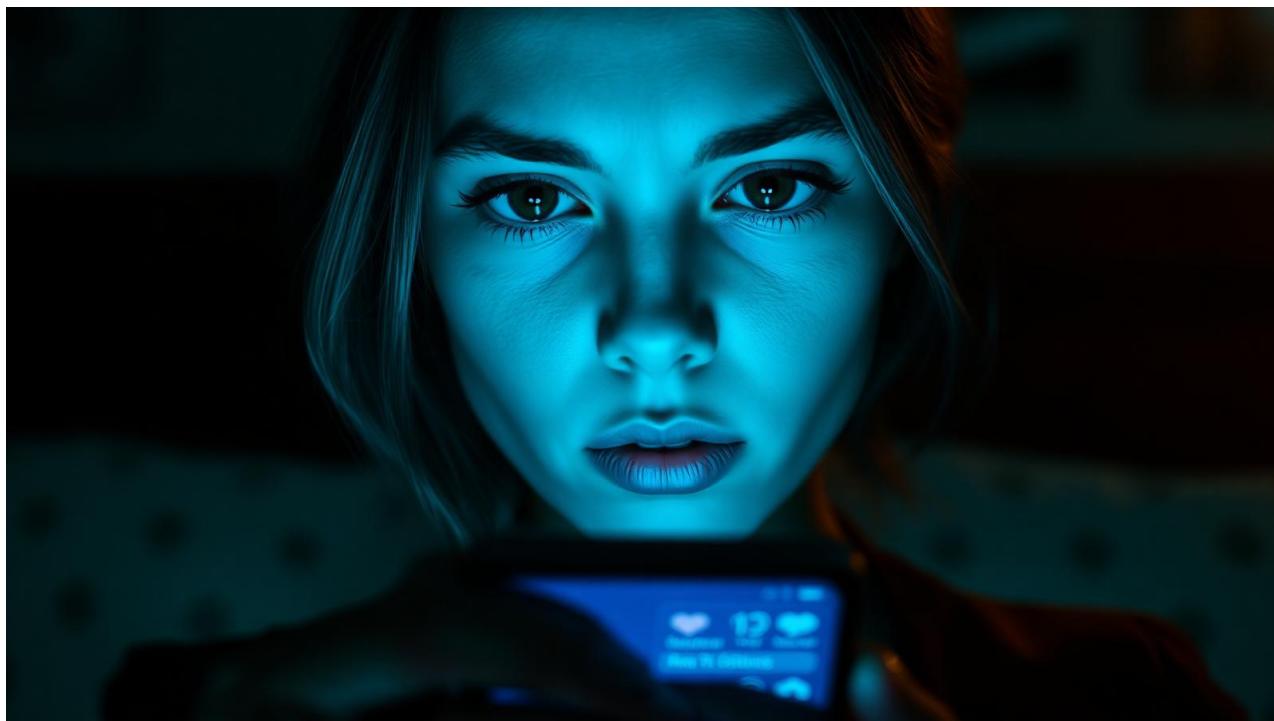
Theme · Digital Lives



Unit 8 · 8B

Going viral

Theme: Digital Lives



Learning objectives

- Use REPORTING VERBS (admit, deny, offer, refuse, promise, threaten, warn, accuse, apologise, suggest, insist, recommend, blame, congratulate) with the correct pattern.
- Choose between the main reporting-verb patterns: verb + to-infinitive / verb + object + to-infinitive / verb + gerund / verb + preposition + gerund / verb + THAT-clause.
- Talk about social media, viral content, influencers and online behaviour with B2 vocabulary.
- Hear and produce natural word stress on longer social-media nouns and verbs (INfluencer, algoRithm, subSCRIBE).
- Report a piece of viral news to a partner using at least six different reporting verbs.
- Write a short comment thread reacting to a viral post using reported speech.

Ask the teacher — notes to bring to class



Class Book

Warm-up · your last scroll

Answer any ONE prompt for your partner in full sentences — 30 seconds each. Try to include the name of whoever said or did the thing.

The last video I shared with someone was...

An influencer I actually follow (and why) is...

The most ridiculous thing I've ever seen go viral was...

A friend of mine admitted recently that they...

The last comment I wrote (or wanted to write) online said...

followUp: Listen for verbs like SAID, TOLD, ADMITTED, DENIED, PROMISED, WARNED, ACCUSED — those are today's grammar.

Lead-in: 'she said WHAT?'

Match each direct quote (1–6) to the reporting verb (a–f) that captures it best. Only ONE fits each quote.

1. 'OK, fine, I was the one who leaked the video.'

2. 'I've never even met that person in my life.'

3. 'Don't post that photo, or I swear I'll sue you.'

4. 'You're the reason my career is finished.'

5. 'I'm really sorry — I shouldn't have said it.'

6. 'Look, please just believe me — I did NOT write that comment.'

a) denied

b) admitted

c) threatened

d) accused

e) apologised

f) insisted

1 → b · ADMIT (+ -ing / that): 'She admitted leaking the video.'

2 → a · DENY (+ -ing / that): 'He denied ever meeting her.'

3 → c · THREATEN (+ to-inf): 'She threatened to sue them.'

4 → d · ACCUSE somebody OF (+ -ing): 'He accused her of ruining his career.'

5 → e · APOLOGISE (FOR + -ing / that): 'She apologised for saying it.'

6 → f · INSIST (+ THAT / + on + -ing): 'He insisted (that) he hadn't written it.'

followUp: Rule of thumb: after the reporting verb, the pattern is fixed — you either learn the pattern with the verb, or the sentence sounds wrong.

Ask the teacher — notes to bring to class



Reading: 'the tweet that ended a career'

In December 2013, a PR executive called Justine Sacco boarded a plane in London on her way to South Africa. Just before take-off, she sent a short, tasteless joke on Twitter to her 170 followers. She then switched her phone to flight mode and slept for eleven hours. By the time she landed in Cape Town, she was, without knowing it, the number-one trending topic in the world.

During the flight, strangers had shared her tweet tens of thousands of times. Some accused her of racism. Others congratulated each other on 'finding her employer'. A journalist admitted publicly to having refreshed her flight-tracker every few minutes. When she stepped off the plane and turned her phone back on, a message from a friend she hadn't spoken to in years appeared first: 'You need to call me right now. Something has happened.'

By the following morning, Sacco had been fired. She said, in an interview years later, that she had suggested to her employer that she resign herself, but they had already made the decision. She insisted that the joke had been badly worded and misunderstood, and apologised repeatedly. Very few people were listening. The story is now taught in universities as a case study in what has been called 'internet-scale shaming' — a punishment that once required a whole town, and now requires only one screenshot and a shared laugh.

It is often argued that going viral is a lottery no one buys a ticket for. Sacco herself has since warned younger colleagues never to post anything, no matter how private the account, that they wouldn't be prepared to defend on the front page of a newspaper. Whether that is realistic advice in 2026 is another question — but her story is a reminder that on the internet, a small audience and no audience are not the same thing.

1. Where was Justine Sacco going when she sent the tweet?
 - (A) From New York to London
 - (B) From London to South Africa
 - (C) From South Africa to New York
2. Roughly how many followers did she have when she posted?
 - (A) 17
 - (B) 170
 - (C) 1,700
3. How did she find out something had happened?
 - (A) A push notification from Twitter
 - (B) A message from an old friend
 - (C) An announcement on the plane
4. According to the article, what happened by the next morning?
 - (A) She had been fired
 - (B) She had apologised on TV
 - (C) She had deleted her account

Ask the teacher — notes to bring to class



5. What is Sacco's warning to younger colleagues?

- (A) Never use social media
- (B) Assume any post could end up on a newspaper front page
- (C) Only post from private accounts

Social-media vocabulary in context

Match each expression to its closest meaning.

go viral — be shared very widely, very fast

trending topic — one of the most-discussed subjects on a platform

a screenshot — a saved image of what's on a screen

flight mode — phone setting that turns off all signal

internet shaming — collective public humiliation online

a case study — a real example studied in detail

Vocabulary: social media & online life

intro: At B2 you need the exact word: not 'a person online' but a FOLLOWER, an INFLUENCER, a SUBSCRIBER. Not 'a bad comment' but a TROLL / HATE COMMENT / PILE-ON.

1. **label:** People & accounts

2. **label:** Content & reach

3. **label:** Reactions & drama

4. **label:** Verbs of reporting drama

practice

Complete each sentence with ONE word from the box (correct form).

1. My last post got over 10,000 shares — it went completely ____.

2. You can't say anything online anymore without being ____ for it.

Ask the teacher — notes to bring to class



3. A ____ is somebody who reads everything but never posts a comment.
-
4. The video hit the trending page — pure ____, a title that tells you nothing.
-
5. The video reached 50 million people — huge ____.
-
6. She has 400,000 ____ on Instagram — most of them under 25.
-
7. He got a real ____ in the comments — hundreds of people attacking him at once.
-
8. The mysterious ____ decides what appears in your feed every morning.
-

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word from this lesson's vocabulary. Keep the meaning identical.

1. After the post, she was <u>publicly excluded

2. He received <u>hundreds of attacking comments at once

3. The title was pure <u>bait designed only to get clicks

4. The <u>software that decides what you see

5. Someone posting <u>just to upset people on purpose

Practice 3 — discursive writing

prompt: Reflect on the personal and social costs of a post 'going viral' — for better or worse.

Use at least FOUR of the target words from this unit.

Vary sentence length and use one relative clause.

Aim for a reflective, cohesive C1 register.

sample: Watching a friend go viral overnight taught me something I hadn't expected: visibility, which sounds like a gift, can turn into an onslaught within hours. What began as a harmless joke was picked

Ask the teacher — notes to bring to class

up by an agitator with a large following, and by the following morning strangers were treating a single sentence as though it defined her entire character. She was briefly ostracised online, even though almost nobody had bothered to watch the full clip, only the clickbait headline attached to it. The algorithm, naturally, rewarded the outrage rather than the context, pushing the story further than the joke ever deserved. She recovered, eventually, but she now posts far less, and I understand completely why.



Grammar: reporting verbs

1. Why reporting verbs matter — SAID and TOLD are neutral. Reporting verbs (ADMIT, DENY, THREATEN, PROMISE, WARN, ACCUSE, INSIST, SUGGEST, RECOMMEND, APOLOGISE, BLAME, CONGRATULATE) give the same information + the ATTITUDE of the speaker. • 'She said she'd leaked the video.' (neutral) • 'She ADMITTED leaking the video.' (she confessed — stronger, more precise)

2. Pattern A — verb + TO-INFINITIVE — OFFER, REFUSE, PROMISE, THREATEN, AGREE, DECIDE, PRETEND. • 'He OFFERED to delete the tweet.' • 'She REFUSED to apologise.' • 'They THREATENED to sue the newspaper.' Rule: the same person does both actions.

3. Pattern B — verb + OBJECT + TO-INFINITIVE — TELL, ASK, ADVISE, WARN, REMIND, ORDER, PERSUADE, INVITE. • 'She TOLD ME to log out.' • 'They ADVISED HIM not to reply.' • 'The lawyer WARNED HER not to post again.' Rule: two different people — reporter tells someone else to act.

4. Pattern C — verb + GERUND (-ing) — ADMIT, DENY, SUGGEST, RECOMMEND, MENTION, REGRET, DENY, MISS. • 'He ADMITTED writing the comment.' • 'She DENIED sending the message.' • 'I SUGGESTED waiting a week before replying.' Rule: no direct object; the -ing form names the action.

5. Pattern D — verb + PREPOSITION + GERUND — APOLOGISE FOR, ACCUSE (sb) OF, BLAME (sb) FOR, INSIST ON, THANK (sb) FOR, CONGRATULATE (sb) ON, WARN (sb) AGAINST. • 'She APOLOGISED FOR posting the picture.' • 'They ACCUSED HIM OF stealing the idea.' • 'He INSISTED ON seeing the original video.' Rule: preposition is fixed — learn it with the verb.

Ask the teacher — notes to bring to class



6. Pattern E — verb + THAT-clause — ADMIT / DENY / SUGGEST / INSIST / CLAIM / EXPLAIN / MENTION + THAT + clause. • 'He ADMITTED THAT he had written it.' • 'She INSISTED THAT she hadn't seen the post.' • 'I SUGGESTED THAT we should delete the account.' Tense usually shifts back one step (past → past perfect, will → would).

7. Common mistakes — ✗ She suggested me to delete it. → ✓ She suggested (that) I delete it. / She suggested deleting it. ✗ He denied to write the comment. → ✓ He denied writing it. / He denied that he had written it. ✗ They accused him to steal. → ✓ They accused him OF stealing. ✗ She apologised she posted it. → ✓ She apologised FOR posting it. ✗ He recommended me to wait. → ✓ He recommended (that) I wait. / He recommended waiting.

Exercise A — pick the correct pattern

Choose the correct continuation for each reporting verb.

1. She admitted ____ the video.
(A) to leak
(B) leaking
(C) leak
2. He offered ____ his post.
(A) deleting
(B) delete
(C) to delete
3. They accused her ____ the story.
(A) of inventing
(B) to invent
(C) for inventing
4. The lawyer warned him ____ again.
(A) to not post
(B) not to post
(C) of not posting
5. She apologised ____ the screenshot.
(A) to share
(B) for sharing
(C) sharing
6. He insisted ____ the original post.
(A) seeing
(B) on seeing
(C) to see

Ask the teacher — notes to bring to class



7. I suggested ____ a week before replying.
(A) waiting
(B) her to wait
(C) to wait
8. They congratulated her ____ 100,000 followers.
(A) for reaching
(B) on reaching
(C) to reach

Exercise B — direct → reported

Rewrite each quote using the reporting verb in brackets. Change the tense where necessary.

1. 'I didn't write that comment.' (deny)

2. 'OK, I posted the screenshot.' (admit)

3. 'You should delete the whole account.' (recommend)

4. 'I'll never apologise.' (refuse)

5. 'Don't reply to the trolls.' (warn me)

6. 'Sorry — I shouldn't have shared it.' (apologise for)

7. 'You leaked my messages!' (accuse him of)

8. 'I'll sue you if you post that photo.' (threaten to)

Exercise C — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. She suggested me to log out.

2. He denied to write the comment.

Ask the teacher — notes to bring to class



3. They accused him to steal the video.

4. I apologised her for the post.

5. The lawyer warned him don't post again.

6. He insisted to see the original.

Exercise D — a viral-tweet news bulletin

Complete the text using ONE reporting verb from the box (each used once).

Word bank: admitted · denied · apologised · threatened · accused · recommended · warned · insisted · refused · congratulated

The pop star Rio Sky (1) ____ this morning for a controversial post shared with her twelve million followers late last night. In the tweet, she (2) ____ a rival artist of copying her lyrics word for word, and (3) ____ to release private messages between them.

The rival artist, Kai Lorenz, (4) ____ any copying and (5) ____ that the songs had been written years earlier. His management team (6) ____ his fans not to reply to the tweet and (7) ____ everyone against sharing screenshots that could be edited.

In a video published this afternoon, Sky (8) ____ that the accusation had been made 'in the heat of the moment', but she (9) ____ to withdraw it completely, saying she would 'let the fans decide'. Her label, meanwhile, (10) ____ her on reaching a new streaming record — a message many viewers described as, at best, oddly timed.

apologised

accused

threatened

denied

insisted

warned

recommended

admitted

refused

congratulated

Ask the teacher — notes to bring to class



Listening: 'my post went viral overnight'

Sam wakes up to find their harmless video has hit five million views. They ring their calmer friend Jess to panic. Notice how many reporting verbs appear — admit, deny, warn, suggest, apologise, threaten, accuse.

Before you listen

Predict: how does Sam feel — happy, terrified, or both?

Predict: what will Jess's very first practical advice be?

First listen — gist

1. What has happened to Sam's video?

2. What is Sam most worried about?

3. What is Jess's first piece of advice?

Second listen — detail

1. Roughly how many views did the video have when Sam went to bed?

2. What does Jess suggest doing with the account settings?

3. What has one commenter accused Sam of?

4. What does Jess warn Sam NOT to do?

5. What does Jess admit doing herself two years ago?

Ask the teacher — notes to bring to class



6. What single step does Jess recommend before Sam does anything else?

A: Jess. Jess. My video's gone viral. FIVE MILLION VIEWS.

B: Wait — the dog one? From last night?

A: Yes. I went to bed on two hundred views. I woke up on five million. My phone hasn't stopped vibrating.

B: OK. First of all — congratulations. That's genuinely huge. Now, breathe. Have you read the comments yet?

A: That's the problem. There must be twenty thousand of them, and half of them are horrible. Someone's actually accused me of faking the whole thing for engagement.

B: Right. Stop reading them. I'm serious — close the app and turn notifications off for twenty-four hours.

A: But I want to defend myself. One person threatened to 'expose' me tomorrow. Whatever that means.

B: Do NOT reply. That is the number one rule. Even a polite reply gets screenshotted and shared, and suddenly the pile-on is twice the size.

A: How do you know all this?

B: Because two years ago I replied to a troll, and my apology was on three different meme accounts by lunchtime. I admit it — I made it much worse. I really regret it.

A: OK. So — practical things. What do I actually do?

B: One: screenshot the original post right now with the view count. That's your proof if anything gets deleted. Two: go into settings and restrict comments to your followers only, and mute a few keywords — you know the ones. Three: close the app and go and make a coffee.

A: Should I apologise? Publicly? For anything?

B: For what? You posted a dog. Don't apologise until you know exactly what you'd be apologising for.

A: You're right. I'm just panicking.

B: You're allowed to panic for ten minutes. Then screenshot, restrict, close, coffee. In that order.

A: Screenshot, restrict, close, coffee. Got it.

B: And when you can breathe — this could actually be really good for you. Just don't let the algorithm push you into a decision you'll regret.

Ask the teacher — notes to bring to class



Speaking: 'the drama I saw online this week'

In pairs, report one piece of online drama, viral news or influencer story from the last month (real or invented). You MUST use: (a) 6 different reporting verbs, (b) 3 social-media vocab words from section 4, (c) at least 1 THREAT and 1 APOLOGY.

1. **label:** The post · **hint:** 'It started when she posted...'

2. **label:** The reaction · **hint:** 'Within an hour, thousands accused him of...'

3. **label:** The defence · **hint:** 'He denied it, and insisted that...'

4. **label:** The threat · **hint:** 'She threatened to release / to sue...'

5. **label:** The apology · **hint:** 'He apologised for... but refused to...'

example: It started last Tuesday, when a fitness influencer with about two million followers posted a photo of a plate of food. Within an hour, thousands of comments had accused her of promoting an unhealthy lifestyle, and one nutritionist even threatened to report her account. She denied that the photo was hers at all — she insisted it had been taken from a magazine years ago — but the screenshots kept coming. By Wednesday she'd apologised in a long video, admitted that the caption had been a mistake, and warned younger followers not to copy anything without checking the source. It's now recommended, apparently, that she 'take a break from social media' — which, in influencer language, means she'll be back next week with a brand deal.

challenge: ■ Extra ■ if you sneak in an ACCUSE OF + gerund AND a WARN sb NOT TO + infinitive.

Writing mini-task — 'a viral comment thread' (100–120 words)

Write 6–8 short comments as if they were on a viral post. Include: at least 1 hate comment, 1 defence, 1 apology, 1 accusation, 1 threat. Then rewrite the whole thread as a paragraph of reported speech using 6+ different reporting verbs.

Wrap-up · three quick prompts

Pick ONE and finish it out loud. Class votes on the sharpest verdict.

1. **label:** Prompt 1 — the confession · **prompt:** The last thing I've quietly admitted to myself about my own social-media use is...

Ask the teacher — notes to bring to class



2. **label:** Prompt 2 — the boundary · **prompt:** One thing I would never post online, no matter who asked, is...

3. **label:** Prompt 3 — the prediction · **prompt:** In five years, the platform we're all wasting our time on will be...

Ask the teacher — notes to bring to class



Workbook — home practice



Ask the teacher — notes to bring to class

Going viral - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - social media

Choose the word or phrase that fits best.

1. A post that spreads very fast to a huge audience has ____.
(A) been muted
(B) gone viral
(C) been shadowbanned
(D) gone offline
2. Someone who reads posts but never comments is called an ____.
(A) agitator
(B) observer
(C) bot
(D) creator
3. A title designed only to make you click is called ____.
(A) a hashtag
(B) clickbait
(C) an algorithm
(D) engagement
4. The software that decides what appears in your feed is the ____.
(A) subscriber
(B) algorithm
(C) hashtag
(D) reach
5. When hundreds of people attack one post at once, it's a mass ____.
(A) reach
(B) trend
(C) onslaught
(D) reply
6. Being publicly boycotted for something you said is being ____.
(A) muted
(B) ostracised
(C) verified
(D) trending

2. Vocabulary - gap-fill

Complete each sentence with ONE word from the box (correct form).

BOX: followers · engagement · block · screenshot · trending · influencer

1. She's a paid ____ - every third post is a brand deal.
2. The hashtag was ____ worldwide within two hours.
3. Take a ____ before he deletes the tweet.
4. He lost 40,000 ____ overnight after the video.

5. The algorithm loves controversy - high ____.
6. If a troll won't stop, just ____ them.

2b. Vocabulary - discursive writing

Write 120-180 words: 'Social media platforms have a responsibility to protect users from the psychological effects of viral negativity. Discuss the impact of the algorithm on public discourse.'

Checklist:

- [] Use target lexis from the social media and influencer sections
- [] Use varied C1-level grammar (e.g. reported speech or conditionals)
- [] Ensure logical cohesion and smooth transitions
- [] Maintain a formal or semi-formal academic register

[illegible]

3. Grammar - pick the correct pattern

Choose the correct continuation for each reporting verb.

1. He admitted ____ the screenshot.
(A) to share
(B) sharing
(C) share
2. She offered ____ the post.
(A) deleting
(B) delete
(C) to delete
3. They accused him ____ the story.
(A) to invent
(B) of inventing
(C) for inventing

4. The lawyer warned her ____ again.
(A) to not comment
(B) not to comment
(C) of not commenting
5. He apologised ____ the video.
(A) to post
(B) for posting
(C) posting
6. She insisted ____ the original message.
(A) seeing
(B) on seeing
(C) to see
7. I suggested ____ the app for a week.
(A) deleting
(B) him to delete
(C) to delete
8. They congratulated her ____ a million subscribers.
(A) for reaching
(B) on reaching
(C) to reach

4. Grammar - direct → reported

Rewrite each quote using the reporting verb in brackets.

1. 'I didn't send the DM.' (deny)
2. 'Fine, I did read her messages.' (admit)
3. 'You should log out for a week.' (recommend)
4. 'I'll never take that video down.' (refuse)
5. 'Don't reply to that troll.' (warn me)
6. 'I'll sue you if you post it.' (threaten to)
7. 'Sorry - I shouldn't have shared it.' (apologise for)
8. 'You leaked my chat!' (accuse him of)

5. Grammar - spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. She suggested me to delete the post.
2. He denied to write the comment.
3. They accused him to steal the idea.
4. The lawyer warned him don't reply.
5. She apologised she had shared it.
6. He insisted to see the original.

6. Reading - true / false / not given

Read the short text and mark each statement T, F or NG.

In 2018, a small US bakery uploaded a fifteen-second video of a slightly wonky birthday cake. Within 48 hours, the clip had been viewed over 40 million times. Almost none of the viewers actually bought a cake - the bakery is in a town of 3,000 people - but hundreds of them left comments accusing the owner of decorating in unhygienic conditions after zooming in on a single blurry frame. The owner, a 62-year-old baker called Ellen, insisted that the photos had been misread, and apologised only for the poor lighting in her kitchen. A hygiene inspector visited the following week and reported that the bakery was, in fact, unusually clean. Ellen has since said, publicly, that she would never post another video, and warned other small business owners against ever trusting a viral moment as free marketing.

1. The video got over 40 million views in two days. [T / F / NG]
2. The bakery received a huge number of new orders. [T / F / NG]
3. Some viewers accused the owner of poor hygiene. [T / F / NG]
4. The bakery was actually dirty. [T / F / NG]
5. Ellen has since become a full-time influencer. [T / F / NG]
6. Ellen now advises other small businesses to be cautious of viral fame. [T / F / NG]

7. Writing - a viral comment thread → reported speech

Write 6-8 short comments on an imagined viral post, then rewrite the whole thread as ONE paragraph of reported speech (100-120 words) using 6+ different reporting verbs.

Checklist:

- [] 100-120 words
- [] 6+ different reporting verbs (accuse, insist, deny, threaten, apologise, refuse, recommend, warn, congratulate, admit, suggest)
- [] 3+ social-media vocab words
- [] Correct patterns (accuse OF + -ing, warn NOT TO, apologise FOR, etc.)
- [] Tense-shift where appropriate

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. On the left side, there are short vertical lines that serve as margins, creating a narrow column for writing. The paper is otherwise empty of any text or markings.

8. Listening - a podcast about a cancelled celebrity

Read the transcript (two clearly different podcast voices). Answer the questions.

Audio: Podcast: 'The 48-hour cancellation' - host (Voice A) & media lawyer (Voice B) · two clearly different voices

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

9. ■ Challenge - sentence transformation

Rewrite the second sentence using 2-5 words including the KEYWORD.

1. 1. 'I posted the screenshot.' → He ____ the screenshot. (KEYWORD: ADMITTED)
2. 2. 'You leaked my chat!' → She ____ her chat. (KEYWORD: ACCUSED)
3. 3. 'Don't reply to trolls.' → She ____ to trolls. (KEYWORD: WARNED)
4. 4. 'I'll sue the platform.' → He ____ the platform. (KEYWORD: THREATENED)
5. 5. 'Sorry - I shared it.' → He ____ it. (KEYWORD: APOLOGISED)
6. 6. 'Delete the account for a week.' → She ____ the account. (KEYWORD: SUGGESTED)

10. ■ Challenge - word stress

Which syllable is stressed? Choose 1, 2, 3 or 4.

1. 'in-flu-en-cer' (4 syllables)
 - (A) 1 (IN-)
 - (B) 2 (-FLU-)
 - (C) 3 (-EN-)
 - (D) 4 (-cer)
2. 'al-go-ri-thm' (British: 3 syllables)
 - (A) 1 (AL-)
 - (B) 2 (-GO-)
 - (C) 3 (-rithm)
3. 'fol-low-er' (3 syllables)
 - (A) 1 (FOL-)
 - (B) 2 (-low-)
 - (C) 3 (-er)
4. 'a-pol-o-gy' (4 syllables)
 - (A) 1 (a-)
 - (B) 2 (-POL-)
 - (C) 3 (-o-)
 - (D) 4 (-gy)
5. 'no-ti-fi-ca-tion' (5 syllables - the stressed one is...)
 - (A) 1 (NO-)

- (B) 2 (-ti-)
- (C) 3 (-fi-)
- (D) 4 (-CA-)

6. 'com-mu-ni-ty' (4 syllables)

- (A) 1 (com-)
- (B) 2 (-MU-)
- (C) 3 (-ni-)
- (D) 4 (-ty)

11. Self-check

Tick what you can now do confidently.

- ☐ I use ADMIT / DENY / SUGGEST / RECOMMEND with -ING (not to-infinitive).
- ☐ I use ACCUSE OF, APOLOGISE FOR, INSIST ON, CONGRATULATE ON with -ING.
- ☐ I use TELL / ASK / WARN / ADVISE / REMIND + object + TO-INFINITIVE.
- ☐ I use OFFER / REFUSE / PROMISE / THREATEN + TO-INFINITIVE.
- ☐ I know that 'suggest' does NOT take 'me to do' - either -ING or a THAT-clause.
- ☐ I use B2 social-media vocabulary: go viral, algorithm, pile-on, cancelled, clickbait.
- ☐ I put the stress correctly on inFLUencer, alGOrithm, comMUUnity, apOLOgy.

Going viral — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — social media

Choose the word or phrase that fits best.

1. A post that spreads very fast to a huge audience has ____.
(A) been muted
(B) gone viral
(C) been shadowbanned
(D) gone offline
2. Someone who reads posts but never comments is called an ____.
(A) agitator
(B) observer
(C) bot
(D) creator
3. A title designed only to make you click is called ____.
(A) a hashtag
(B) clickbait
(C) an algorithm
(D) engagement
4. The software that decides what appears in your feed is the ____.
(A) subscriber
(B) algorithm
(C) hashtag
(D) reach
5. When hundreds of people attack one post at once, it's a mass ____.
(A) reach
(B) trend
(C) onslaught
(D) reply
6. Being publicly boycotted for something you said is being ____.
(A) muted
(B) ostracised
(C) verified
(D) trending

2. Vocabulary — gap-fill

Complete each sentence with ONE word from the box (correct form).

BOX: followers · engagement · block · screenshot · trending · influencer

1. She's a paid ____ — every third post is a brand deal.
2. The hashtag was ____ worldwide within two hours.
3. Take a ____ before he deletes the tweet.
4. He lost 40,000 ____ overnight after the video.

5. The algorithm loves controversy — high ____.
6. If a troll won't stop, just ____ them.

2b. Vocabulary — discursive writing

Write 120–180 words: 'Social media platforms have a responsibility to protect users from the psychological effects of viral negativity. Discuss the impact of the algorithm on public discourse.'

Checklist:

- Use target lexis from the social media and influencer sections
- Use varied C1-level grammar (e.g. reported speech or conditionals)
- Ensure logical cohesion and smooth transitions
- Maintain a formal or semi-formal academic register

[illegible]

3. Grammar — pick the correct pattern

Choose the correct continuation for each reporting verb.

1. He admitted ____ the screenshot.
(A) to share
(B) sharing
(C) share
2. She offered ____ the post.
(A) deleting
(B) delete
(C) to delete
3. They accused him ____ the story.
(A) to invent
(B) of inventing
(C) for inventing

Ask the teacher — notes to bring to class

4. The lawyer warned her ____ again.
(A) to not comment
(B) not to comment
(C) of not commenting
5. He apologised ____ the video.
(A) to post
(B) for posting
(C) posting
6. She insisted ____ the original message.
(A) seeing
(B) on seeing
(C) to see
7. I suggested ____ the app for a week.
(A) deleting
(B) him to delete
(C) to delete
8. They congratulated her ____ a million subscribers.
(A) for reaching
(B) on reaching
(C) to reach

4. Grammar — direct → reported

Rewrite each quote using the reporting verb in brackets.

1. 'I didn't send the DM.' (deny)
2. 'Fine, I did read her messages.' (admit)
3. 'You should log out for a week.' (recommend)
4. 'I'll never take that video down.' (refuse)
5. 'Don't reply to that troll.' (warn me)
6. 'I'll sue you if you post it.' (threaten to)
7. 'Sorry — I shouldn't have shared it.' (apologise for)
8. 'You leaked my chat!' (accuse him of)

5. Grammar — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. She suggested me to delete the post.
2. He denied to write the comment.
3. They accused him to steal the idea.
4. The lawyer warned him don't reply.
5. She apologised she had shared it.
6. He insisted to see the original.

6. Reading — true / false / not given

Read the short text and mark each statement T, F or NG.

In 2018, a small US bakery uploaded a fifteen-second video of a slightly wonky birthday cake. Within 48 hours, the clip had been viewed over 40 million times. Almost none of the viewers actually bought a cake — the bakery is in a town of 3,000 people — but hundreds of them left comments accusing the owner of decorating in unhygienic conditions after zooming in on a single blurry frame. The owner, a 62-year-old baker called Ellen, insisted that the photos had been misread, and apologised only for the poor lighting in her kitchen. A hygiene inspector visited the following week and reported that the bakery was, in fact, unusually clean. Ellen has since said, publicly, that she would never post another video, and warned other small business owners against ever trusting a viral moment as free marketing.

1. The video got over 40 million views in two days. [T / F / NG]
2. The bakery received a huge number of new orders. [T / F / NG]
3. Some viewers accused the owner of poor hygiene. [T / F / NG]
4. The bakery was actually dirty. [T / F / NG]
5. Ellen has since become a full-time influencer. [T / F / NG]
6. Ellen now advises other small businesses to be cautious of viral fame. [T / F / NG]

7. Writing — a viral comment thread → reported speech

Write 6–8 short comments on an imagined viral post, then rewrite the whole thread as ONE paragraph of reported speech (100–120 words) using 6+ different reporting verbs.

Checklist:

- 100–120 words
- 6+ different reporting verbs (accuse, insist, deny, threaten, apologise, refuse, recommend, warn, congratulate, admit, suggest)
- 3+ social-media vocab words
- Correct patterns (accuse OF + -ing, warn NOT TO, apologise FOR, etc.)
- Tense-shift where appropriate

[illegible]

8. Listening — a podcast about a cancelled celebrity

Read the transcript (two clearly different podcast voices). Answer the questions.

■ **Audio:** Podcast: 'The 48-hour cancellation' — host (Voice A) & media lawyer (Voice B) · two clearly different voices

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

9. ■ Challenge — sentence transformation

Rewrite the second sentence using 2–5 words including the KEYWORD.

1. 1. 'I posted the screenshot.' → He ____ the screenshot. (KEYWORD: ADMITTED)
2. 2. 'You leaked my chat!' → She ____ her chat. (KEYWORD: ACCUSED)
3. 3. 'Don't reply to trolls.' → She ____ to trolls. (KEYWORD: WARNED)
4. 4. 'I'll sue the platform.' → He ____ the platform. (KEYWORD: THREATENED)
5. 5. 'Sorry — I shared it.' → He ____ it. (KEYWORD: APOLOGISED)
6. 6. 'Delete the account for a week.' → She ____ the account. (KEYWORD: SUGGESTED)

10. ■ Challenge — word stress

Which syllable is stressed? Choose 1, 2, 3 or 4.

1. 'in-flu-en-cer' (4 syllables)
 - (A) 1 (IN-)
 - (B) 2 (-FLU-)
 - (C) 3 (-EN-)
 - (D) 4 (-cer)
2. 'al-go-ri-thm' (British: 3 syllables)
 - (A) 1 (AL-)
 - (B) 2 (-GO-)
 - (C) 3 (-rithm)
3. 'fol-low-er' (3 syllables)
 - (A) 1 (FOL-)
 - (B) 2 (-low-)
 - (C) 3 (-er)
4. 'a-pol-o-gy' (4 syllables)
 - (A) 1 (a-)
 - (B) 2 (-POL-)
 - (C) 3 (-o-)
 - (D) 4 (-gy)
5. 'no-ti-fi-ca-tion' (5 syllables — the stressed one is...)
 - (A) 1 (NO-)

- (B) 2 (-ti-)
- (C) 3 (-fi-)
- (D) 4 (-CA-)

6. 'com-mu-ni-ty' (4 syllables)

- (A) 1 (com-)
- (B) 2 (-MU-)
- (C) 3 (-ni-)
- (D) 4 (-ty)

11. Self-check

Tick what you can now do confidently.

- I use ADMIT / DENY / SUGGEST / RECOMMEND with -ING (not to-infinitive).
- I use ACCUSE OF, APOLOGISE FOR, INSIST ON, CONGRATULATE ON with -ING.
- I use TELL / ASK / WARN / ADVISE / REMIND + object + TO-INFINITIVE.
- I use OFFER / REFUSE / PROMISE / THREATEN + TO-INFINITIVE.
- I know that 'suggest' does NOT take 'me to do' — either -ING or a THAT-clause.
- I use B2 social-media vocabulary: go viral, algorithm, pile-on, cancelled, clickbait.
- I put the stress correctly on inFLUencer, alGOrithm, comMUnity, apOLOgy.



Answer key — Class Book

Reading: 'the tweet that ended a career'

1. (B) From London to South Africa
2. (B) 170
3. (B) A message from an old friend
4. (A) She had been fired
5. (B) Assume any post could end up on a newspaper front page

Vocabulary: social media & online life

1. viral
 2. ostracised
 3. observer
 4. clickbait
 5. reach
 6. followers
 7. onslaught
 8. algorithm
1. After the post, she was ostracised by half her followers.
 2. He received an onslaught of comments within an hour.
 3. The title was pure clickbait.
 4. The algorithm favours outrage over calm discussion.
 5. An agitator started the whole argument.

Grammar: reporting verbs

1. (B) leaking
 2. (C) to delete
 3. (A) of inventing
 4. (B) not to post
 5. (B) for sharing
 6. (B) on seeing
 7. (A) waiting
 8. (B) on reaching
1. He denied writing that comment. / He denied that he had written that comment.
 2. She admitted posting the screenshot. / She admitted that she had posted the screenshot.
 3. He recommended deleting the whole account. / He recommended (that) she delete the whole account.
 4. She refused to apologise.
 5. She warned me not to reply to the trolls.
 6. He apologised for sharing it.
 7. She accused him of leaking her messages.
 8. She threatened to sue him if he posted that photo.
1. She suggested (that) I log out. / She suggested logging out.
 2. He denied WRITING the comment.
 3. They accused him OF STEALING the video.
 4. I apologised TO her FOR the post.
 5. The lawyer warned him NOT TO post again.
 6. He insisted ON SEEING the original.

Listening: 'my post went viral overnight'

1. It's gone viral — five million views overnight and still climbing.
 2. The comments — hundreds of hate comments and accusations.
 3. To stop reading the comments and turn notifications off for 24 hours.
1. About two hundred.
 2. Restricting comments to followers only, and muting a few keywords.
 3. Faking the whole video for engagement.

Ask the teacher — notes to bring to class



4. Not to reply to any hate comment — even a polite reply gets screenshotted and shared.
5. Replying to a troll and making the pile-on much worse.
6. Screenshotting the original post + view count as proof, then closing the app.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

Going viral - Workbook — Answer Key

1. Vocabulary - social media

1. **(B)** *gone viral*
2. **(B)** *observer*
3. **(B)** *clickbait*
4. **(B)** *algorithm*
5. **(C)** *onslaught*
6. **(B)** *ostracised*

2. Vocabulary - gap-fill

1. ***influencer***
2. ***trending***
3. ***screenshot***
4. ***followers***
5. ***engagement***
6. ***block***

2b. Vocabulary - discursive writing

Sample answer

The rise of the influencer has fundamentally changed how we consume information, yet the algorithm often prioritises engagement over accuracy. When a post goes viral, it can trigger an onslaught of negativity that leads to individuals being ostracised by a mass audience. While some argue that users should simply block trolls, the reach of clickbait makes it difficult to avoid the noise. Deleting a screenshot is often useless once it has been shared across hundreds of followers. We are told that high engagement is the goal, but this often rewards controversy rather than constructive debate. If a creator is shadowbanned or muted, they lose their platform, yet the systems that decide these outcomes remain opaque. Ultimately, the responsibility lies with both the platforms and the users to ensure that social media remains a space for connection rather than a tool for division. As the digital landscape continues to evolve, we must find ways to protect the vulnerable from the excesses of viral fame.

3. Grammar - pick the correct pattern

1. **(B)** *sharing*
2. **(C)** *to delete*
3. **(B)** *of inventing*
4. **(B)** *not to comment*
5. **(B)** *for posting*
6. **(B)** *on seeing*
7. **(A)** *deleting*
8. **(B)** *on reaching*

4. Grammar - direct → reported

1. *He denied sending the DM. / He denied that he had sent the DM.*
2. *He admitted reading her messages. / He admitted that he had read her messages.*
3. *She recommended logging out for a week. / She recommended (that) I log out for a week.*
4. *She refused to take the video down.*
5. *She warned me not to reply to that troll.*
6. *She threatened to sue him if he posted it.*
7. *He apologised for sharing it.*
8. *She accused him of leaking her chat.*

5. Grammar - spot & fix the mistake

1. *She suggested (that) I delete the post. / She suggested deleting the post.*
2. *He denied WRITING the comment.*
3. *They accused him OF STEALING the idea.*
4. *The lawyer warned him NOT TO reply.*
5. *She apologised FOR SHARING it.*
6. *He insisted ON SEEING the original.*

6. Reading - true / false / not given

1. **T**
2. **F**
3. **T**
4. **F**
5. **NG**
6. **T**

7. Writing - a viral comment thread → reported speech

Sample answer

Under a video of a barista arguing with a customer, hundreds of comments appeared within an hour. One user accused the customer of being deliberately rude, while another insisted that the barista had shouted first. The customer, in a reply, denied raising her voice and threatened to sue the person who had filmed her. The barista apologised for losing his temper but refused to apologise for the coffee itself. A regular of the café recommended watching the full ten-minute version before judging, and warned everyone against sharing edited clips. The café's official account, meanwhile, congratulated its staff on 'handling a difficult morning', a comment which, predictably, was screenshotted and shared as its own viral post by lunchtime.

8. Listening - a podcast about a cancelled celebrity

1. *Deleting old posts to hide inconsistent opinions.*
2. *That she herself had once deleted a tweet in a panic and made things worse.*
3. *That there is any co-ordinated PR campaign to 'clean up' his image.*
4. *Silence for 72 hours before any public response.*
5. *To sue the platform if the account isn't restored.*
6. *That most 'cancellations' last 48 hours - the story is usually a distraction from a bigger one.*

9. ■ Challenge - sentence transformation

1. *admitted posting*
2. *accused him of leaking*
3. *warned me not to reply*
4. *threatened to sue*
5. *apologised for sharing*
6. *suggested deleting*

10. ■ Challenge - word stress

1. **(B)** 2 (-FLU-)
2. **(B)** 2 (-GO-)
3. **(A)** 1 (FOL-)
4. **(B)** 2 (-POL-)
5. **(D)** 4 (-CA-)
6. **(B)** 2 (-MU-)

11. Self-check

Self-assessment — no fixed answers.

Going viral — Workbook — Answer Key

1. Vocabulary — social media

1. **(B)** *gone viral*
2. **(B)** *observer*
3. **(B)** *clickbait*
4. **(B)** *algorithm*
5. **(C)** *onslaught*
6. **(B)** *ostracised*

2. Vocabulary — gap-fill

1. **influencer**
2. **trending**
3. **screenshot**
4. **followers**
5. **engagement**
6. **block**

2b. Vocabulary — discursive writing

Sample answer

The rise of the influencer has fundamentally changed how we consume information, yet the algorithm often prioritises engagement over accuracy. When a post goes viral, it can trigger an onslaught of negativity that leads to individuals being ostracised by a mass audience. While some argue that users should simply block trolls, the reach of clickbait makes it difficult to avoid the noise. Deleting a screenshot is often useless once it has been shared across hundreds of followers. We are told that high engagement is the goal, but this often rewards controversy rather than constructive debate. If a creator is shadowbanned or muted, they lose their platform, yet the systems that decide these outcomes remain opaque. Ultimately, the responsibility lies with both the platforms and the users to ensure that social media remains a space for connection rather than a tool for division. As the digital landscape continues to evolve, we must find ways to protect the vulnerable from the excesses of viral fame.

3. Grammar — pick the correct pattern

1. **(B)** *sharing*
2. **(C)** *to delete*
3. **(B)** *of inventing*
4. **(B)** *not to comment*
5. **(B)** *for posting*
6. **(B)** *on seeing*
7. **(A)** *deleting*
8. **(B)** *on reaching*

4. Grammar — direct → reported

1. *He denied sending the DM. / He denied that he had sent the DM.*
2. *He admitted reading her messages. / He admitted that he had read her messages.*
3. *She recommended logging out for a week. / She recommended (that) I log out for a week.*
4. *She refused to take the video down.*
5. *She warned me not to reply to that troll.*
6. *She threatened to sue him if he posted it.*
7. *He apologised for sharing it.*
8. *She accused him of leaking her chat.*

5. Grammar — spot & fix the mistake

1. *She suggested (that) I delete the post. / She suggested deleting the post.*
2. *He denied WRITING the comment.*
3. *They accused him OF STEALING the idea.*
4. *The lawyer warned him NOT TO reply.*
5. *She apologised FOR SHARING it.*
6. *He insisted ON SEEING the original.*

6. Reading — true / false / not given

1. **T**
2. **F**
3. **T**
4. **F**
5. **NG**
6. **T**

7. Writing — a viral comment thread → reported speech

Sample answer

Under a video of a barista arguing with a customer, hundreds of comments appeared within an hour. One user accused the customer of being deliberately rude, while another insisted that the barista had shouted first. The customer, in a reply, denied raising her voice and threatened to sue the person who had filmed her. The barista apologised for losing his temper but refused to apologise for the coffee itself. A regular of the café recommended watching the full ten-minute version before judging, and warned everyone against sharing edited clips. The café's official account, meanwhile, congratulated its staff on 'handling a difficult morning', a comment which, predictably, was screenshotted and shared as its own viral post by lunchtime.

8. Listening — a podcast about a cancelled celebrity

1. *Deleting old posts to hide inconsistent opinions.*
2. *That she herself had once deleted a tweet in a panic and made things worse.*
3. *That there is any co-ordinated PR campaign to 'clean up' his image.*
4. *Silence for 72 hours before any public response.*
5. *To sue the platform if the account isn't restored.*
6. *That most 'cancellations' last 48 hours — the story is usually a distraction from a bigger one.*

9. ■ Challenge — sentence transformation

1. *admitted posting*
2. *accused him of leaking*
3. *warned me not to reply*
4. *threatened to sue*
5. *apologised for sharing*
6. *suggested deleting*

10. ■ Challenge — word stress

1. **(B)** 2 (-FLU-)
2. **(B)** 2 (-GO-)
3. **(A)** 1 (FOL-)
4. **(B)** 2 (-POL-)
5. **(D)** 4 (-CA-)
6. **(B)** 2 (-MU-)

11. Self-check

Self-assessment — no fixed answers.



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 9 · 9A

Hidden gems

Theme · City Life

Unit 9 · 9A

Hidden gems

Theme: City Life



Learning objectives

- Use CLAUSES OF CONTRAST (although, even though, though, in spite of, despite, however, whereas, while) with the correct structure after each linker.
- Use CLAUSES OF PURPOSE (to / in order to / so as to / so that / in case / for) to explain WHY someone does something.
- Talk about neighbourhoods and city exploration with B2 vocabulary (a hidden gem, a hole-in-the-wall, off the beaten track, a tourist trap, gentrified).
- Hear and produce the stress SHIFT between two-syllable noun/verb pairs (REcord vs reCORD, PROgress vs proGRESS).
- Describe a hidden gem in your own city or a place you've travelled to, using at least two contrast linkers and two purpose linkers.
- Write a short 'insider's guide' recommendation post (100–120 words).

Ask the teacher — notes to bring to class



Class Book

Warm-up · your city, honestly

Answer any **ONE** prompt for your partner — 30 seconds each. Try to say **WHERE** and **WHY**.

The most overrated place in my city is...

A place I always take visitors, even though it's touristy, is...

A tiny café / shop / bar most people don't know about is...

A neighbourhood I only recently discovered is...

One street I could walk down every day without getting bored is...

followUp: Listen for **BUT, ALTHOUGH, EVEN THOUGH, TO, SO THAT** — that's today's grammar hiding in your answers.

Lead-in: 'tourist trap or hidden gem?'

Match each short description (1–6) to the label (a–f) that fits best. Only **ONE** fits each.

1. A tiny bakery down an alley, no sign, only three tables — the locals queue at 7am.
2. A famous square where the coffee costs €9 and every menu is in five languages.
3. An old warehouse district now full of artisan gin bars and €4,000 rents.
4. A neighbourhood twenty minutes from the centre — no tourists, brilliant food, cheap.
5. A rooftop bar hidden above a launderette — you ring a doorbell to get in.
6. A restaurant that's been in the same family for four generations, still no website.

- a) a tourist trap
- b) a hidden gem
- c) off the beaten track
- d) a hole-in-the-wall
- e) a gentrified neighbourhood
- f) an institution

1 → d · a HOLE-IN-THE-WALL (tiny, unmarked, brilliant)

2 → a · a TOURIST TRAP (overpriced, aimed at visitors)

3 → e · a GENTRIFIED neighbourhood (formerly working-class, now expensive)

4 → c · OFF THE BEATEN TRACK (away from the usual routes)

5 → b · a HIDDEN GEM (great, and most people don't know)

6 → f · an INSTITUTION (long-standing, loved, iconic)

followUp: Every city has all six. The trick is knowing which is which **BEFORE** you go in — and how to explain it in English.

Ask the teacher — notes to bring to class



Reading: 'the map of the city you can't buy'

There are two maps of every city. The first is the one the airport hands you, folded and glossy, with red circles around the cathedral, the market and the museum. The second is invisible. It lives in the heads of the people who take the bus at seven in the morning, who know which bakery opens on a Sunday, and which side of which square catches the first sun in November.

Ana Ribeiro, a walking-tour guide in Lisbon, has spent twelve years drawing that second map for visitors. 'Tourists want a hidden gem, but the moment I put one online, it stops being hidden,' she says. 'So I teach people HOW to find their own, instead of giving them a list.' Her method is embarrassingly simple. Walk two streets past wherever the guidebook told you to stop. Sit down somewhere with a menu only in the local language. Order what the person at the next table is eating. Come back at a different time of day.

It sounds trivial, but it works. In spite of the enormous investment cities make in official tourism, the moments visitors remember most are almost never the ones on the ticket. They're the ones that happen by accident — a wrong turn into a quiet square, a conversation with a shopkeeper who ends up drawing a map on a napkin, a rooftop found because you followed the smell of someone's grandmother's cooking.

Ana warns, however, that hidden gems and gentrification are uncomfortably close cousins. A café praised in one viral video can, within eighteen months, have doubled its prices, tripled its queue and quietly pushed out the pensioners who used to sit there for a euro coffee. 'The kindest thing you can do,' she says, 'is not to name the place online. Tell the friend sitting next to you. Then walk on.'

1. What are the 'two maps' of every city, according to the writer?

- (A) The old one and the new one
- (B) The tourist map and the local mental map
- (C) A paper map and a digital app

2. Why does Ana refuse to put hidden gems online?

- (A) She doesn't like the internet
- (B) Once posted, they stop being hidden
- (C) The city has forbidden it

3. What is Ana's method for tourists?

- (A) Give them a printed list of the best spots
- (B) Teach them how to find their own
- (C) Take them on longer tours

4. According to the text, the best travel memories are usually...

- (A) The main sights
- (B) The organised excursions
- (C) Accidental discoveries

Ask the teacher — notes to bring to class



5. What danger does Ana link to a viral 'hidden gem'?

- (A) Overcrowding and gentrification
- (B) Government regulation
- (C) The place closing down

City vocabulary in context

Match each expression from the text to its closest meaning.

a hidden gem — an excellent place most people don't know about

off the beaten track — away from the usual tourist routes

a tourist trap — overpriced spot aimed at visitors, not locals

gentrification — richer people replacing lower-income residents

an institution — a long-standing, iconic local place

a wrong turn — an accidental route that leads somewhere new

Vocabulary: neighbourhoods & city exploration

intro: At B2 you need the precise word: not 'a nice area' but LEAFY, BUZZY, RESIDENTIAL, EDGY, RUN-DOWN, UP-AND-COMING. Not 'small shop' but a HOLE-IN-THE-WALL, an INDEPENDENT café, a FAMILY-RUN restaurant.

1. **label:** Describing a neighbourhood

2. **label:** Kinds of places

3. **label:** Getting around & exploring

4. **label:** City problems & positives

practice

Complete each sentence with ONE word from the box (correct form).

1. Twenty years ago it was rough; now it's completely ____ and I can't afford to live there.

Ask the teacher — notes to bring to class



2. Don't eat on the main square — it's a total tourist ____.

3. It's a tiny, ____ eatery, but the queue starts at 6am.

4. We just ____ around for two hours with no plan and had the best day.

5. The Old Town is charming but permanently ____ with tour groups.

6. That district is really ____-and-coming — new bars opening every month.

7. The view is stunning but honestly the food is ____.

8. We ____ across a jazz bar hidden above a bookshop.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word from this lesson's vocabulary. Keep the meaning identical.

1. We <u>walked with no fixed plan</u> through the old streets for hours.

2. We <u>found by pure accident</u> a tiny jazz bar above a bookshop.

3. The area used to be working-class, but it's now <u>full of wealthier newcomers and rising rents</u>.

4. It's a tiny, <u>unmarked and modest-looking</u> restaurant, but the food is superb.

5. Honestly, the famous viewpoint is <u>more talked about than it deserves</u>.

Practice 3 — discursive writing

prompt: Write about the tension between sharing a favourite 'hidden gem' and the risk of ruining what makes it special.

Use at least FOUR of the target words from this unit.

Ask the teacher — notes to bring to class

Vary sentence length and use one relative clause.

Aim for a reflective, cohesive C1 register.

sample: There is a small, unassuming café near my flat that I chanced upon years ago, back when the whole street still felt slightly forgotten. I used to meander past it most mornings, never expecting it to change, until a well-known food blogger, who had presumably stumbled on it the same way I had, posted a single photo online. Within months the neighbourhood, once quiet, had begun to feel gentrified, and the café itself was suddenly overhyped, its queue stretching around the corner before opening time. I still love the coffee, but I no longer feel the small private thrill I once did. Now, when I find somewhere genuinely special, I hesitate before telling anyone — torn between wanting to share it and wanting to keep it exactly as it was.



Grammar: clauses of contrast & purpose

1. Two ideas — one sentence — A city sentence often does two things at once: 'It's expensive, BUT it's worth it' (contrast) or 'I got up early TO catch the light' (purpose). At B2, we upgrade BUT and TO with more precise linkers.

2. Contrast — followed by a CLAUSE (subject + verb) — ALTHOUGH / EVEN THOUGH / THOUGH + subject + verb. • 'ALTHOUGH the café is tiny, it seats twenty people.' • 'It seats twenty people, EVEN THOUGH it looks tiny.' (EVEN THOUGH = stronger) • 'The café is tiny, THOUGH.' (end position, more informal, means 'but') Rule: full clause after the linker.

3. Contrast — followed by a NOUN or -ING — IN SPITE OF / DESPITE + noun / -ing / the fact that + clause. • 'IN SPITE OF the rain, we walked everywhere.' • 'DESPITE walking everywhere, we weren't tired.' • 'DESPITE THE FACT THAT it rained, we walked everywhere.' ✗ 'Despite it rained...' — NEVER a clause directly after despite/in spite of.

Ask the teacher — notes to bring to class



4. Contrast — between two full ideas (linkers) — HOWEVER / NEVERTHELESS = but (formal), between two sentences. • 'The area is beautiful. HOWEVER, it's overpriced.' WHEREAS / WHILE = compare/contrast two things. • 'The old town is buzzy, WHEREAS the new town is sleepy.' • 'WHILE the food is excellent, the service is slow.'

5. Purpose — the WHY of an action — TO + infinitive (most common): 'I went TO see the view.' IN ORDER TO / SO AS TO + infinitive (more formal): 'She left early IN ORDER TO avoid the crowds.' IN ORDER NOT TO / SO AS NOT TO (negative — never 'to not...'): 'I whispered SO AS NOT TO wake him.' SO THAT + subject + verb (usually with can / could / would): 'I turned my phone off SO THAT I could focus.' IN CASE + subject + verb (as a precaution — NEVER with 'will'): 'Take an umbrella IN CASE it rains.' FOR + noun / -ing (general purpose): 'I went out FOR a coffee.' / 'This knife is FOR cutting bread.'

6. Common mistakes — ✗ Despite it was raining, we walked. → ✓ Despite the rain / Despite the fact that it was raining, we walked. ✗ Although in spite of... → ✓ Choose ONE linker per idea. ✗ I got up early for to see the sunrise. → ✓ ...TO see / IN ORDER TO see the sunrise. ✗ In case it will rain... → ✓ IN CASE it rains (present tense after 'in case'). ✗ So as to don't wake him... → ✓ SO AS NOT TO wake him.

Exercise A — pick the correct linker

Choose the *ONE* linker that fits grammatically AND makes sense.

1. ____ the queue, the pastry was worth it.
(A) Although
(B) Despite
(C) However
2. ____ it was raining, we walked all afternoon.
(A) Despite
(B) Even though
(C) In spite of
3. I left early ____ avoid the rush hour.
(A) for
(B) in order to
(C) so that
4. Take a jumper ____ it gets cold later.
(A) so that
(B) in case
(C) in order to

Ask the teacher — notes to bring to class



5. The area is buzzy, ____ the neighbouring one is completely dead at night.
(A) although
(B) whereas
(C) despite
6. He whispered ____ wake the baby.
(A) so as not to
(B) to not
(C) for not
7. The food was excellent. ____, the service was painfully slow.
(A) Although
(B) However
(C) In spite of
8. I brought cash ____ the card machine broke.
(A) so that
(B) in case
(C) in order to

Exercise B — join the ideas

Combine each pair into ONE sentence using the linker in brackets. Change the form if you need to.

1. The café is tiny. It seats twenty people. (although)

2. It rained all day. We walked everywhere. (despite)

3. I left early. I wanted to avoid the crowds. (in order to)

4. Take a map. Your phone might die. (in case)

5. The old town is lively. The new town is quiet. (whereas)

6. The view is amazing. The food is disappointing. (however)

7. She spoke quietly. She didn't want to wake the baby. (so as not to)

Ask the teacher — notes to bring to class



8. I got up at 5. I wanted to photograph the empty streets. (so that)

Exercise C — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. Despite it was raining, we walked everywhere.

2. I got up early for to see the sunrise.

3. In case it will rain, take an umbrella.

4. Although in spite of the crowds, we enjoyed it.

5. So as to don't wake him, I whispered.

6. Whereas the food was excellent, but the service was slow.

Exercise D — an insider's blog post

Complete the text using ONE linker from the box (each used once).

Word bank: Although · despite · however · whereas · in order to · so that · in case · so as not to · even though · for

Everyone visits the old square. (1) ____, if you walk five minutes north, you find a completely different city. (2) ____ the maps still call it a working-class district, most of the old shops have closed and the rents have quadrupled.

My favourite café there is Marta's. (3) ____ having no sign and no website, it's full every morning. I always sit at the back (4) ____ face the door and watch the regulars come in. Marta whispers your order to the kitchen (5) ____ disturb the other customers.

Go early (6) ____ get a table by the window. Take cash (7) ____ the machine is broken again. The pastries are €2 — (8) ____ they cost €7 across the square, they are unquestionably better here. (9) ____ the coffee is famous, the real reason to come is Marta herself: she remembers your face, your order and your birthday. Old-fashioned service, in other words — increasingly rare, and worth crossing the city (10) ____.

However

Although

Despite

Ask the teacher — notes to bring to class



so that

so as not to

in order to

in case

whereas

Even though

for

Listening: 'show me your city'

Maya, visiting from Toronto, asks her local friend Diego for the honest local guide to his city — not the guidebook version. Two clearly different voices, no name-introductions in the audio.

Before you listen

Predict: what will Diego tell Maya to AVOID?

Predict: what one 'hidden gem' will he insist on showing her?

First listen — gist

1. What does Maya want from Diego?

2. What does Diego tell her to skip completely?

3. Where does he suggest going instead for breakfast?

Second listen — detail

1. What does Diego say about the guidebook's 'top pick' restaurant?

2. What time does he tell Maya to go to the bakery, and why?

Ask the teacher — notes to bring to class



3. What does he warn her to take, in case something happens?

4. Why does Diego prefer the northern district to the old town?

5. What does he say about naming the bakery online?

6. What single practical rule does Diego give Maya for finding hidden gems on her own?

A: OK, before we go anywhere — I want the real version. Not what's in the guidebook. Show me YOUR city.

B: Fine. But you have to trust me on the first one. Skip the main square. Completely.

A: Skip it? It's on every list! Everyone I know said —

B: Everyone you know went there once and paid nine euros for a coffee. Even though the buildings are beautiful, the place is a tourist trap now. I promise. Every restaurant on that square has the same twelve dishes and the same three languages on the menu.

A: OK. So where do we start?

B: Breakfast. There's a tiny bakery near mine — no sign, an old couple running it for forty years. Hole-in-the-wall. But we go before eight, so that we don't queue for forty minutes.

A: You get up before eight on a Saturday?

B: For that bakery I do. And take cash, in case the card machine is dead — it's been broken since 2022. They keep saying they'll fix it.

A: My guidebook says the top restaurant in the city is on that square, though.

B: It used to be. Genuinely used to be one of the best. But it went viral three years ago, and now it's full of tour groups paying triple. The food is fine. Just fine. Whereas ten minutes north, in the residential district, there's a family-run place with no website and better food for half the price.

A: Why doesn't anyone go there?

B: Because nobody's told the internet. And that's exactly the point. When we go, please don't post the name online. Tell your friends. Not the algorithm.

A: OK, deal. But you know I'll want to explore on my own too. Give me a rule.

Ask the teacher — notes to bring to class



B: One rule. Walk two streets past wherever the guidebook told you to stop. Sit down somewhere with a menu only in the local language. Order what the person at the next table is eating. Come back at a different time of day.

A: That's four rules.

B: It's one method. Try it. You'll never trust a guidebook again.

Speaking: 'the honest tour of my city'

In pairs, give your partner a 3-minute honest tour of your city, town or village. You MUST use: (a) 2 contrast linkers (although / despite / whereas / however), (b) 2 purpose linkers (to / in order to / so that / in case), (c) 4 vocabulary items from section 4.

1. **label:** The tourist trap · **hint:** 'Everyone goes to X, even though...'

2. **label:** The overrated · **hint:** 'Y is famous, however it's actually...'

3. **label:** The hidden gem · **hint:** 'Whereas X is packed, Y is...'

4. **label:** The insider tip · **hint:** 'Go early so that you can...'

5. **label:** The warning · **hint:** 'Take cash in case...'

example: OK so everyone lands and heads straight for the cathedral square. Even though the buildings are beautiful, the whole square is a tourist trap now — nine-euro coffees and a queue for everything. Whereas ten minutes uphill, there's a completely leafy, residential district with a Sunday market. Nobody goes. It's my favourite place in the city. Go before ten so that you can talk to the stallholders properly — after eleven it gets packed. And take cash in case the ATM on the corner is out of service again, which it usually is. Despite being twenty minutes from the centre, it feels like a completely different city.

challenge: ■ Extra ■ if you sneak in a 'so as not to' AND a 'whereas' in the same tour.

Writing mini-task — an 'insider's guide' post (100–120 words)

Recommend ONE hidden gem in your own city or a place you've travelled to. Structure: (1) the tourist trap to avoid, (2) your gem, (3) how to get there, (4) one practical warning. Use at least 2 contrast linkers, 2 purpose linkers, and 4 vocab items from section 4.

Ask the teacher — notes to bring to class



Wrap-up · three quick prompts

Pick ONE and finish it out loud. Class votes on the sharpest verdict.

1. **label:** Prompt 1 — the honest one · **prompt:** The single most overrated place in my city is... and the reason people still go is...

2. **label:** Prompt 2 — the confession · **prompt:** A 'hidden gem' I would never post online, in case it gets ruined, is...

3. **label:** Prompt 3 — the prediction · **prompt:** The neighbourhood that will be totally gentrified in five years is... because...

Ask the teacher — notes to bring to class



Workbook — home practice



Ask the teacher — notes to bring to class

Hidden gems - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - city & neighbourhoods

Choose the word or phrase that fits best.

1. A neighbourhood that's improving fast and becoming fashionable is ____.
(A) run-down
(B) up-and-coming
(C) sleepy
(D) gentrified
2. A tiny, often unmarked shop or café is an ____.
(A) chain
(B) landmark
(C) unassuming eatery
(D) tourist trap
3. An area away from the usual tourist routes is ____.
(A) off the beaten track
(B) unaffordable
(C) vibrant
(D) overcrowded
4. A café that has doubled in price since it went viral is now a ____.
(A) hidden gem
(B) hole-in-the-wall
(C) tourist trap
(D) residential area
5. Full of energy, nightlife and people = ____.
(A) tranquil
(B) vibrant
(C) leafy
(D) polluted
6. To find something by accident is to ____ upon it.
(A) meander
(B) chance
(C) walk
(D) look

2. Vocabulary - gap-fill

Complete each sentence with ONE word from the box (correct form).

BOX: meander · gentrified · packed · overhyped · walkable · landmark

1. The main square is a famous ____ but honestly it's completely ____.
2. We spent Sunday afternoon just ____ing around the old town.
3. Twenty years ago this was rough; today it's fully ____ and unaffordable.
4. The whole street is ____ with tourists from 10am till midnight.

5. The old town is small and completely ____ - you don't need the metro.
6. The view is spectacular but the food is honestly ____.

2b. Vocabulary - discursive writing

Write 120-180 words: 'Gentrification is often seen as a double-edged sword for urban communities. Discuss the impact on local culture and the economy of a vibrant neighbourhood.'

Checklist:

- [] Use target lexis from the city and neighbourhood sections
- [] Use varied C1-level grammar (e.g. contrast and purpose linkers)
- [] Ensure logical cohesion and smooth transitions
- [] Maintain a formal or semi-formal academic register

[illegible]

3. Grammar - pick the correct linker

Choose the ONE linker that is grammatically correct AND makes sense.

1. ____ the queue, the pastry was worth it.
(A) Although
(B) Despite
(C) However
2. ____ it rained all afternoon, we didn't go inside once.
(A) Despite
(B) Even though
(C) In spite of
3. I left early ____ avoid the rush.
(A) for
(B) in order to
(C) so that

4. Take a jumper ____ it gets cold later.
(A) so that
(B) in case
(C) in order to
5. The old town is buzzy, ____ the new town is completely dead at night.
(A) although
(B) whereas
(C) despite
6. He whispered ____ wake the baby.
(A) so as not to
(B) to not
(C) for not
7. The view was amazing. ____, the food was terrible.
(A) Although
(B) However
(C) In spite of
8. I brought cash ____ the card machine broke.
(A) so that
(B) in case
(C) in order to

4. Grammar - join the ideas

Combine each pair into ONE sentence using the linker in brackets.

1. The café is tiny. It seats twenty. (although)
2. It rained all day. We walked everywhere. (despite)
3. I got up at 5. I wanted empty streets for photos. (so that)
4. Take a paper map. Your phone may die. (in case)
5. The old town is lively. The new town is quiet. (whereas)
6. The view is amazing. The food is disappointing. (however)
7. She spoke quietly. She didn't want to wake the baby. (so as not to)
8. The area is busy in the day. It's dead at night. (even though)

5. Grammar - spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. Despite it was raining, we walked everywhere.
2. I got up early for to see the sunrise.
3. In case it will rain, take an umbrella.
4. Although in spite of the crowds, we enjoyed it.
5. So as to don't wake him, I whispered.
6. Whereas the food was excellent, but the service was slow.

6. Reading - true / false / not given

Read the short text and mark each statement T, F or NG.

For thirty-eight years, Café Alma sat on a quiet corner in what everyone called 'the working district'. The coffee was a euro, the pastries were made at four every morning by the owner's mother, and the regulars - mostly retired postal workers - had their own reserved chairs. Then, in the summer of 2021, a food blogger posted a fifteen-second video of Alma's cinnamon roll. Within a month, the queue reached the corner. Within a year, the price of the coffee had tripled, the mother had retired, and the retired postal workers had quietly moved to a smaller café two streets away. In spite of the enormous new revenue, the owner told a local paper last month that she regretted the video and would refuse to be filmed again. 'We were fine,' she said. 'We didn't need to be famous. We needed to be ours.'

1. Café Alma had been open for over 30 years before it became famous. [T / F / NG]
2. The café's popularity grew because of a viral video. [T / F / NG]
3. The owner's mother made the coffee every morning. [T / F / NG]
4. The regular customers stopped coming to that neighbourhood. [T / F / NG]
5. The owner sold the café to a chain. [T / F / NG]
6. The owner now regrets the video that made the café famous. [T / F / NG]

7. Writing - an 'insider's guide' post (100-120 words)

Recommend one hidden gem in your city or somewhere you've travelled. Structure: (1) the tourist trap to avoid, (2) your gem, (3) how to get there, (4) a practical warning. Use 2 contrast linkers, 2 purpose linkers and 4 vocab items from Lesson 9A.

Checklist:

- [] 100-120 words
- [] 2+ contrast linkers (although / despite / whereas / however)
- [] 2+ purpose linkers (to / in order to / so that / in case)
- [] 4+ vocabulary items from Lesson 9A
- [] Structured: trap → gem → how to get there → warning

[illegible]

8. Listening - 'the neighbourhood tour'

Read the transcript (two clearly different voices). Answer the questions.

Audio: Local resident (Voice A) guiding a friend (Voice B) around her district · two clearly different voices

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

9. ■ Challenge - sentence transformation

Rewrite the second sentence using 2-5 words including the KEYWORD.

1. 1. 'The café is tiny, but it seats twenty.' → ____ tiny, it seats twenty. (KEYWORD: ALTHOUGH)
2. 2. 'It rained, but we walked everywhere.' → ____ the rain, we walked everywhere. (KEYWORD: DESPITE)
3. 3. 'I got up early because I wanted to avoid crowds.' → I got up early ____ crowds. (KEYWORD: TO)
4. 4. 'Take an umbrella - it might rain.' → Take an umbrella ____ rains. (KEYWORD: CASE)
5. 5. 'I whispered because I didn't want to wake him.' → I whispered ____ wake him. (KEYWORD: NOT)
6. 6. 'The food was great; the service was slow.' → The food was great; ____ service was slow. (KEYWORD: HOWEVER)

10. ■ Challenge - noun or verb? (stress)

Read each sentence. Is the CAPS word a noun (stress 1) or a verb (stress 2)?

1. The city has broken every RECORD this year.
(A) Noun (REcord)
(B) Verb (reCORD)
2. Can you RECORD the meeting for me?
(A) Noun (REcord)
(B) Verb (reCORD)
3. There's been a huge INCREASE in rents.
(A) Noun (INcrease)
(B) Verb (inCREASE)
4. Prices will INCREASE again in September.
(A) Noun (INcrease)
(B) Verb (inCREASE)
5. We need to make some real PROGRESS today.
(A) Noun (PROgress)
(B) Verb (proGRESS)
6. The plan is PROGRESSING slowly.
(A) Noun (PROgress)
(B) Verb (proGRESS)

11. Self-check

Tick what you can now do confidently.

- ☐ I use ALTHOUGH / EVEN THOUGH + subject + verb (never + noun).
- ☐ I use DESPITE / IN SPITE OF + noun / -ing / 'the fact that + clause'.
- ☐ I use HOWEVER / WHEREAS / WHILE to contrast two full ideas.
- ☐ I use TO / IN ORDER TO / SO AS (NOT) TO + infinitive for purpose.
- ☐ I use SO THAT + clause (with can / could / would) and IN CASE + present tense.
- ☐ I describe neighbourhoods with 6+ B2 adjectives (leafy, buzzy, up-and-coming, gentrified...).
- ☐ I move the stress correctly between REcord/reCORD, INcrease/inCREASE, PROgress/proGRESS.

Hidden gems — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — city & neighbourhoods

Choose the word or phrase that fits best.

1. A neighbourhood that's improving fast and becoming fashionable is ____.
(A) run-down
(B) up-and-coming
(C) sleepy
(D) gentrified
2. A tiny, often unmarked shop or café is an ____.
(A) chain
(B) landmark
(C) unassuming eatery
(D) tourist trap
3. An area away from the usual tourist routes is ____.
(A) off the beaten track
(B) unaffordable
(C) vibrant
(D) overcrowded
4. A café that has doubled in price since it went viral is now a ____.
(A) hidden gem
(B) hole-in-the-wall
(C) tourist trap
(D) residential area
5. Full of energy, nightlife and people = ____.
(A) tranquil
(B) vibrant
(C) leafy
(D) polluted
6. To find something by accident is to ____ upon it.
(A) meander
(B) chance
(C) walk
(D) look

2. Vocabulary — gap-fill

Complete each sentence with ONE word from the box (correct form).

BOX: meander · gentrified · packed · overhyped · walkable · landmark

1. The main square is a famous ____ but honestly it's completely ____.
2. We spent Sunday afternoon just ____ing around the old town.
3. Twenty years ago this was rough; today it's fully ____ and unaffordable.
4. The whole street is ____ with tourists from 10am till midnight.

5. The old town is small and completely ____ — you don't need the metro.
6. The view is spectacular but the food is honestly ____.

2b. Vocabulary — discursive writing

Write 120–180 words: 'Gentrification is often seen as a double-edged sword for urban communities. Discuss the impact on local culture and the economy of a vibrant neighbourhood.'

Checklist:

- Use target lexis from the city and neighbourhood sections
- Use varied C1-level grammar (e.g. contrast and purpose linkers)
- Ensure logical cohesion and smooth transitions
- Maintain a formal or semi-formal academic register

[illegible]

3. Grammar — pick the correct linker

Choose the ONE linker that is grammatically correct AND makes sense.

1. ____ the queue, the pastry was worth it.
(A) Although
(B) Despite
(C) However
2. ____ it rained all afternoon, we didn't go inside once.
(A) Despite
(B) Even though
(C) In spite of
3. I left early ____ avoid the rush.
(A) for
(B) in order to
(C) so that

4. Take a jumper ____ it gets cold later.
(A) so that
(B) in case
(C) in order to
5. The old town is buzzy, ____ the new town is completely dead at night.
(A) although
(B) whereas
(C) despite
6. He whispered ____ wake the baby.
(A) so as not to
(B) to not
(C) for not
7. The view was amazing. ____, the food was terrible.
(A) Although
(B) However
(C) In spite of
8. I brought cash ____ the card machine broke.
(A) so that
(B) in case
(C) in order to

4. Grammar — join the ideas

Combine each pair into ONE sentence using the linker in brackets.

1. The café is tiny. It seats twenty. (although)
2. It rained all day. We walked everywhere. (despite)
3. I got up at 5. I wanted empty streets for photos. (so that)
4. Take a paper map. Your phone may die. (in case)
5. The old town is lively. The new town is quiet. (whereas)
6. The view is amazing. The food is disappointing. (however)
7. She spoke quietly. She didn't want to wake the baby. (so as not to)
8. The area is busy in the day. It's dead at night. (even though)

5. Grammar — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. Despite it was raining, we walked everywhere.
2. I got up early for to see the sunrise.
3. In case it will rain, take an umbrella.
4. Although in spite of the crowds, we enjoyed it.
5. So as to don't wake him, I whispered.
6. Whereas the food was excellent, but the service was slow.

6. Reading — true / false / not given

Read the short text and mark each statement T, F or NG.

Ask the teacher — notes to bring to class

For thirty-eight years, Café Alma sat on a quiet corner in what everyone called 'the working district'. The coffee was a euro, the pastries were made at four every morning by the owner's mother, and the regulars — mostly retired postal workers — had their own reserved chairs. Then, in the summer of 2021, a food blogger posted a fifteen-second video of Alma's cinnamon roll. Within a month, the queue reached the corner. Within a year, the price of the coffee had tripled, the mother had retired, and the retired postal workers had quietly moved to a smaller café two streets away. In spite of the enormous new revenue, the owner told a local paper last month that she regretted the video and would refuse to be filmed again. 'We were fine,' she said. 'We didn't need to be famous. We needed to be ours.'

1. Café Alma had been open for over 30 years before it became famous. [T / F / NG]
2. The café's popularity grew because of a viral video. [T / F / NG]
3. The owner's mother made the coffee every morning. [T / F / NG]
4. The regular customers stopped coming to that neighbourhood. [T / F / NG]
5. The owner sold the café to a chain. [T / F / NG]
6. The owner now regrets the video that made the café famous. [T / F / NG]

7. Writing — an 'insider's guide' post (100–120 words)

Recommend one hidden gem in your city or somewhere you've travelled. Structure: (1) the tourist trap to avoid, (2) your gem, (3) how to get there, (4) a practical warning. Use 2 contrast linkers, 2 purpose linkers and 4 vocab items from Lesson 9A.

Checklist:

- 100–120 words
- 2+ contrast linkers (although / despite / whereas / however)
- 2+ purpose linkers (to / in order to / so that / in case)
- 4+ vocabulary items from Lesson 9A
- Structured: trap → gem → how to get there → warning

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the left side, there are several short vertical lines, possibly indicating where the paper was bound or folded. The overall appearance is that of a clean, unused piece of stationery.

8. Listening — 'the neighbourhood tour'

Read the transcript (two clearly different voices). Answer the questions.

■ **Audio:** Local resident (Voice A) guiding a friend (Voice B) around her district · two clearly different voices

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

9. ■ Challenge — sentence transformation

Rewrite the second sentence using 2–5 words including the KEYWORD.

1. 1. 'The café is tiny, but it seats twenty.' → ____ tiny, it seats twenty. (KEYWORD: ALTHOUGH)
2. 2. 'It rained, but we walked everywhere.' → ____ the rain, we walked everywhere. (KEYWORD: DESPITE)
3. 3. 'I got up early because I wanted to avoid crowds.' → I got up early ____ crowds. (KEYWORD: TO)
4. 4. 'Take an umbrella — it might rain.' → Take an umbrella ____ rains. (KEYWORD: CASE)
5. 5. 'I whispered because I didn't want to wake him.' → I whispered ____ wake him. (KEYWORD: NOT)
6. 6. 'The food was great; the service was slow.' → The food was great; ____ service was slow. (KEYWORD: HOWEVER)

10. ■ Challenge — noun or verb? (stress)

Read each sentence. Is the CAPS word a noun (stress 1) or a verb (stress 2)?

1. The city has broken every RECORD this year.
(A) Noun (REcord)
(B) Verb (reCORD)
2. Can you RECORD the meeting for me?
(A) Noun (REcord)
(B) Verb (reCORD)
3. There's been a huge INCREASE in rents.
(A) Noun (INcrease)
(B) Verb (inCREASE)
4. Prices will INCREASE again in September.
(A) Noun (INcrease)
(B) Verb (inCREASE)
5. We need to make some real PROGRESS today.
(A) Noun (PROgress)
(B) Verb (proGRESS)
6. The plan is PROGRESSING slowly.
(A) Noun (PROgress)
(B) Verb (proGRESS)

11. Self-check

Tick what you can now do confidently.

- I use ALTHOUGH / EVEN THOUGH + subject + verb (never + noun).
- I use DESPITE / IN SPITE OF + noun / -ing / 'the fact that + clause'.
- I use HOWEVER / WHEREAS / WHILE to contrast two full ideas.
- I use TO / IN ORDER TO / SO AS (NOT) TO + infinitive for purpose.
- I use SO THAT + clause (with can / could / would) and IN CASE + present tense.
- I describe neighbourhoods with 6+ B2 adjectives (leafy, buzzy, up-and-coming, gentrified...).
- I move the stress correctly between REcord/reCORD, INcrease/inCREASE, PROgress/proGRESS.



Answer key — Class Book

Reading: 'the map of the city you can't buy'

1. (B) The tourist map and the local mental map
2. (B) Once posted, they stop being hidden
3. (B) Teach them how to find their own
4. (C) Accidental discoveries
5. (A) Overcrowding and gentrification

Vocabulary: neighbourhoods & city exploration

1. gentrified
 2. trap
 3. unassuming
 4. meandered
 5. packed
 6. up
 7. overhyped
 8. chanced
1. We meandered through the old streets for hours.
 2. We chanced upon a tiny jazz bar above a bookshop.
 3. The area used to be working-class, but it's now gentrified.
 4. It's a tiny, unassuming restaurant, but the food is superb.
 5. Honestly, the famous viewpoint is overhyped.

Grammar: clauses of contrast & purpose

1. (B) Despite
 2. (B) Even though
 3. (B) in order to
 4. (B) in case
 5. (B) whereas
 6. (A) so as not to
 7. (B) However
 8. (B) in case
1. Although the café is tiny, it seats twenty people.
 2. Despite the rain / Despite walking, we... → Despite the rain, we walked everywhere. (or: Despite the fact that it rained, we walked everywhere.)
 3. I left early in order to avoid the crowds.
 4. Take a map in case your phone dies.
 5. The old town is lively, whereas the new town is quiet.
 6. The view is amazing. However, the food is disappointing.
 7. She spoke quietly so as not to wake the baby.
 8. I got up at 5 so that I could photograph the empty streets.
1. Despite the rain, we walked everywhere. / Although it was raining, we walked everywhere.
 2. I got up early TO see the sunrise. / IN ORDER TO see the sunrise.
 3. In case it RAINS, take an umbrella.
 4. Although there were crowds, we enjoyed it. / In spite of the crowds, we enjoyed it.
 5. So as NOT to wake him, I whispered.
 6. Whereas the food was excellent, the service was slow. / The food was excellent, but the service was slow.

Listening: 'show me your city'

1. The real, local version of the city — not what's in her guidebook.
 2. The main square — he calls it a tourist trap with €9 coffees.
 3. A tiny hole-in-the-wall bakery in his neighbourhood, no sign, run by an elderly couple.
1. It used to be brilliant but has become overpriced and full of tour groups since it went viral.
 2. Before 8am, so that they don't have to queue for forty minutes.

Ask the teacher — notes to bring to class



3. Cash — the card machine has been broken for two years.
4. It's residential and quiet, whereas the old town is packed with tourists all day.
5. Please don't post it — she can tell her friends, but posting it publicly would ruin the place.
6. Walk two streets past wherever the guidebook stops, and sit somewhere with a menu only in the local language.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

Hidden gems - Workbook — Answer Key

1. Vocabulary - city & neighbourhoods

1. **(B)** *up-and-coming*
2. **(C)** *unassuming eatery*
3. **(A)** *off the beaten track*
4. **(C)** *tourist trap*
5. **(B)** *vibrant*
6. **(B)** *chance*

2. Vocabulary - gap-fill

1. **landmark**
2. **meander**
3. **gentrified**
4. **packed**
5. **walkable**
6. **overhyped**

2b. Vocabulary - discursive writing

Sample answer

An up-and-coming neighbourhood often attracts investment that revitalises a run-down area, yet this process frequently leads to it being fully gentrified and unaffordable for original residents. While we may stumble upon a hidden gem or an unassuming eatery, these locations often become overhyped tourist traps once they appear in guidebooks. A vibrant district is defined by its unique culture, but when every street is packed with chains, that identity is lost. Even though a walkable old town is a significant landmark, we must consider who it is truly for. Meandering through a sleepy street that has suddenly become fashionable, one notices the tension between development and heritage. In order to preserve the soul of a city, urban planning must go beyond aesthetics. Despite the economic benefits of increased tourism, the displacement of local communities remains a high price to pay. Ultimately, a city is only as strong as its most authentic, honest neighbourhoods.

3. Grammar - pick the correct linker

1. **(B)** *Despite*
2. **(B)** *Even though*
3. **(B)** *in order to*
4. **(B)** *in case*
5. **(B)** *whereas*
6. **(A)** *so as not to*
7. **(B)** *However*
8. **(B)** *in case*

4. Grammar - join the ideas

1. *Although the café is tiny, it seats twenty.*
2. *Despite the rain, we walked everywhere. / Despite the fact that it rained, we walked everywhere.*
3. *I got up at 5 so that I could get empty streets for photos.*
4. *Take a paper map in case your phone dies.*
5. *The old town is lively, whereas the new town is quiet.*
6. *The view is amazing. However, the food is disappointing.*
7. *She spoke quietly so as not to wake the baby.*
8. *Even though the area is busy in the day, it's dead at night.*

5. Grammar - spot & fix the mistake

1. *Despite the rain, we walked everywhere. / Although it was raining, we walked everywhere.*
2. *I got up early TO / IN ORDER TO see the sunrise.*
3. *In case it RAINS, take an umbrella.*
4. *Although there were crowds, we enjoyed it. / In spite of the crowds, we enjoyed it.*
5. *So as NOT to wake him, I whispered.*
6. *Whereas the food was excellent, the service was slow.*

6. Reading - true / false / not given

1. **T**
2. **T**
3. **F**
4. **F**
5. **NG**
6. **T**

7. Writing - an 'insider's guide' post (100-120 words)

Sample answer

Everyone lands in Porto and rushes to the Ribeira for EUR12 sardines. Even though it's beautiful, the whole strip is a tourist trap now. Whereas ten minutes uphill, in a leafy residential district called Bonfim, there's a family-run tasca called Casa Guedes with the best sandwich in the city. Get the tram (line 22) so that you skip the hill in July. Go before 12.30 in order to grab a table by the window - after that the queue is round the corner. Take cash in case the card machine is dead, which it often is. Despite being twenty minutes from the centre, it feels like a totally different, honest Porto.

8. Listening - 'the neighbourhood tour'

1. *It's overcrowded and overpriced - a total tourist trap.*
2. *A family-run tasca in a residential district with no website.*
3. *Cash - the card machine is often broken.*
4. *So that they can get a table by the window - after that there's a huge queue.*
5. *In case it goes viral and gets ruined by tour groups.*
6. *Walk two streets past wherever the guidebook stops, and sit somewhere with a menu only in the local language.*

9. ■ Challenge - sentence transformation

1. *Although the café is*
2. *Despite*
3. *to avoid*
4. *in case it*
5. *so as not to*
6. *however, the*

10. ■ Challenge - noun or verb? (stress)

1. **(A)** Noun (REcord)
2. **(B)** Verb (reCORD)
3. **(A)** Noun (INcrease)
4. **(B)** Verb (inCREASE)
5. **(A)** Noun (PROgress)
6. **(B)** Verb (proGRESS)

11. Self-check

Self-assessment — no fixed answers.

Hidden gems — Workbook — Answer Key

1. Vocabulary — city & neighbourhoods

1. **(B)** *up-and-coming*
2. **(C)** *unassuming eatery*
3. **(A)** *off the beaten track*
4. **(C)** *tourist trap*
5. **(B)** *vibrant*
6. **(B)** *chance*

2. Vocabulary — gap-fill

1. *landmark*
2. *meander*
3. *gentrified*
4. *packed*
5. *walkable*
6. *overhyped*

2b. Vocabulary — discursive writing

Sample answer

An up-and-coming neighbourhood often attracts investment that revitalises a run-down area, yet this process frequently leads to it being fully gentrified and unaffordable for original residents. While we may stumble upon a hidden gem or an unassuming eatery, these locations often become overhyped tourist traps once they appear in guidebooks. A vibrant district is defined by its unique culture, but when every street is packed with chains, that identity is lost. Even though a walkable old town is a significant landmark, we must consider who it is truly for. Meandering through a sleepy street that has suddenly become fashionable, one notices the tension between development and heritage. In order to preserve the soul of a city, urban planning must go beyond aesthetics. Despite the economic benefits of increased tourism, the displacement of local communities remains a high price to pay. Ultimately, a city is only as strong as its most authentic, honest neighbourhoods.

3. Grammar — pick the correct linker

1. **(B)** *Despite*
2. **(B)** *Even though*
3. **(B)** *in order to*
4. **(B)** *in case*
5. **(B)** *whereas*
6. **(A)** *so as not to*
7. **(B)** *However*
8. **(B)** *in case*

4. Grammar — join the ideas

1. *Although the café is tiny, it seats twenty.*
2. *Despite the rain, we walked everywhere. / Despite the fact that it rained, we walked everywhere.*
3. *I got up at 5 so that I could get empty streets for photos.*
4. *Take a paper map in case your phone dies.*
5. *The old town is lively, whereas the new town is quiet.*
6. *The view is amazing. However, the food is disappointing.*
7. *She spoke quietly so as not to wake the baby.*
8. *Even though the area is busy in the day, it's dead at night.*

5. Grammar — spot & fix the mistake

1. *Despite the rain, we walked everywhere. / Although it was raining, we walked everywhere.*
2. *I got up early TO / IN ORDER TO see the sunrise.*
3. *In case it RAINS, take an umbrella.*
4. *Although there were crowds, we enjoyed it. / In spite of the crowds, we enjoyed it.*
5. *So as NOT to wake him, I whispered.*
6. *Whereas the food was excellent, the service was slow.*

6. Reading — true / false / not given

1. **T**
2. **T**
3. **F**
4. **F**
5. **NG**
6. **T**

7. Writing — an 'insider's guide' post (100–120 words)

Sample answer

Everyone lands in Porto and rushes to the Ribeira for €12 sardines. Even though it's beautiful, the whole strip is a tourist trap now. Whereas ten minutes uphill, in a leafy residential district called Bonfim, there's a family-run tasca called Casa Guedes with the best sandwich in the city. Get the tram (line 22) so that you skip the hill in July. Go before 12.30 in order to grab a table by the window — after that the queue is round the corner. Take cash in case the card machine is dead, which it often is. Despite being twenty minutes from the centre, it feels like a totally different, honest Porto.

8. Listening — 'the neighbourhood tour'

1. *It's overcrowded and overpriced — a total tourist trap.*
2. *A family-run tasca in a residential district with no website.*
3. *Cash — the card machine is often broken.*
4. *So that they can get a table by the window — after that there's a huge queue.*
5. *In case it goes viral and gets ruined by tour groups.*
6. *Walk two streets past wherever the guidebook stops, and sit somewhere with a menu only in the local language.*

9. ■ Challenge — sentence transformation

1. *Although the café is*
2. *Despite*
3. *to avoid*
4. *in case it*
5. *so as not to*
6. *however, the*

10. ■ Challenge — noun or verb? (stress)

1. **(A)** Noun (REcord)
2. **(B)** Verb (reCORD)
3. **(A)** Noun (INcrease)
4. **(B)** Verb (inCREASE)
5. **(A)** Noun (PROgress)
6. **(B)** Verb (proGRESS)

11. Self-check

Self-assessment — no fixed answers.



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 9 · 9B

Super cities

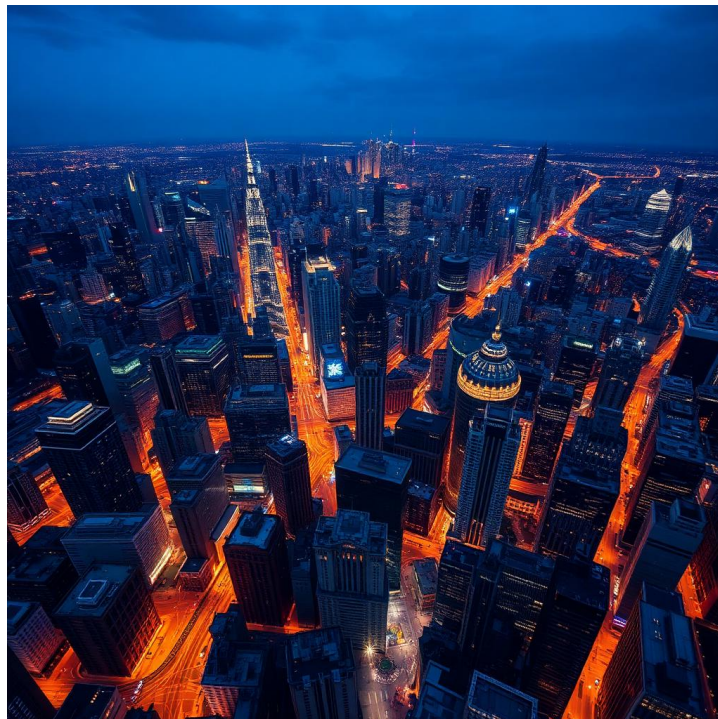
Theme · City Life



Unit 9 · 9B

Super cities

Theme: City Life



Learning objectives

- Use UNCOUNTABLE nouns (traffic, advice, information, luggage, news, research) with singular verbs and no article 'a'.
- Handle nouns that behave differently in English than in your language (accommodation, furniture, homework).
- Use PLURAL-ONLY nouns (police, people, clothes, jeans, scissors) with plural verbs.
- Build new words with common PREFIXES (over-, under-, mis-, re-, dis-, un-) and SUFFIXES (-able, -ness, -ity, -ise/ize, -less, -ful).
- Predict where the stress falls when a prefix or suffix is added.
- Describe a megacity using precise B2 vocabulary of urbanisation and quality of life.

Ask the teacher — notes to bring to class



Class Book

Warm-up · rank the megacities

Rank these five megacities from BEST to WORST to live in. Compare in pairs — defend your ranking with ONE reason each.

Tokyo — 37 million people, spotless streets, subway punctual to the second.

Lagos — 22 million and growing fast, chaotic energy, low cost of living.

Mexico City — 22 million, incredible food, altitude and pollution.

São Paulo — 22 million, non-stop nightlife, extreme traffic.

New York — 20 million, expensive, everything at every hour.

followUp: Listen for TRAFFIC, POLLUTION, ACCOMMODATION, INFORMATION — those are today's uncountable nouns hiding in your answers.

Lead-in: 'a city problem or a city plus?'

Read each mini-description (1–6) and decide: is it a PROBLEM (P) or a PLUS (+)? Compare with a partner.

1. Rush-hour traffic that adds ninety minutes to every commute.
2. Twenty-four-hour public transport that runs every four minutes.
3. Air pollution that makes joggers cough by 8am.
4. Affordable, walkable neighbourhoods with parks on every corner.
5. Rent that eats seventy per cent of an average salary.
6. World-class universities, museums and hospitals within an hour of home.

P · traffic congestion

+ efficient infrastructure

P · air pollution

+ walkability & green space

P · unaffordable housing

+ world-class amenities

1 → P · TRAFFIC CONGESTION (uncountable — 'traffic', not 'a traffic')

2 → + · efficient INFRASTRUCTURE (uncountable)

3 → P · AIR POLLUTION (uncountable)

4 → + · WALKABILITY, GREEN SPACE

5 → P · UNAFFORDABLE housing (prefix UN- + AFFORD + suffix -ABLE)

6 → + · world-class AMENITIES (plural noun)

followUp: Every megacity is a mix of both. Today we'll get the grammar right — and the vocabulary sharp.

Ask the teacher — notes to bring to class



Reading: 'the megacity paradox'

By the middle of this century, roughly seventy per cent of humanity will live in cities. Already, more than forty urban areas around the world have populations bigger than the whole of Norway. These are the megacities — Tokyo, Delhi, Shanghai, São Paulo, Cairo, Mexico City, Mumbai — and they are the most complicated machines humans have ever built.

The paradox is simple. Megacities are, on paper, catastrophic. The traffic is unmanageable. The air pollution shortens lives. The infrastructure is under permanent, expensive strain. Accommodation is unaffordable for most of the people who actually keep the city running. Rubbish collection alone is a small national economy.

And yet, people keep coming. Every day, on average, another 200,000 people move from the countryside into a city somewhere in the world. They come because the megacity, despite all its problems, is still the fastest engine of opportunity ever invented. Wages are higher. Healthcare, education and freedom of movement are wider. A child born in a rural village in India has, statistically, a very different life ahead of them than a child born in urban Mumbai — even in one of its poorest districts.

Urban planners now talk less about STOPPING this movement and more about MANAGING it. Well-designed cities are walkable, mixed-use, endlessly reusable. Badly-designed ones are car-choked, unaffordable and unbreathable. The difference is not the size of the city — Tokyo works at 37 million; some cities of two million barely function. The difference is the decisions the city made about buses, parks, housing and rubbish thirty years ago. Every megacity we build today is a bet on a future we can't quite see.

1. By mid-century, how much of the world's population will live in cities?
 - (A) Around 30%
 - (B) Around 50%
 - (C) Around 70%
2. What is the 'megacity paradox'?
 - (A) Cities are cheap but boring
 - (B) Cities are catastrophic on paper, yet people keep moving to them
 - (C) Cities can never grow bigger than 20 million
3. Why do people keep moving to megacities, according to the text?
 - (A) For the weather
 - (B) Because rural life is illegal
 - (C) Because cities offer higher wages, better healthcare and education
4. What determines whether a megacity 'works', according to the text?
 - (A) Only its size
 - (B) The decisions made about buses, parks, housing and rubbish decades earlier
 - (C) The number of tourists

Ask the teacher — notes to bring to class



5. Which of these is presented as an UNCOUNTABLE problem?

- (A) Buses
- (B) Air pollution
- (C) Buildings

Megacity vocabulary in context

Match each expression from the text to its closest meaning.

megacity — an urban area with more than 10 million people

infrastructure — roads, water, power, transport (all uncountable)

urbanisation — the movement of people from countryside to cities

car-choked — so full of traffic it can hardly move

mixed-use — housing, shops and offices in the same district

unbreathable — so polluted the air is difficult to breathe

Vocabulary: word building — prefixes & suffixes

intro: At B2 you don't just learn 'live' — you learn LIVE → LIVEABLE → UNLIVEABLE → LIVEABILITY. Prefixes change meaning; suffixes change word class. Master four common prefixes and four common suffixes and you multiply your vocabulary overnight.

1. **label:** Prefixes — change the meaning

2. **label:** Suffixes — change the word class

3. **label:** Megacity problems (uncountable!)

4. **label:** Megacity pluses

practice

Complete each sentence with ONE word from the box (correct form). One word per gap.

1. The metro is packed, and the rents are ____ for anyone on the average salary.

Ask the teacher — notes to bring to class



2. Twenty years ago the district was run-down; it's been completely ____ since then.

3. The city's air is barely ____ in the summer months.

4. Bogotá is a surprisingly ____ city — you can cross most of the centre on foot.

5. The buses are old, dirty and unreliable — the whole system feels ____.

6. There's a huge ____ between what people earn and what a flat costs.

7. The city is trying to ____ its bus network for the first time in forty years.

8. The neighbourhood I grew up in was ____ — nobody talked about it, but it had incredible food.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word from this lesson's vocabulary. Keep the meaning identical.

1. Rent in the centre has become <u>impossible for most people to pay</u>.

2. The old docks were <u>renewed and brought back to life</u> after decades of neglect.

3. The city centre is genuinely <u>easy to get around on foot</u>.

4. The transport system feels <u>badly run</u>, with constant delays.

5. There's a huge <u>gap between what the rich and the poor earn</u> in this city.

Practice 3 — discursive writing

prompt: Discuss what makes a city genuinely liveable, beyond its famous landmarks.

Use at least FOUR of the target words from this unit.

Vary sentence length and use one relative clause.

Aim for a reflective, cohesive C1 register.

Ask the teacher — notes to bring to class

sample: When people ask what makes a city liveable, they usually picture its landmarks, but I think the real answer lies elsewhere. A district that has been regenerated well feels entirely different from one that has simply been made unaffordable for the people who used to live there. I've spent time in cities that are genuinely walkable, where you can cross half the centre on foot, and others where the transport network feels so mismanaged that a short journey takes an hour. What troubles me most, though, is the disparity between neighbourhoods just a few streets apart — one thriving, one neglected, both technically part of the same city. A place only feels truly liveable, I've come to believe, when that gap starts to close.



Grammar: uncountable and plural nouns

1. Uncountable nouns — the big ones — Uncountable nouns (also called 'mass nouns') take a SINGULAR verb and NO article 'a/an'. • The traffic IS terrible today. (NOT 'the traffics are') • I need SOME information. (NOT 'an information / informations') • Common uncountables: traffic, information, advice, news, research, luggage, furniture, accommodation, homework, work, weather, money, progress, equipment, software.

2. Making them countable — 'a piece of' — To count uncountable things, use a partitive noun: • a PIECE OF advice / information / furniture / news • a BOTTLE OF water / a LOAF of bread / a SHEET of paper • an ITEM OF luggage / clothing ✗ 'Can you give me an advice?' → ✓ 'Can you give me some advice / a piece of advice?'

3. False friends — nouns that trick you — In many languages these are countable, but in English they are UNCOUNTABLE: ACCOMMODATION, FURNITURE, INFORMATION, ADVICE, RESEARCH, HOMEWORK, WORK (=job activity), NEWS, PROGRESS, TRAFFIC, EQUIPMENT, SOFTWARE, SPAGHETTI, TOAST. ✗ 'I have two homeworks.' → ✓ 'I have two pieces of homework / two assignments.' ✗ 'The furnitures are beautiful.' → ✓ 'The furniture is beautiful.'

Ask the teacher — notes to bring to class



4. Plural-only nouns (always plural verb) — These nouns have no singular form and take a PLURAL verb: • PEOPLE — 'People ARE waiting.' (never 'people is') • POLICE — 'The police ARE here.' (never 'the police is') • CLOTHES — 'My clothes ARE wet.' • JEANS / TROUSERS / SHORTS / PYJAMAS / SCISSORS / GLASSES — 'Where ARE my glasses?' To count them: 'a PAIR OF jeans / scissors / glasses'.

5. Group nouns — singular OR plural (BrE) — Nouns for groups (team, government, family, staff, band) can take a SINGULAR verb (the group as one unit) or a PLURAL verb (the individuals). Both are correct in British English. • The team HAS won. / The team HAVE won. • The government IS deciding. / The government ARE deciding. In American English, singular is strongly preferred.

6. Common mistakes — ✗ 'I need an advice.' → ✓ 'I need some advice / a piece of advice.' ✗ 'The news are bad.' → ✓ 'The news IS bad.' (news = uncountable, singular verb!) ✗ 'The police is coming.' → ✓ 'The police ARE coming.' ✗ 'People is friendly.' → ✓ 'People ARE friendly.' ✗ 'My jean is dirty.' → ✓ 'My jeans ARE dirty.' / 'This pair of jeans is dirty.'

Exercise A — pick the correct verb

Choose IS or ARE.

1. The traffic ____ terrible today.
(A) is
(B) are
2. The police ____ investigating the case.
(A) is
(B) are
3. The news from Tokyo ____ shocking.
(A) is
(B) are
4. People ____ moving to the suburbs.
(A) is
(B) are
5. My jeans ____ in the wash.
(A) is
(B) are
6. The furniture ____ new.
(A) is
(B) are

Ask the teacher — notes to bring to class



7. Her research ____ groundbreaking.
(A) is
(B) are
8. The staff ____ complaining about the changes.
(A) is
(B) are

Exercise B — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I need an advice about the city.

2. The furnitures in the flat are old.

3. People is friendly here.

4. The news are terrible today.

5. I have two homeworks tonight.

6. The police is on their way.

7. Where is my jeans?

8. She gave me some informations.

Exercise C — countable or uncountable?

Add 'a/an' if the noun is countable in English. Otherwise leave it blank.

1. I'd like ____ coffee and ____ toast, please.

2. She gave me ____ good advice.

3. He bought ____ new laptop and ____ software.

Ask the teacher — notes to bring to class



4. The city is famous for ____ great weather and ____ hospitality.

5. We stayed in ____ lovely accommodation near the beach.

6. I read ____ interesting news article this morning.

Exercise D — the megacity report (gap-fill)

Complete the text with ONE word from the box (each used once).

Word bank: traffic · pollution · accommodation · infrastructure · people · police · news · advice · research · amenities

Lagos, one of the world's fastest-growing megacities, adds another 3,000 (1) ____ every single day. The (2) ____ during rush hour is famous — a five-kilometre journey can take three hours. Air (3) ____ is a serious health problem. (4) ____ in the centre is unaffordable for most residents.

The city's (5) ____, though, is improving fast: a new light-rail line opens next year, and neighbourhoods are getting basic (6) ____ — clean water, schools, clinics — for the first time.

Recent (7) ____ from the World Bank shows that better public transport can reduce commute times by 40%. The Governor's office released the (8) ____ yesterday. A traffic officer we spoke to (the (9) ____ prefer not to be named) offered this (10) ____: 'Leave the house at 4am, or don't leave at all.'

people

traffic

pollution

Accommodation

infrastructure

amenities

research

news

police

advice

Listening: 'moving to the megacity'

Priya, considering a job offer in Tokyo, calls her friend Sam who has lived there for eight years. Two clearly different voices, no name-introductions in the audio.

Before you listen

Predict: what will Sam warn Priya about?

Predict: what will he say is the BEST thing about living in Tokyo?

Ask the teacher — notes to bring to class

**First listen — gist**

1. Why is Priya calling Sam?

2. What is Sam's overall verdict on the city?

3. What single 'trap' does he warn her to avoid?

Second listen — detail

1. Why does Sam say the accommodation is a shock?

2. What does he say about the public transport?

3. How does he describe the traffic?

4. What kind of neighbourhood does he recommend, and why?

5. What warning does he give about the 'information overload' in the first weeks?

6. What is the ONE piece of advice he ends with?

A: OK, I got the job. Tokyo. They want an answer by Friday. Tell me — brutally — should I go?

B: Yes. Absolutely. Best decision I ever made. But the first six months are brutal, and you need to know that before you sign anything.

A: Brutal how? The salary is good.

Ask the teacher — notes to bring to class



B: The salary is fine. It's the accommodation. The flats are tiny, unaffordable in the centre, and the deposits are enormous. On top of that, most landlords ask for what's called 'key money' — a gift, non-refundable, to say thank you for letting you rent from them.

A: Wait — a gift on top of the deposit?

B: On top of the deposit, the agency fee and the first month's rent. Four months of rent, sometimes, just to walk in the door. So my first piece of advice: rent something small and cheap for six months first. Don't sign a two-year lease before you understand the neighbourhoods.

A: What about the traffic? I hate cities where you sit in traffic for two hours.

B: There basically IS no traffic in the centre. Everyone takes the metro. It's astonishingly clean, astonishingly punctual — a forty-second delay makes the news. If you're on time to the second, you'll love it.

A: And information? I don't speak Japanese.

B: That's the other brutal thing. The first month is information overload. Signs, menus, forms, packaging — thousands of characters, all at once. You just have to accept you won't understand most of what's around you for months. That's fine. People are extraordinarily kind about it.

A: And the good side?

B: The good side is that once you find your neighbourhood, it becomes the best place I've ever lived. Walkable, safe at 3am, full of amenities — every station has a bakery, a bookshop and a bar that seats six. You'll never want to leave.

A: OK — one sentence of advice.

B: Rent small for six months, walk everywhere at the weekends, and only then decide where you want to spend the next five years.

Speaking: 'design your ideal megacity'

In pairs, design your ideal megacity of 15 million people. Decide on the FIVE priorities. You MUST use: (a) 3 uncountable nouns with the correct verb, (b) 3 prefix/suffix word-building items, (c) 1 plural-only noun (people, police, staff, amenities).

1. **label:** Transport · **hint:** 'The public transport IS...', 'Traffic congestion is...'

2. **label:** Housing · **hint:** 'Accommodation IS affordable / unaffordable...'

3. **label:** Environment · **hint:** 'Air pollution is minimal because...'

Ask the teacher — notes to bring to class



4. **label:** Amenities · **hint:** 'The amenities ARE walkable / world-class...'

5. **label:** People · **hint:** 'People ARE from every background...'

example: Right, our megacity is fifteen million people, and priority one is public transport — it IS clean, punctual, and free at weekends. Priority two is housing: we make accommodation genuinely affordable by capping rents in the central districts. Air pollution is basically zero because private cars are banned inside the ring road. Every neighbourhood is walkable and mixed-use — you can reach a school, a park and a clinic in ten minutes on foot. And, crucially, the amenities ARE spread evenly across the city, not just concentrated downtown. Our city's motto is 'liveability, not size.'

challenge: ■ Extra ■ if you sneak in 'the news', 'the police' AND a word made with a prefix in the same pitch.

Writing mini-task — 'a megacity report' (120–150 words)

Write a short report on a megacity you know or have read about. Structure: (1) size & basic facts, (2) TWO problems (use uncountable nouns), (3) TWO pluses, (4) one recommendation for the future. Use at least THREE prefix/suffix words and TWO uncountable nouns with correct verbs.

Wrap-up · three quick prompts

Pick ONE and finish it out loud. Class votes on the sharpest verdict.

1. **label:** Prompt 1 — the confession · **prompt:** The megacity I would move to tomorrow is... because...

2. **label:** Prompt 2 — the warning · **prompt:** The one megacity problem no city has really solved is... and here's why...

3. **label:** Prompt 3 — the prediction · **prompt:** In 2050, the world's most liveable megacity will be... because...

Ask the teacher — notes to bring to class



Workbook — home practice



Ask the teacher — notes to bring to class

Super cities - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - megacity words (word building)

Choose the word that fits best.

1. Rents are so high nobody can afford them - the city is completely ____.
(A) afford
(B) unaffordable
(C) affordability
(D) affording
2. The bus network was in ruins; it needed a full ____.
(A) regenerate
(B) regenerated
(C) regeneration
(D) regenerative
3. The air is barely ____ in the summer months.
(A) breathe
(B) breathable
(C) breath
(D) breathless
4. Everyone talked about the ____ of moving so many people so fast.
(A) urban
(B) urbanise
(C) urbanisation
(D) urbanised
5. The government has done nothing - the whole project feels totally ____.
(A) manage
(B) mismanaged
(C) management
(D) manager
6. The metro is so old and unreliable - it desperately needs to be ____.
(A) modern
(B) modernise
(C) modernity
(D) modernised

2. Vocabulary - gap-fill (uncountable nouns)

Complete each sentence with ONE noun from the box (no changes).

BOX: traffic · pollution · accommodation · advice · information · news

1. The ____ is unbearable in the summer - you can taste it.
2. Can you give me some ____ about which neighbourhood is safest?
3. The ____ from Tokyo this morning is really shocking.
4. ____ in the city centre is completely unaffordable.

5. There was so much ____ on the motorway that we missed our flight.
6. I couldn't find any useful ____ about visas online.

2b. Vocabulary - discursive writing

Write 120-180 words: 'Megacities offer unparalleled opportunities but also significant challenges for sustainable living. Discuss the necessity of urban regeneration in modernised cities.'

Checklist:

- [] Use target lexis from the megacity and word-building sections
- [] Use varied C1-level grammar (e.g. correct verbs with uncountable nouns)
- [] Ensure logical cohesion and smooth transitions
- [] Maintain a formal or semi-formal academic register

This image shows a blank sheet of white paper with horizontal blue ruling lines. On the left side, there are short vertical blue lines that serve as margins, creating a series of narrow columns. The paper is otherwise empty of any text or markings.

3. Grammar - IS or ARE?

Choose the correct verb.

1. The news from Delhi ____ terrible.
(A) is
(B) are
2. The police ____ investigating.
(A) is
(B) are
3. People ____ leaving the city for the suburbs.
(A) is
(B) are
4. My jeans ____ in the wash.
(A) is
(B) are

5. The furniture ____ brand new.
(A) is
(B) are
6. Her research ____ groundbreaking.
(A) is
(B) are
7. The traffic on the ring road ____ moving very slowly.
(A) is
(B) are
8. The staff ____ complaining about the shift changes.
(A) is
(B) are

4. Grammar - spot & fix the mistake

Each sentence has *ONE* mistake. Rewrite it correctly.

1. I need an advice about the visa.
2. The furnitures in the flat are old.
3. People is friendly here.
4. The news are terrible today.
5. I have two homeworks tonight.
6. The police is on their way.
7. Where is my jeans?
8. She gave me some informations.

5. Word building - form the noun / adjective / verb

Complete the table by writing the correct form.

1. afford → adjective (opposite): 'The rent is ____.'
2. urban → noun (process): 'Rapid ____ is changing India.'
3. pollute → noun: 'Air ____ is a huge problem.'
4. modern → verb: 'They plan to ____ the bus network.'
5. walk → noun (quality): 'The city has excellent ____.'
6. manage → adjective (opposite): 'The traffic is completely ____.'
7. develop → noun: 'The area needs urgent re____.'
8. rate → verb + prefix 'under-': 'The neighbourhood is really ____.'

6. Reading - true / false / not given

Read the short text and mark each statement T, F or NG.

In 2015 the city of Medellín, in Colombia, was still recovering from decades of extreme violence and had one of the highest inequality rates in Latin America. Ten years later, it is regularly cited as one of the world's most innovative urban regeneration stories. The change did not happen by accident. The city built libraries in the poorest neighbourhoods, opened public escalators up steep hillsides so that residents could reach the metro, and reorganised the whole bus network to serve the outer districts first. Air pollution fell.

Homicide rates fell. Tourism doubled. Not everything is fixed - accommodation in the central districts has become unaffordable for many locals, and homelessness has risen slightly. But the mayor at the time argued that the goal was never a perfect city; it was a city that could keep improving.

1. Medellín used to have very high inequality. [T / F / NG]
2. Public escalators were built for tourists. [T / F / NG]
3. The bus network was redesigned to focus on outer districts. [T / F / NG]
4. Tourism in Medellín has doubled in the last ten years. [T / F / NG]
5. The changes have solved every problem in the city. [T / F / NG]
6. The current mayor's name is mentioned in the text. [T / F / NG]

7. Writing - a megacity report (120-150 words)

Write a short report on a megacity you know or have researched. Include: (1) size and basic facts, (2) TWO problems (use uncountable nouns), (3) TWO pluses, (4) one recommendation for the future. Use at least THREE prefix/suffix words.

Checklist:

- [] 120-150 words
- [] Correct verbs after uncountable nouns (traffic IS, news IS)
- [] 3+ prefix/suffix words (unaffordable, regeneration, liveability...)
- [] Structured: facts → problems → pluses → recommendation
- [] At least ONE plural-only noun (people ARE / amenities ARE)

[illegible]

8. Listening - 'life in a megacity'

Read the transcript (two clearly different voices). Answer the questions.

Audio: Long-time resident (Voice A) giving honest tips to a new arrival (Voice B) · two clearly different voices

1.

- 2.
- 3.
- 4.
- 5.
- 6.

9. ■ Challenge - sentence transformation

Rewrite the second sentence using 2-5 words including the KEYWORD.

1. 1. 'The government isn't managing the transport well.' → The transport network is being _____. (KEYWORD: MIS)
2. 2. 'You can't afford to rent here.' → Rents here are completely _____. (KEYWORD: UN)
3. 3. 'Many people move from villages to cities.' → We're seeing rapid _____. (KEYWORD: URBAN)
4. 4. 'The neighbourhood was rebuilt from scratch.' → The area was fully _____. (KEYWORD: RE)
5. 5. 'The city has done more than people think.' → The city is really _____. (KEYWORD: UNDER)
6. 6. 'The bus system is very old.' → The buses need to be _____. (KEYWORD: -ISE)

10. ■ Challenge - where's the stress?

Underline the stressed syllable in your notebook. Then reveal the answer.

1. photograph → photographer
(A) PHOtographer
(B) phoTOgrapher
(C) photoGRAPHer
2. pollute → pollution
(A) POLLution
(B) pollUTION
(C) pollutIOn
3. urban → urbanisation
(A) urbaniSAtion
(B) URbanisation
(C) urBANisation
4. stupid → stupidity
(A) STUpidity
(B) stuPIDity
(C) stupidITY
5. afford → unaffordable
(A) UNafFORDable
(B) unafFORDable
(C) unaffORDable
6. modern → modernise
(A) MODernise
(B) moDERnise
(C) modernISE

11. Self-check

Tick what you can now do confidently.

- ☐ I use singular verbs after uncountable nouns (traffic IS, news IS, information IS).
- ☐ I use plural verbs after PEOPLE, POLICE, CLOTHES, JEANS, STAFF, AMENITIES.
- ☐ I never say 'an advice / an information / a furniture' - I use 'a piece of...'.
☐ I build new words with over-, under-, un-, mis-, re-, dis-.
- ☐ I know that -ion / -ity / -ic pull the stress ONE syllable back.
- ☐ I can describe a megacity with 6+ B2 words (urbanisation, walkability, regeneration, liveability, unaffordable, mismanaged).

Super cities — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — megacity words (word building)

Choose the word that fits best.

1. Rents are so high nobody can afford them — the city is completely ____.
(A) afford
(B) unaffordable
(C) affordability
(D) affording
2. The bus network was in ruins; it needed a full ____.
(A) regenerate
(B) regenerated
(C) regeneration
(D) regenerative
3. The air is barely ____ in the summer months.
(A) breathe
(B) breathable
(C) breath
(D) breathless
4. Everyone talked about the ____ of moving so many people so fast.
(A) urban
(B) urbanise
(C) urbanisation
(D) urbanised
5. The government has done nothing — the whole project feels totally ____.
(A) manage
(B) mismanaged
(C) management
(D) manager
6. The metro is so old and unreliable — it desperately needs to be ____.
(A) modern
(B) modernise
(C) modernity
(D) modernised

2. Vocabulary — gap-fill (uncountable nouns)

Complete each sentence with ONE noun from the box (no changes).

BOX: traffic · pollution · accommodation · advice · information · news

1. The ____ is unbearable in the summer — you can taste it.
2. Can you give me some ____ about which neighbourhood is safest?
3. The ____ from Tokyo this morning is really shocking.
4. ____ in the city centre is completely unaffordable.

5. There was so much ____ on the motorway that we missed our flight.
6. I couldn't find any useful ____ about visas online.

2b. Vocabulary — discursive writing

Write 120–180 words: 'Megacities offer unparalleled opportunities but also significant challenges for sustainable living. Discuss the necessity of urban regeneration in modernised cities.'

Checklist:

- Use target lexis from the megacity and word-building sections
- Use varied C1-level grammar (e.g. correct verbs with uncountable nouns)
- Ensure logical cohesion and smooth transitions
- Maintain a formal or semi-formal academic register

[illegible]

3. Grammar — IS or ARE?

Choose the correct verb.

1. The news from Delhi ____ terrible.
(A) is
(B) are
2. The police ____ investigating.
(A) is
(B) are
3. People ____ leaving the city for the suburbs.
(A) is
(B) are
4. My jeans ____ in the wash.
(A) is
(B) are

Ask the teacher — notes to bring to class

5. The furniture ____ brand new.
(A) is
(B) are
6. Her research ____ groundbreaking.
(A) is
(B) are
7. The traffic on the ring road ____ moving very slowly.
(A) is
(B) are
8. The staff ____ complaining about the shift changes.
(A) is
(B) are

4. Grammar — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I need an advice about the visa.
2. The furnitures in the flat are old.
3. People is friendly here.
4. The news are terrible today.
5. I have two homeworks tonight.
6. The police is on their way.
7. Where is my jeans?
8. She gave me some informations.

5. Word building — form the noun / adjective / verb

Complete the table by writing the correct form.

1. afford → adjective (opposite): 'The rent is ____.'
2. urban → noun (process): 'Rapid ____ is changing India.'
3. pollute → noun: 'Air ____ is a huge problem.'
4. modern → verb: 'They plan to ____ the bus network.'
5. walk → noun (quality): 'The city has excellent ____.'
6. manage → adjective (opposite): 'The traffic is completely ____.'
7. develop → noun: 'The area needs urgent re____.'
8. rate → verb + prefix 'under-': 'The neighbourhood is really ____.'

6. Reading — true / false / not given

Read the short text and mark each statement T, F or NG.

In 2015 the city of Medellín, in Colombia, was still recovering from decades of extreme violence and had one of the highest inequality rates in Latin America. Ten years later, it is regularly cited as one of the world's most innovative urban regeneration stories. The change did not happen by accident. The city built libraries in the poorest neighbourhoods, opened public escalators up steep hillsides so that residents could reach the metro, and reorganised the whole bus network to serve the outer districts first. Air pollution fell.

Homicide rates fell. Tourism doubled. Not everything is fixed — accommodation in the central districts has become unaffordable for many locals, and homelessness has risen slightly. But the mayor at the time argued that the goal was never a perfect city; it was a city that could keep improving.

1. Medellín used to have very high inequality. [T / F / NG]
2. Public escalators were built for tourists. [T / F / NG]
3. The bus network was redesigned to focus on outer districts. [T / F / NG]
4. Tourism in Medellín has doubled in the last ten years. [T / F / NG]
5. The changes have solved every problem in the city. [T / F / NG]
6. The current mayor's name is mentioned in the text. [T / F / NG]

7. Writing — a megacity report (120–150 words)

Write a short report on a megacity you know or have researched. Include: (1) size and basic facts, (2) TWO problems (use uncountable nouns), (3) TWO pluses, (4) one recommendation for the future. Use at least THREE prefix/suffix words.

Checklist:

- 120–150 words
- Correct verbs after uncountable nouns (traffic IS, news IS)
- 3+ prefix/suffix words (unaffordable, regeneration, liveability...)
- Structured: facts → problems → pluses → recommendation
- At least ONE plural-only noun (people ARE / amenities ARE)

[illegible]

8. Listening — 'life in a megacity'

Read the transcript (two clearly different voices). Answer the questions.

- **Audio:** Long-time resident (Voice A) giving honest tips to a new arrival (Voice B) · two clearly different voices

- 1.

- 2.
- 3.
- 4.
- 5.
- 6.

9. ■ Challenge — sentence transformation

Rewrite the second sentence using 2–5 words including the KEYWORD.

1. 1. 'The government isn't managing the transport well.' → The transport network is being _____. (KEYWORD: MIS)
2. 2. 'You can't afford to rent here.' → Rents here are completely _____. (KEYWORD: UN)
3. 3. 'Many people move from villages to cities.' → We're seeing rapid _____. (KEYWORD: URBAN)
4. 4. 'The neighbourhood was rebuilt from scratch.' → The area was fully _____. (KEYWORD: RE)
5. 5. 'The city has done more than people think.' → The city is really _____. (KEYWORD: UNDER)
6. 6. 'The bus system is very old.' → The buses need to be _____. (KEYWORD: -ISE)

10. ■ Challenge — where's the stress?

Underline the stressed syllable in your notebook. Then reveal the answer.

1. photograph → photographer
(A) PHOtographer
(B) phoTOgrapher
(C) photoGRAPHer
2. pollute → pollution
(A) POLLution
(B) pollUTION
(C) pollutlON
3. urban → urbanisation
(A) urbaniSAtion
(B) URbanisation
(C) urBANisation
4. stupid → stupidity
(A) STUpidity
(B) stuPIDity
(C) stupidITY
5. afford → unaffordable
(A) UNafFORDable
(B) unafFORDable
(C) unaffORDable
6. modern → modernise
(A) MODernise
(B) moDERnise
(C) modernISE

11. Self-check

Tick what you can now do confidently.

- I use singular verbs after uncountable nouns (traffic IS, news IS, information IS).
- I use plural verbs after PEOPLE, POLICE, CLOTHES, JEANS, STAFF, AMENITIES.
- I never say 'an advice / an information / a furniture' — I use 'a piece of...'.- I build new words with over-, under-, un-, mis-, re-, dis-.
- I know that -ion / -ity / -ic pull the stress ONE syllable back.
- I can describe a megacity with 6+ B2 words (urbanisation, walkability, regeneration, liveability, unaffordable, mismanaged).



Answer key — Class Book

Reading: 'the megacity paradox'

1. (C) Around 70%
2. (B) Cities are catastrophic on paper, yet people keep moving to them
3. (C) Because cities offer higher wages, better healthcare and education
4. (B) The decisions made about buses, parks, housing and rubbish decades earlier
5. (B) Air pollution

Vocabulary: word building — prefixes & suffixes

1. unaffordable
 2. regenerated
 3. breathable
 4. walkable
 5. mismanaged
 6. disparity
 7. modernise
 8. underappreciated
1. Rent in the centre has become unaffordable.
 2. The old docks were regenerated after decades of neglect.
 3. The city centre is genuinely walkable.
 4. The transport system feels mismanaged.
 5. There's a huge disparity between rich and poor in this city.

Grammar: uncountable and plural nouns

1. (A) is
 2. (B) are
 3. (A) is
 4. (B) are
 5. (B) are
 6. (A) is
 7. (A) is
 8. (B) are
1. I need some advice / a piece of advice about the city.
 2. The furniture in the flat is old.
 3. People ARE friendly here.
 4. The news IS terrible today.
 5. I have two pieces of homework / two assignments tonight.
 6. The police ARE on their way.
 7. Where ARE my jeans?
 8. She gave me some information / a piece of information.
1. a coffee and (—) toast (coffee here = countable 'a cup of'; toast = uncountable)
 2. (—) good advice / some good advice / a piece of good advice
 3. a new laptop and (—) software
 4. (—) great weather and (—) hospitality
 5. (—) lovely accommodation (uncountable — never 'an accommodation')
 6. an interesting news article ('article' is countable, so a/an is fine)

Listening: 'moving to the megacity'

1. She's been offered a job in Tokyo and wants honest advice from someone who lives there.
 2. It's the best place he's ever lived — but the first six months are brutal.
 3. Signing a two-year lease on an expensive central flat before she knows the neighbourhoods.
1. It's tiny, expensive and the deposits are enormous — many landlords also ask for a 'key money' gift on top.
 2. It's astonishingly punctual and clean — trains are so on time that a 40-second delay makes the news.
 3. There's almost no car traffic in the centre — everyone takes the metro.

Ask the teacher — notes to bring to class



4. A residential district thirty minutes out — cheaper, walkable, and full of amenities without the tourists.
5. There are thousands of signs and menus in Japanese; she'll need to accept she won't understand everything for months, and that's fine.
6. Rent a small place for six months first, walk everywhere at weekends, and only then decide where to sign a long lease.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

Super cities - Workbook — Answer Key

1. Vocabulary - megacity words (word building)

1. **(B)** *unaffordable*
2. **(C)** *regeneration*
3. **(B)** *breathable*
4. **(C)** *urbanisation*
5. **(B)** *mismanaged*
6. **(B)** *modernise*

2. Vocabulary - gap-fill (uncountable nouns)

1. ***pollution***
2. ***advice***
3. ***news***
4. ***Accommodation***
5. ***traffic***
6. ***information***

2b. Vocabulary - discursive writing

Sample answer

Rapid urbanisation has transformed the global landscape, creating megacities that are both engines of growth and hubs of inequality. In many cases, accommodation in central districts has become completely unaffordable, forcing residents into mismanaged outer districts. To improve liveability, a city must prioritise urban regeneration and modernise its infrastructure. While some cities boast a world-class metro, others suffer from unmanageable traffic and high levels of pollution that make the air barely breathable in summer. Providing reliable information and advice to new arrivals is essential, yet the news from many growing cities remains concerning. We must ensure that the benefits of development are not concentrated only in a few leafy districts. If a city fails to address the needs of its diverse population, its long-term stability is at risk. Ultimately, the goal of urban planning should be to create cities that are not just large, but truly liveable and sustainable for all their inhabitants.

3. Grammar - IS or ARE?

1. **(A)** *is*
2. **(B)** *are*
3. **(B)** *are*
4. **(B)** *are*
5. **(A)** *is*
6. **(A)** *is*
7. **(A)** *is*
8. **(B)** *are*

4. Grammar - spot & fix the mistake

1. *I need some advice / a piece of advice about the visa.*
2. *The furniture in the flat is old.*
3. *People ARE friendly here.*
4. *The news IS terrible today.*
5. *I have two pieces of homework / two assignments tonight.*
6. *The police ARE on their way.*
7. *Where ARE my jeans?*
8. *She gave me some information / a piece of information.*

5. Word building - form the noun / adjective / verb

1. *unaffordable*
2. *urbanisation*
3. *pollution*
4. *modernise*
5. *walkability*
6. *unmanageable*
7. *redevelopment*
8. *underrated*

6. Reading - true / false / not given

1. **T**
2. **F**
3. **T**
4. **T**
5. **F**
6. **NG**

7. Writing - a megacity report (120-150 words)

Sample answer

São Paulo is Brazil's largest city, with roughly 22 million people in its wider metropolitan area. It has serious problems. The traffic is unmanageable - a ten-kilometre journey can take two hours. Air pollution is high, and accommodation in the central districts has become unaffordable for many working families. But the pluses are just as real. The public transport is genuinely world-class, especially the metro, and the cultural amenities are among the best in Latin America - museums, restaurants, live music, everything. People are open, hard-working and diverse. My recommendation: the city needs to keep investing in regeneration of its outer neighbourhoods, so that liveability isn't concentrated only in a few central districts. If it manages that, São Paulo will be a model megacity for the rest of the region.

8. Listening - 'life in a megacity'

- 1. The cost/size of the accommodation and the amount of new information (signs, forms, characters) in the first weeks.*
- 2. Astonishingly punctual and clean - trains almost never late.*
- 3. There basically isn't any - everyone uses the metro.*
- 4. So that the newcomer can walk around at weekends and understand the neighbourhoods before signing a long lease.*
- 5. Rent small for six months, walk everywhere at the weekends, and only then decide where to spend the next five years.*
- 6. It's the best place they've ever lived - once you find your neighbourhood, you never want to leave.*

9. ■ Challenge - sentence transformation

- 1. mismanaged*
- 2. unaffordable*
- 3. urbanisation*
- 4. regenerated / redeveloped*
- 5. underrated*
- 6. modernised*

10. ■ Challenge - where's the stress?

- 1. (B) phoTOgrapher*
- 2. (B) polLUtion*
- 3. (A) urbaniSAtion*
- 4. (B) stuPIDity*
- 5. (B) unafFORdable*
- 6. (A) MOdernise*

11. Self-check

Self-assessment — no fixed answers.

Super cities — Workbook — Answer Key

1. Vocabulary — megacity words (word building)

1. **(B)** *unaffordable*
2. **(C)** *regeneration*
3. **(B)** *breathable*
4. **(C)** *urbanisation*
5. **(B)** *mismanaged*
6. **(B)** *modernise*

2. Vocabulary — gap-fill (uncountable nouns)

1. ***pollution***
2. ***advice***
3. ***news***
4. ***Accommodation***
5. ***traffic***
6. ***information***

2b. Vocabulary — discursive writing

Sample answer

Rapid urbanisation has transformed the global landscape, creating megacities that are both engines of growth and hubs of inequality. In many cases, accommodation in central districts has become completely unaffordable, forcing residents into mismanaged outer districts. To improve liveability, a city must prioritise urban regeneration and modernise its infrastructure. While some cities boast a world-class metro, others suffer from unmanageable traffic and high levels of pollution that make the air barely breathable in summer. Providing reliable information and advice to new arrivals is essential, yet the news from many growing cities remains concerning. We must ensure that the benefits of development are not concentrated only in a few leafy districts. If a city fails to address the needs of its diverse population, its long-term stability is at risk. Ultimately, the goal of urban planning should be to create cities that are not just large, but truly liveable and sustainable for all their inhabitants.

3. Grammar — IS or ARE?

1. **(A)** *is*
2. **(B)** *are*
3. **(B)** *are*
4. **(B)** *are*
5. **(A)** *is*
6. **(A)** *is*
7. **(A)** *is*
8. **(B)** *are*

4. Grammar — spot & fix the mistake

1. *I need some advice / a piece of advice about the visa.*
2. *The furniture in the flat is old.*
3. *People ARE friendly here.*
4. *The news IS terrible today.*
5. *I have two pieces of homework / two assignments tonight.*
6. *The police ARE on their way.*
7. *Where ARE my jeans?*
8. *She gave me some information / a piece of information.*

5. Word building — form the noun / adjective / verb

1. *unaffordable*
2. *urbanisation*
3. *pollution*
4. *modernise*
5. *walkability*
6. *unmanageable*
7. *redevelopment*
8. *underrated*

6. Reading — true / false / not given

1. **T**
2. **F**
3. **T**
4. **T**
5. **F**
6. **NG**

7. Writing — a megacity report (120–150 words)

Sample answer

São Paulo is Brazil's largest city, with roughly 22 million people in its wider metropolitan area. It has serious problems. The traffic is unmanageable — a ten-kilometre journey can take two hours. Air pollution is high, and accommodation in the central districts has become unaffordable for many working families. But the pluses are just as real. The public transport is genuinely world-class, especially the metro, and the cultural amenities are among the best in Latin America — museums, restaurants, live music, everything. People are open, hard-working and diverse. My recommendation: the city needs to keep investing in regeneration of its outer neighbourhoods, so that liveability isn't concentrated only in a few central districts. If it manages that, São Paulo will be a model megacity for the rest of the region.

8. Listening — 'life in a megacity'

- 1. The cost/size of the accommodation and the amount of new information (signs, forms, characters) in the first weeks.*
- 2. Astonishingly punctual and clean — trains almost never late.*
- 3. There basically isn't any — everyone uses the metro.*
- 4. So that the newcomer can walk around at weekends and understand the neighbourhoods before signing a long lease.*
- 5. Rent small for six months, walk everywhere at the weekends, and only then decide where to spend the next five years.*
- 6. It's the best place they've ever lived — once you find your neighbourhood, you never want to leave.*

9. ■ Challenge — sentence transformation

- 1. mismanaged*
- 2. unaffordable*
- 3. urbanisation*
- 4. regenerated / redeveloped*
- 5. underrated*
- 6. modernised*

10. ■ Challenge — where's the stress?

- 1. (B) phoTOgrapher*
- 2. (B) polLUtion*
- 3. (A) urbaniSAtion*
- 4. (B) stuPIDity*
- 5. (B) unafFORdable*
- 6. (A) MOdernise*

11. Self-check

Self-assessment — no fixed answers.



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 10 · 10A

Science fact, science fiction

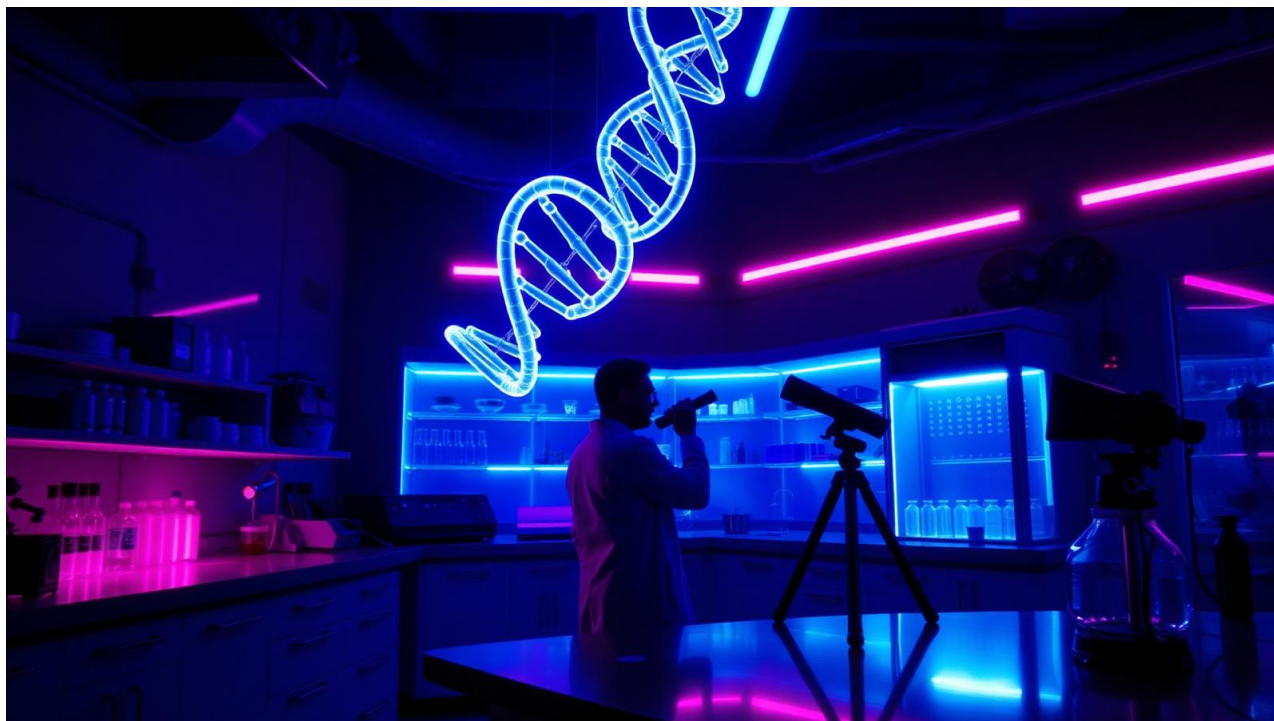
Theme · Future Frontiers



Unit 10 · 10A

Science fact, science fiction

Theme: Future Frontiers



Learning objectives

- Use quantifiers ALL, EVERY, EACH, BOTH, EITHER, NEITHER, NONE, NO, MOST with correct verb agreement.
- Distinguish ALL / EVERY / EACH and BOTH / EITHER / NEITHER in real contexts.
- Use vocabulary of science & discovery: research, experiment, discover / discovery / discoverer, invent / invention / inventor, cure, breakthrough, launch, prove.
- Predict stress shifts inside a word family (PHOtograph → phoTOgrapher → photoGRaphic).
- Talk about which sci-fi predictions actually came true — and which never will.

Ask the teacher — notes to bring to class



Class Book

Warm-up · science fact or science fiction?

Read each 'future prediction' below. In pairs, decide: is it **FACT** (it exists now), **FICTION** (still imaginary), or **SOON** (within 10 years)?

A pill that lets you learn a language in a week.

A robot surgeon that operates with better accuracy than any human.

A tourist trip around the Moon that ordinary people can book online.

A weather forecast that is 99% accurate seven days ahead.

A cure for every type of cancer.

A translator earpiece that lets two strangers talk in different languages in real time.

followUp: Listen to your partners — how many of them said 'ALL of these will happen' vs 'NONE of these will happen'? Those are today's quantifiers.

Lead-in: match the invention to the year

In pairs, match each real scientific breakthrough on the **LEFT** to the year on the **RIGHT**. Be brave — guess before you check.

- A. The first successful heart transplant
- B. The launch of the James Webb Space Telescope
- C. The first mRNA vaccine approved for humans
- D. The first photograph of a black hole
- E. The publication of the human genome
- F. The first crewed landing on the Moon

1 · 1969

2 · 1967

3 · 2003

4 · 2019

5 · 2020

6 · 2021

A → 2 · 1967 (Christiaan Barnard, South Africa)

B → 6 · 2021 (Christmas Day launch)

C → 5 · 2020 (COVID-19 vaccines)

D → 4 · 2019 (Event Horizon Telescope)

E → 3 · 2003 (Human Genome Project completed)

F → 1 · 1969 (Apollo 11)

Ask the teacher — notes to bring to class



followUp: Twist question: which of these breakthroughs did NONE of us predict correctly? Which did ALL of us know?

Reading: 'five predictions that came true — and five that didn't'

In 1968, the writer Arthur C. Clarke described a small handheld device that would let people read newspapers from anywhere in the world, receive messages instantly, and watch moving pictures on a bright screen. He called it a 'newspad'. He was, of course, describing the smartphone — thirty years before anyone actually built one. Most of Clarke's other predictions came true too: satellite communications, the personal computer, video calls. He got the timing almost right.

Not every science-fiction prediction has aged so well. Both writers and scientists in the 1960s promised us flying cars by the year 2000, colonies on Mars by 2010, and a cure for every disease by 2020. None of those has happened. All of them are still 'coming soon'. Meanwhile, nobody in 1968 predicted that the biggest technological change of the 21st century would be a piece of glass in your pocket that shows you videos of strangers dancing.

The pattern is clear. Predictions about MACHINES tend to be too optimistic: we thought we would have robot butlers and personal jetpacks by now. Predictions about SOFTWARE and INFORMATION tend to be too PESSIMISTIC: none of the great writers of the 1960s imagined a single company knowing what four billion people had for breakfast. Every generation of scientists gets some of it right, some of it wrong — and almost none of it in the order they expected.

What no science-fiction writer of the 20th century really predicted was the speed of biological discovery. In just three years — 2020 to 2023 — the world designed, tested, produced and delivered several new vaccines to billions of people, decoded the structure of nearly every human protein with AI, and began human trials of gene-editing cures for sickle cell and blindness. Every one of these was, until very recently, pure science fiction.

1. What was Arthur C. Clarke's 'newspad'?
 - (A) An early laptop
 - (B) A device that predicted the smartphone
 - (C) A satellite
2. According to the text, predictions about MACHINES have been...
 - (A) too pessimistic
 - (B) too optimistic
 - (C) roughly correct
3. What TYPE of prediction has been TOO pessimistic?
 - (A) Machines
 - (B) Software & information
 - (C) Space travel

Ask the teacher — notes to bring to class



4. How does the text describe the pace of biological science 2020–2023?
- (A) Slower than expected
 - (B) Faster than any science-fiction writer imagined
 - (C) About the same as the 1960s
5. Which sentence best summarises the text?
- (A) All predictions come true eventually.
 - (B) Every prediction about the future turns out to be wrong.
 - (C) We tend to overestimate machines and underestimate information.

Science vocabulary in context

Match each word from the text with its closest meaning.

prediction — a statement about what will happen in the future

breakthrough — an important sudden progress or discovery

trial — a scientific test, especially of a treatment on people

decode — to work out the structure or meaning of something

gene-editing — changing the DNA inside a living organism

colony — a group of people living permanently in a new place

Vocabulary: science, discovery & invention

intro: Science vocabulary lives in FAMILIES — one root produces a verb, a noun (thing), a noun (person) and an adjective. Learn them together and you'll double your fluency this lesson.

1. **label:** Word families — the four columns

2. **label:** Science verbs — what scientists DO

3. **label:** Big science nouns

4. **label:** Adjectives to describe research

practice

Complete each sentence with ONE word from the box (correct form). One word per gap.

Ask the teacher — notes to bring to class



1. The team spent ten years to ____ a vaccine for the virus.

2. Marie Curie was the first person to win two Nobel Prizes for her ____ into radioactivity.

3. The James Webb Space Telescope was ____ on Christmas Day, 2021.

4. This paper hasn't been ____ yet — three other labs still need to check it.

5. Alexander Fleming's ____ of penicillin in 1928 changed medicine forever.

6. The results of the first ____ were disappointing, but the second one worked.

7. AI is now used to ____ millions of images faster than any human could.

8. For decades, scientists tried to ____ that the theory was correct.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word from this lesson's vocabulary. Keep the meaning identical.

1. The lab's <u>groundbreaking</u> work redefined the whole field.

2. The topic remains <u>strongly disputed</u> among scientists.

3. The first results were <u>unclear and inconclusive</u>.

4. A good experiment must be <u>repeatable</u> by other scientists.

5. It took a decade to <u>create through careful, sustained research</u> the new vaccine.

Practice 3 — discursive writing

prompt: Reflect on a scientific or technological breakthrough you find most exciting — and what risks might come with it.

Ask the teacher — notes to bring to class



Use at least FOUR of the target words from this unit.

Vary sentence length and use one relative clause.

Aim for a reflective, cohesive C1 register.

sample: Few areas of science feel as genuinely pioneering to me as gene-editing, which has moved, within a single decade, from theory to real treatment. What makes the field contentious, however, is exactly how fast it is moving: results that seemed indeterminate a few years ago are now being cited as evidence for cures once thought impossible. I find it reassuring that responsible labs insist on replicable outcomes before making any public claim, rather than rushing to announce a breakthrough. At the same time, I worry about how easily new tools could be used to engineer changes we haven't fully understood the consequences of. Excitement and caution, in this case, don't feel like opposites — they feel like two halves of the same reasonable response.



Grammar: quantifiers — all, every, each, both, either, neither, none

1. ALL — 'the total group' (plural verb) — ALL is followed by a plural or uncountable noun, and takes a PLURAL verb. • All experiments FAIL sometimes. • All (of) the results ARE in. • All (of) the information IS on the website. (uncountable → singular verb)

2. EVERY / EACH — 'every one, one by one' (singular verb) — EVERY and EACH are followed by a SINGULAR noun and a SINGULAR verb. • Every prediction WAS wrong. (NOT 'were wrong') • Each scientist HAS a different theory. • Difference: EVERY = 'all of them, thought of as a group'; EACH = 'one by one, individually'. • EVERY needs 3+ items; EACH can be 2+.

3. BOTH — 'the two of them' (plural) — BOTH is used for TWO things and takes a PLURAL verb. • Both theories ARE interesting. • Both (of) the astronauts SURVIVED. Position with the verb 'be': the noun/pronoun goes first: 'The results are both surprising.' / 'They are both scientists.'

Ask the teacher — notes to bring to class



4. EITHER / NEITHER — 'one of two' / 'not one of two' (singular) — EITHER = 'one or the other of two' (singular verb). NEITHER = 'not one and not the other of two' (formally singular). • Either theory IS possible. • Neither experiment WAS successful. ■ In spoken English, 'neither of us HAVE been' is very common — but in writing, use IS/HAS.

5. NONE / NO — 'zero' (singular OR plural) — NO + noun = 'not any' (usually singular verb with singular noun, plural with plural noun). NONE (OF) + plural noun = plural OR singular verb (both accepted; plural is more natural in speech). • No student HAS finished. / No students HAVE finished. • None of the experiments HAVE worked. / None of the experiments HAS worked. ✗ 'I don't have no time.' (double negative) → ✓ 'I have NO time / I don't have ANY time.'

6. MOST — 'the majority' (plural / uncountable) — MOST + plural / uncountable noun. • Most scientists AGREE with the theory. • Most (of the) research SUPPORTS the idea. ■ 'Most of the' (with THE) points to a specific group; 'Most' alone is general.

Exercise A — pick the correct quantifier

Choose ALL, EVERY, EACH, BOTH, EITHER, NEITHER, NONE or NO.

1. ____ scientist in the lab has their own project.
(A) Every
(B) All
(C) Both
2. ____ of the two theories has been proved yet.
(A) Neither
(B) None
(C) No
3. There are two candidates and I like ____ of them.
(A) either
(B) neither
(C) both
4. ____ the results were ready by Friday.
(A) Every
(B) Each
(C) All
5. ____ of the ten experiments has produced clear evidence.
(A) No
(B) None
(C) Every

Ask the teacher — notes to bring to class



6. There's ____ time to run another trial before the deadline.
(A) no
(B) none
(C) any
7. The two labs are working together and ____ have published papers.
(A) either
(B) both
(C) each
8. ____ prediction Clarke made about screens turned out to be correct.
(A) Every
(B) All
(C) Both

Exercise B — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. Every scientists in the room agreed.

2. All the information are online.

3. Neither of the two theories are correct.

4. I don't have no funding for this project.

5. Both of experiments failed.

6. Most of scientists agree on climate change.

7. None of the results was a surprise.

8. Each of the astronauts have their own capsule.

Exercise C — rewrite with a quantifier

Rewrite each sentence using the quantifier in brackets.

Ask the teacher — notes to bring to class



1. Not one of the ten predictions was right. (NONE)

2. The two astronauts came back safely. (BOTH)

3. There isn't a single result yet. (NO)

4. 100% of the students passed. (ALL)

5. Considered one by one, the labs are different. (EACH)

6. The majority of the research supports the theory. (MOST)

Exercise D — a science-news gap-fill

Complete the text with *ONE* word from the box (each used once).

Word bank: every · all · both · each · neither · none · no · most · either · any

In 2023, a small British startup and a much larger American lab announced, on almost the same day, that they had made progress on a room-temperature superconductor. (1) ___ teams claimed a breakthrough; (2) ___ of them had, so far, been able to reproduce the result. Independent scientists tried to repeat the experiment in fourteen laboratories around the world. (3) ___ single one succeeded.

That, however, isn't the end of the story. (4) ___ scientist working in condensed-matter physics agrees: a real superconductor at room temperature would change (5) ___ major industry on Earth — from energy to transport to medicine. So (6) ___ month, at least one new paper appears on the topic, and (7) ___ of the recent ones are more careful than the previous wave. There is still (8) ___ proof, but there is (9) ___ ongoing hope and serious money. As (10) ___ of the researchers told the BBC last week: 'One of these attempts, sooner or later, is going to work.'

Both

neither

No

Every

every

each

most

no

either

Ask the teacher — notes to bring to class



one

Listening: 'the podcast — one prediction that came true, one that didn't'

Two guests on a science podcast — Dr Ana Ribeiro, a British astrophysicist, and Marcus Chen, a Californian science-fiction novelist — debate one prediction that came true and one that didn't. Two clearly different voices, no name-introductions in the audio.

Before you listen

Predict: which single prediction do you think the SCIENTIST will say came true?

Predict: which prediction do you think the NOVELIST will say still hasn't come true?

First listen — gist

1. What is the topic of the podcast episode?

2. Which prediction does the SCIENTIST celebrate as 'really having come true'?

3. Which prediction does the NOVELIST complain about?

Second listen — detail

1. According to the scientist, how far off was Clarke about the smartphone?

2. Why does the novelist say flying cars will 'probably never' be everyday transport?

3. What TWO recent predictions have both guests been surprised by?

4. What does the scientist say science-fiction writers usually GET WRONG?

Ask the teacher — notes to bring to class



5. What ONE prediction does the novelist say she now regrets writing?

6. How do they end the episode?

A: OK — let's start with the fun question. One prediction from twentieth-century science fiction that really came true. Ana, you first.

B: Easy. The smartphone. Arthur C. Clarke, 1968, described a small handheld device with a bright screen — you could read newspapers on it from anywhere, receive messages instantly, watch moving pictures. He was off by about thirty years, but essentially every detail was correct.

A: Every detail?

B: Every important one. Portability, brightness, instant news, video. All of it. What he couldn't predict was that most of us would use it to send each other pictures of our lunch.

A: Fair. My turn — one prediction that didn't come true, and probably never will. Flying cars.

B: Oh, the flying car — every sci-fi film since 1962 has promised us the flying car.

A: Every single one. And none of them will ever fly, honestly, as everyday transport. The physics is against them. A small flying vehicle uses roughly twenty times more energy per kilometre per passenger than a road car. Neither the batteries nor the fuel exists to make it work at scale.

B: That is a very sad sentence for anyone who grew up reading Isaac Asimov.

A: It is. But — and this is the good news — both of us have been surprised in the other direction too. Neither of us predicted, ten years ago, that we would have gene-editing cures for sickle cell disease and inherited blindness in actual patients by 2024.

B: Nor that an AI system would write and code as well as most professionals. All the writers I know are quietly panicking.

A: That's the pattern. Every generation of sci-fi writers overestimates the hardware — the jetpacks, the humanoid robots, the flying cars — and underestimates the software. Nobody in 1968 predicted the search engine. Nobody predicted the social network. Nobody predicted the AI that writes essays.

B: Confession time — I wrote a novel in 2005 where every home has a personal humanoid robot doing the dishes by 2020. None of that has happened. Not one of the robots we promised is actually useful. I regret every page of that book.

A: Don't regret it. That's what sci-fi is FOR — to be gloriously, expensively wrong, so that reality can surprise us in a completely different direction.

B: So — final question. Where's the NEXT big surprise coming from? Space? AI?

Ask the teacher — notes to bring to class



A: Biology. Every serious scientist I know says the same. Not from space, not from robotics — from biology. Both of us should be paying attention.

B: Agreed. Biology it is. Thanks, Ana. That's our episode.

Speaking: 'the 2050 prediction game'

In pairs, make FIVE predictions for the world in 2050. You MUST use: (a) THREE quantifiers (all / every / most / none / both / neither), (b) TWO science-family words (discovery / researcher / technological...), (c) ONE 'still' or 'no longer' to show change over time.

1. **label:** Health · **hint:** 'By 2050, most cancers will be...', 'All new medicines will...'

2. **label:** Space · **hint:** 'Every year, we will...', 'Neither Mars nor the Moon will still be...'

3. **label:** AI · **hint:** 'No student will still write essays by hand because...'

4. **label:** Climate · **hint:** 'Most cities will have...', 'Both energy and transport will...'

5. **label:** Daily life · **hint:** 'None of us will still use...', 'Every home will have...'

example: By 2050, most of the common cancers will have a cure. Every child will be vaccinated against malaria at birth. Both electric and hydrogen cars will be normal, and none of us will still use petrol on a daily basis. Every big city will have a low-emission zone, and neither London nor São Paulo will still allow diesel in the centre. No student will hand-write an essay any more — every one of them will co-write with an AI, and that will be completely normal. And, honestly, one groundbreaking discovery none of us can yet predict will change everything.

challenge: ■ Extra ■ if you sneak in a word family (discover / discovery / discoverer) AND 'neither X nor Y' in the same prediction.

Writing mini-task — 'a prediction for 2050' (120–150 words)

Write a short prediction essay: (1) one paragraph on what WILL happen by 2050, (2) one paragraph on what will NOT have happened. Use at least THREE quantifiers, TWO word-family items and ONE 'either / neither' structure.

Wrap-up · three finish-the-sentence prompts

Pick ONE and finish it out loud. Class votes on the boldest prediction.

Ask the teacher — notes to bring to class



1. **label:** Prompt 1 — the confident prediction · **prompt:** By 2050, every... because...

2. **label:** Prompt 2 — the safe bet · **prompt:** None of us will still... by 2035, and that's because...

3. **label:** Prompt 3 — the wild card · **prompt:** One discovery neither science nor fiction has predicted yet is...

Ask the teacher — notes to bring to class



Workbook — home practice



Ask the teacher — notes to bring to class

Science fact, science fiction - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - science word families

Choose the word that fits best.

1. Marie Curie is famous for her ____ of two new elements.
(A) discover
(B) discovery
(C) discoverer
(D) discovered
2. The lab has published a series of ____ papers this year.
(A) research
(B) researcher
(C) researched
(D) researching
3. Every ____ in the field respects her theoretical work.
(A) science
(B) scientist
(C) scientific
(D) sciences
4. The results are still ____; we need more data.
(A) conclusive
(B) inconclusive
(C) conclusion
(D) concluded
5. Alan Turing was one of the great ____ of the 20th century.
(A) invent
(B) invention
(C) inventors
(D) inventive
6. This is genuinely ____ research - it will change the field.
(A) ground
(B) grounded
(C) groundbreaking
(D) grounding

2. Vocabulary - gap-fill (science verbs & nouns)

Complete each sentence with ONE word from the box (no changes).

BOX: deploy · engineered · remedy · appraisal · conjecture · vetted

1. The paper has been ____ by three independent scientists.
2. SpaceX will ____ the satellite from Cape Canaveral on Tuesday.
3. Nobody knows if it works yet - the clinical ____ starts in June.
4. So far there is no ____ for the disease, only treatments.

5. Her ____ was simple: sleep improves memory. She then spent ten years proving it.
6. The vaccine was ____ in just eleven months.

2b. Vocabulary - discursive writing

Write 120-180 words: 'Scientific breakthroughs often bring ethical dilemmas that society is unprepared to solve. Discuss the responsibility of researchers and inventors.'

Checklist:

- [] Use target lexis from the science word family and verb sections
- [] Use varied C1-level grammar (e.g. quantifiers and either/neither)
- [] Ensure logical cohesion and smooth transitions
- [] Maintain a formal or semi-formal academic register

[illegible]

3. Grammar - pick the right quantifier

Choose ALL, EVERY, EACH, BOTH, EITHER, NEITHER, NONE or NO.

1. ____ scientist in the lab has a different specialism.
(A) Every
(B) All
(C) Both
2. ____ of the two theories has really been proved.
(A) Neither
(B) None
(C) No
3. There are only two candidates and ____ of them is qualified.
(A) either
(B) neither
(C) both

4. ____ (of) the results were ready by Friday.
(A) Every
(B) Each
(C) All
5. ____ of the ten trials has produced a positive result.
(A) No
(B) None
(C) Every
6. There's ____ time to run another test before the deadline.
(A) no
(B) none
(C) any
7. The two studies agree - ____ show the same effect.
(A) either
(B) both
(C) each
8. ____ prediction Clarke made about screens turned out to be right.
(A) Every
(B) All
(C) Both

4. Grammar - spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. Every scientists in the room agreed.
2. All the information are on the website.
3. Neither of the two theories are correct.
4. I don't have no funding for this project.
5. Both of experiments failed.
6. Most of scientists agree on climate change.
7. None of the results was a surprise.
8. Each of the astronauts have their own capsule.

5. Word building - form the noun / adjective / verb

Write the correct form of the word in CAPS.

1. SCIENCE → adjective: 'It is a ____ fact, not an opinion.'
2. TECHNOLOGY → adjective: 'A ____ breakthrough.'
3. DISCOVER → noun (person): 'The ____ of penicillin was Alexander Fleming.'
4. INVENT → adjective: 'Edison was a very ____ engineer.'
5. ANALYSE → noun (thing): 'The final ____ took six weeks.'
6. PROVE → noun: 'There is no ____ that the theory is correct.'
7. EXPLORE → adjective: 'The study was purely ____.'
8. COMMUNICATE → adjective: 'She's a very ____ speaker.'

8. Listening - 'the science-podcast bonus round'

Read the transcript (audio coming soon - two clearly different voices, no name-introductions). Answer the questions.

Audio: Podcast host (Voice A) and guest neuroscientist (Voice B)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

9. ■ Challenge - sentence transformation

Rewrite each sentence using the WORD in brackets, keeping the meaning.

1. 1. 'Not one of the ten trials was successful.' → ___ of the ten trials ___ successful. (NONE)
2. 2. 'The two theories are equally interesting.' → ___ theories ___ equally interesting. (BOTH)
3. 3. 'Considered one by one, the astronauts are experts.' → ___ astronaut ___ an expert. (EACH)
4. 4. 'The majority of experts agree.' → ___ experts ___. (MOST)
5. 5. '100% of the data supports the theory.' → ___ the data ___ the theory. (ALL)
6. 6. 'Not this option, and not that one either.' → ___ option ___ acceptable. (NEITHER)

10. ■ Challenge - where's the stress?

Choose the correct stress pattern. Then reveal the answer.

1. science → scientific
(A) SCIENTific
(B) scienTIfic
(C) scienTIfIC
2. photograph → photographer
(A) PHOTographer
(B) phoTOgrapher
(C) photoGRAPHer
3. discover → discovery
(A) DIScovery
(B) disCOvery
(C) discoVEry
4. analyse → analysis
(A) ANalysis
(B) aNALysis
(C) anaLYsis
5. technology → technological
(A) TECHnological
(B) techNOlogical

(C) technoLOgical

6. economy → economical

(A) ECONomical

(B) eCONomical

(C) ecoNOMical

11. Self-check

Tick what you can now do confidently.

☐ I use EVERY / EACH with a singular verb.

☐ I use ALL / BOTH / MOST / NONE (usually) with a plural verb.

☐ I know that NEITHER is formally singular but plural in casual speech.

☐ I never say 'I don't have no time' - I say 'I have NO time' or 'I don't have ANY time'.

☐ I can build a full science word family: discover → discovery → discoverer → discovered.

☐ I know that -ION and -ITY pull the stress ONE syllable back.

Science fact, science fiction — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — science word families

Choose the word that fits best.

1. Marie Curie is famous for her ____ of two new elements.
(A) discover
(B) discovery
(C) discoverer
(D) discovered
2. The lab has published a series of ____ papers this year.
(A) research
(B) researcher
(C) researched
(D) researching
3. Every ____ in the field respects her theoretical work.
(A) science
(B) scientist
(C) scientific
(D) sciences
4. The results are still ____; we need more data.
(A) conclusive
(B) inconclusive
(C) conclusion
(D) concluded
5. Alan Turing was one of the great ____ of the 20th century.
(A) invent
(B) invention
(C) inventors
(D) inventive
6. This is genuinely ____ research — it will change the field.
(A) ground
(B) grounded
(C) groundbreaking
(D) grounding

2. Vocabulary — gap-fill (science verbs & nouns)

Complete each sentence with ONE word from the box (no changes).

BOX: deploy · engineered · remedy · appraisal · conjecture · vetted

1. The paper has been ____ by three independent scientists.
2. SpaceX will ____ the satellite from Cape Canaveral on Tuesday.
3. Nobody knows if it works yet — the clinical ____ starts in June.
4. So far there is no ____ for the disease, only treatments.

5. Her ____ was simple: sleep improves memory. She then spent ten years proving it.
6. The vaccine was ____ in just eleven months.

2b. Vocabulary — discursive writing

Write 120–180 words: 'Scientific breakthroughs often bring ethical dilemmas that society is unprepared to solve. Discuss the responsibility of researchers and inventors.'

Checklist:

- Use target lexis from the science word family and verb sections
- Use varied C1-level grammar (e.g. quantifiers and either/neither)
- Ensure logical cohesion and smooth transitions
- Maintain a formal or semi-formal academic register

[illegible]

3. Grammar — pick the right quantifier

Choose ALL, EVERY, EACH, BOTH, EITHER, NEITHER, NONE or NO.

1. ____ scientist in the lab has a different specialism.
(A) Every
(B) All
(C) Both
2. ____ of the two theories has really been proved.
(A) Neither
(B) None
(C) No
3. There are only two candidates and ____ of them is qualified.
(A) either
(B) neither
(C) both

Ask the teacher — notes to bring to class

4. ____ (of) the results were ready by Friday.
(A) Every
(B) Each
(C) All
5. ____ of the ten trials has produced a positive result.
(A) No
(B) None
(C) Every
6. There's ____ time to run another test before the deadline.
(A) no
(B) none
(C) any
7. The two studies agree — ____ show the same effect.
(A) either
(B) both
(C) each
8. ____ prediction Clarke made about screens turned out to be right.
(A) Every
(B) All
(C) Both

4. Grammar — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. Every scientists in the room agreed.
2. All the information are on the website.
3. Neither of the two theories are correct.
4. I don't have no funding for this project.
5. Both of experiments failed.
6. Most of scientists agree on climate change.
7. None of the results was a surprise.
8. Each of the astronauts have their own capsule.

5. Word building — form the noun / adjective / verb

Write the correct form of the word in CAPS.

1. SCIENCE → adjective: 'It is a ____ fact, not an opinion.'
2. TECHNOLOGY → adjective: 'A ____ breakthrough.'
3. DISCOVER → noun (person): 'The ____ of penicillin was Alexander Fleming.'
4. INVENT → adjective: 'Edison was a very ____ engineer.'
5. ANALYSE → noun (thing): 'The final ____ took six weeks.'
6. PROVE → noun: 'There is no ____ that the theory is correct.'
7. EXPLORE → adjective: 'The study was purely ____.'
8. COMMUNICATE → adjective: 'She's a very ____ speaker.'

8. Listening — 'the science-podcast bonus round'

Read the transcript (audio coming soon — two clearly different voices, no name-introductions). Answer the questions.

■ **Audio:** Podcast host (Voice A) and guest neuroscientist (Voice B)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

9. ■ Challenge — sentence transformation

Rewrite each sentence using the WORD in brackets, keeping the meaning.

1. 1. 'Not one of the ten trials was successful.' → ___ of the ten trials ___ successful. (NONE)
2. 2. 'The two theories are equally interesting.' → ___ theories ___ equally interesting. (BOTH)
3. 3. 'Considered one by one, the astronauts are experts.' → ___ astronaut ___ an expert. (EACH)
4. 4. 'The majority of experts agree.' → ___ experts ___. (MOST)
5. 5. '100% of the data supports the theory.' → ___ the data ___ the theory. (ALL)
6. 6. 'Not this option, and not that one either.' → ___ option ___ acceptable. (NEITHER)

10. ■ Challenge — where's the stress?

Choose the correct stress pattern. Then reveal the answer.

1. science → scientific
(A) SCIENTific
(B) scienTIfic
(C) scienTIfIC
2. photograph → photographer
(A) PHOTographer
(B) phoTOgrapher
(C) photoGRAPHer
3. discover → discovery
(A) DIScovery
(B) disCOvery
(C) discoVEry
4. analyse → analysis
(A) ANalysis
(B) aNALysis
(C) anaLYsis
5. technology → technological
(A) TECHnological
(B) techNOlogical

(C) technoLOgical

6. economy → economical

(A) ECONomical

(B) eCONomical

(C) ecoNOMical

11. Self-check

Tick what you can now do confidently.

- I use EVERY / EACH with a singular verb.
- I use ALL / BOTH / MOST / NONE (usually) with a plural verb.
- I know that NEITHER is formally singular but plural in casual speech.
- I never say 'I don't have no time' — I say 'I have NO time' or 'I don't have ANY time'.
- I can build a full science word family: discover → discovery → discoverer → discovered.
- I know that -ION and -ITY pull the stress ONE syllable back.



Answer key — Class Book

Reading: 'five predictions that came true — and five that didn't'

1. (B) A device that predicted the smartphone
2. (B) too optimistic
3. (B) Software & information
4. (B) Faster than any science-fiction writer imagined
5. (C) We tend to overestimate machines and underestimate information.

Vocabulary: science, discovery & invention

1. engineer
 2. research
 3. deployed
 4. vetted
 5. discovery
 6. appraisal
 7. analyse
 8. prove
1. The lab's pioneering work redefined the whole field.
 2. The topic remains contentious among scientists.
 3. The first results were indeterminate.
 4. A good experiment must be replicable.
 5. It took a decade to engineer the new vaccine.

Grammar: quantifiers — all, every, each, both, either, neither, none

1. (A) Every
 2. (A) Neither
 3. (C) both
 4. (C) All
 5. (B) None
 6. (A) no
 7. (B) both
 8. (A) Every
1. Every scientist in the room agreed. (EVERY + singular noun)
 2. All the information IS online. (information = uncountable → singular verb)
 3. Neither of the two theories IS correct. (NEITHER = singular in formal use)
 4. I have NO funding / I don't have ANY funding. (no double negative)
 5. Both (of the) experiments failed. (BOTH OF + THE + plural)
 6. Most scientists agree... / Most OF THE scientists agree... (drop 'of' or add 'the')
 7. None of the results WERE a surprise. (plural is more natural)
 8. Each of the astronauts HAS their own capsule. (EACH = singular verb)
1. None of the ten predictions was/were right.
 2. Both (of the) astronauts came back safely.
 3. There are no results yet.
 4. All (of) the students passed.
 5. Each (of the) labs is different.
 6. Most of the research supports the theory.

Listening: 'the podcast — one prediction that came true, one that didn't'

1. One 20th-century sci-fi prediction that came true, and one that didn't.
 2. The pocket-sized device that connects you to all of human knowledge — the smartphone (Clarke's 'newspad').
 3. The flying car — repeatedly promised since 1962 and still not really here.
1. Off by about thirty years, but essentially correct in every detail — screen, portability, instant news, video.

Ask the teacher — notes to bring to class



2. Because the physics (energy per passenger) is against them — a road car uses roughly 20x less energy per km than a small flying vehicle.
3. Gene-editing cures for previously incurable diseases, and AI systems that write and code as well as most professionals.
4. They overestimate hardware (jetpacks, robot butlers) and underestimate software (search engines, social networks, AI).
5. That everyone would have a personal humanoid robot by 2020 — none of the predicted machines actually became useful.
6. Both agree the next big surprise will come from biology, not from space.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

Science fact, science fiction - Workbook — Answer Key

1. Vocabulary - science word families

1. **(B)** *discovery*
2. **(A)** *research*
3. **(B)** *scientist*
4. **(B)** *inconclusive*
5. **(C)** *inventors*
6. **(C)** *groundbreaking*

2. Vocabulary - gap-fill (science verbs & nouns)

1. **vett***ed*
2. **de***ploy*
3. **appr***aisal*
4. **rem***edy*
5. **con***jecture*
6. **engine***ered*

2b. Vocabulary - discursive writing

Sample answer

Every groundbreaking discovery carries with it a weight of responsibility that both the scientist and the inventor must acknowledge. When researchers deploy new technology, they must ensure it has been thoroughly vetted by independent experts. While some projects produce inconclusive results, others may lead to a permanent remedy for a previously incurable disease. However, the appraisal of such work often reveals deep ethical divides. Neither the pursuit of knowledge nor the desire for profit should outweigh the safety of the public. Every conjecture must be backed by rigorous analysis and proof before it is accepted as scientific fact. As we engineer new solutions to global challenges, we must remain aware that technological progress is a double-edged sword. All of us have a stake in how these discoveries are used. Ultimately, science is most effective when it is exploratory yet cautious, ensuring that every breakthrough serves the common good rather than just the interests of a few.

3. Grammar - pick the right quantifier

1. **(A)** *Every*
2. **(A)** *Neither*
3. **(B)** *neither*
4. **(C)** *All*
5. **(B)** *None*
6. **(A)** *no*
7. **(B)** *both*
8. **(A)** *Every*

4. Grammar - spot & fix the mistake

1. *Every scientist in the room agreed. (EVERY + singular)*
2. *All the information IS on the website. (information is uncountable)*
3. *Neither of the two theories IS correct. (formally singular)*
4. *I have NO funding / I don't have ANY funding. (no double negative)*
5. *Both (of the) experiments failed.*
6. *Most scientists agree... / Most OF THE scientists agree...*
7. *None of the results WERE a surprise. (plural is more natural)*
8. *Each of the astronauts HAS their own capsule. (EACH + singular verb)*

5. Word building - form the noun / adjective / verb

1. *scientific*
2. *technological*
3. *discoverer*
4. *inventive*
5. *analysis*
6. *proof*
7. *exploratory*
8. *communicative*

6. Reading - true / false / not given

1. **F**
2. **T**
3. **T**
4. **T**
5. **F**
6. **NG**

7. Writing - a prediction essay for 2050 (120-150 words)

Sample answer

By 2050, most common cancers will have a cure. Every child born in a rich country will be vaccinated at birth against a long list of diseases that killed millions in the twentieth century. Both AI and gene editing will have become normal medical tools, and no serious hospital will still be working without them. None of us will find that surprising by then - it will feel obvious. But some famous predictions will still not have come true. Flying cars will still not be everyday transport, because neither the batteries nor the physics really work. No large city will have been built on Mars, either. And, honestly, one groundbreaking discovery that neither the scientists nor the science-fiction writers of today have predicted will probably matter more than all of these.

8. Listening - 'the science-podcast bonus round'

1. *Brain implants that let a paralysed person type by thinking.*
2. *Three separate companies, in actual patients.*
3. *Uploading human consciousness to a computer ('brain-in-a-jar').*
4. *We still don't know what consciousness IS, let alone how to move it; neither the biology nor the physics is close.*
5. *Medical uses - paralysis, epilepsy, blindness.*
6. *A drug that safely slows human ageing, coming from many small breakthroughs rather than one big one.*

9. ■ Challenge - sentence transformation

1. *None of the ten trials was/were successful.*
2. *Both theories are equally interesting.*
3. *Each astronaut is an expert.*
4. *Most experts agree.*
5. *All (of) the data supports the theory.*
6. *Neither option is acceptable.*

10. ■ Challenge - where's the stress?

1. **(B)** *scienTific*
2. **(B)** *phoTOgrapher*
3. **(B)** *disCOvery*
4. **(B)** *aNALysis*
5. **(C)** *technoLOGical*
6. **(C)** *ecoNOMical*

11. Self-check

Self-assessment — no fixed answers.

Science fact, science fiction — Workbook — Answer Key

1. Vocabulary — science word families

1. **(B)** *discovery*
2. **(A)** *research*
3. **(B)** *scientist*
4. **(B)** *inconclusive*
5. **(C)** *inventors*
6. **(C)** *groundbreaking*

2. Vocabulary — gap-fill (science verbs & nouns)

1. **vett***ed*
2. **de***ploy*
3. **appr***aisal*
4. **rem***edy*
5. **con***jecture*
6. **engine***ered*

2b. Vocabulary — discursive writing

Sample answer

Every groundbreaking discovery carries with it a weight of responsibility that both the scientist and the inventor must acknowledge. When researchers deploy new technology, they must ensure it has been thoroughly vetted by independent experts. While some projects produce inconclusive results, others may lead to a permanent remedy for a previously incurable disease. However, the appraisal of such work often reveals deep ethical divides. Neither the pursuit of knowledge nor the desire for profit should outweigh the safety of the public. Every conjecture must be backed by rigorous analysis and proof before it is accepted as scientific fact. As we engineer new solutions to global challenges, we must remain aware that technological progress is a double-edged sword. All of us have a stake in how these discoveries are used. Ultimately, science is most effective when it is exploratory yet cautious, ensuring that every breakthrough serves the common good rather than just the interests of a few.

3. Grammar — pick the right quantifier

1. **(A)** *Every*
2. **(A)** *Neither*
3. **(B)** *neither*
4. **(C)** *All*
5. **(B)** *None*
6. **(A)** *no*
7. **(B)** *both*
8. **(A)** *Every*

4. Grammar — spot & fix the mistake

1. *Every scientist in the room agreed. (EVERY + singular)*
2. *All the information IS on the website. (information is uncountable)*
3. *Neither of the two theories IS correct. (formally singular)*
4. *I have NO funding / I don't have ANY funding. (no double negative)*
5. *Both (of the) experiments failed.*
6. *Most scientists agree... / Most OF THE scientists agree...*
7. *None of the results WERE a surprise. (plural is more natural)*
8. *Each of the astronauts HAS their own capsule. (EACH + singular verb)*

5. Word building — form the noun / adjective / verb

1. *scientific*
2. *technological*
3. *discoverer*
4. *inventive*
5. *analysis*
6. *proof*
7. *exploratory*
8. *communicative*

6. Reading — true / false / not given

1. **F**
2. **T**
3. **T**
4. **T**
5. **F**
6. **NG**

7. Writing — a prediction essay for 2050 (120–150 words)

Sample answer

By 2050, most common cancers will have a cure. Every child born in a rich country will be vaccinated at birth against a long list of diseases that killed millions in the twentieth century. Both AI and gene editing will have become normal medical tools, and no serious hospital will still be working without them. None of us will find that surprising by then — it will feel obvious. But some famous predictions will still not have come true. Flying cars will still not be everyday transport, because neither the batteries nor the physics really work. No large city will have been built on Mars, either. And, honestly, one groundbreaking discovery that neither the scientists nor the science-fiction writers of today have predicted will probably matter more than all of these.

8. Listening — 'the science-podcast bonus round'

1. *Brain implants that let a paralysed person type by thinking.*
2. *Three separate companies, in actual patients.*
3. *Uploading human consciousness to a computer ('brain-in-a-jar').*
4. *We still don't know what consciousness IS, let alone how to move it; neither the biology nor the physics is close.*
5. *Medical uses — paralysis, epilepsy, blindness.*
6. *A drug that safely slows human ageing, coming from many small breakthroughs rather than one big one.*

9. ■ Challenge — sentence transformation

1. *None of the ten trials was/were successful.*
2. *Both theories are equally interesting.*
3. *Each astronaut is an expert.*
4. *Most experts agree.*
5. *All (of) the data supports the theory.*
6. *Neither option is acceptable.*

10. ■ Challenge — where's the stress?

1. **(B)** *scienTific*
2. **(B)** *phoTOgrapher*
3. **(B)** *disCOvery*
4. **(B)** *aNALysis*
5. **(C)** *technoLOGical*
6. **(C)** *ecoNOMical*

11. Self-check

Self-assessment — no fixed answers.



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 10 · 10B

Free speech

Theme · Future Frontiers

Unit 10 · 10B

Free speech

Theme: Future Frontiers



Learning objectives

- Use the article system correctly: A / AN (new / one of many), THE (specific / already known / unique), and ZERO article (general plurals & uncountables, most proper nouns).
- Recognise and use fixed collocation word pairs (freedom of speech, law and order, salt and pepper, sooner or later...).
- Pause and stress the right words in longer sentences so listeners follow the meaning.
- Talk about free speech online, cancel culture, hate speech and press freedom without over-simplifying.
- Write a balanced short opinion piece with clear connectors.

Ask the teacher — notes to bring to class



Class Book

Warm-up · what would you defend, what would you ban?

Read each situation below. In pairs, choose ONE word: DEFEND, BAN, or DEPENDS. No 'I don't know'.

A comedian tells a joke that half the country finds deeply offensive.

A politician says on TV that a whole ethnic group is dangerous.

A student journalist prints the real name of a public official's private child.

A social-media user posts a video that turns out to be an AI-generated deepfake.

A newspaper publishes leaked documents that show a government minister lied.

A small church group protests peacefully outside a hospital every Saturday.

followUp: Compare in your pair: were you closer to DEFEND, BAN, or DEPENDS? Those are today's arguments — and today's articles: a comedian, a video, THE minister, THE hospital...

Lead-in: fix the newspaper headlines

Real newspaper headlines drop most of their articles to save space. In pairs, rewrite each headline as a normal sentence — put A / AN / THE / — (zero) in the right places.

1. Court rules law against protest is unconstitutional
2. President attacks journalist for asking difficult question
3. Prime Minister of India visits White House on Tuesday
4. New study says social media damages young people's mental health
5. Freedom of speech is under threat, says human-rights group
6. UN calls for immediate ceasefire in region

A / AN — first mention, one of many

THE — specific one / already mentioned / unique (President, White House)

— (zero) — general plurals / uncountables (freedom of speech, young people)

Proper nouns of countries usually take NO article, EXCEPT plurals & unions: THE United States, THE UK, THE Netherlands

1. THE court has ruled that A / THE law against protest is unconstitutional.
2. THE president attacked A journalist for asking A difficult question.
3. THE Prime Minister of India visited THE White House on Tuesday. (— India, — Tuesday)
4. A new study says THAT — social media damages — young people's mental health.
5. — Freedom of speech is under threat, says A human-rights group.
6. THE UN has called for AN immediate ceasefire in THE region.

followUp: Notice: THE UN, THE White House, THE President — unique. A journalist, A study — first mention. — freedom, — young people — general.

Ask the teacher — notes to bring to class



Reading: 'the four battles over free speech'

Almost every country in the world has, in its constitution, a promise that its citizens enjoy freedom of expression. Almost every country also has laws that limit it. The interesting question is where, exactly, the line falls — and who gets to draw it. In the 21st century, that argument is being fought on four different battlefields at once.

The first battlefield is the newsroom. Journalists in dozens of countries are jailed every year for publishing what governments would prefer to hide. According to the Committee to Protect Journalists, more than 300 reporters were in prison at the start of 2024. Press freedom is under pressure not only from dictatorships, but from lawsuits, from social-media abuse, and from the simple collapse of the local newspaper.

The second battlefield is the platform. Facebook, YouTube, TikTok and X now take, every day, thousands of decisions about what a billion users can and cannot post. A joke, a protest video, a piece of medical advice: each one is either allowed, hidden, or deleted. These are, in effect, private companies acting as the world's biggest editors — but with almost no legal responsibility to anyone.

The third battlefield is the campus. Universities have always been places for uncomfortable ideas. Recently, some students and staff have argued that certain speakers should not be invited at all, because their views cause harm. Others reply that the answer to bad speech is better speech, not silence. Neither side is entirely wrong, and neither side is entirely right.

The fourth, and newest, battlefield is the algorithm. What you see online is not chosen by you; it is chosen by a piece of software that has learned exactly what will keep you scrolling. If it turns out that anger and outrage keep people scrolling best of all, then anger and outrage are what the algorithm will feed you — and neither the law nor free-speech theory has really caught up with this yet.

1. How many battlefields for free speech does the writer identify?
 - (A) Two
 - (B) Three
 - (C) Four
2. How many journalists were in prison at the start of 2024, according to the CPJ?
 - (A) About 100
 - (B) More than 300
 - (C) Over 1,000
3. The writer says social-media platforms are...
 - (A) fully controlled by governments
 - (B) the world's biggest editors, with little legal responsibility
 - (C) protected by press-freedom laws

Ask the teacher — notes to bring to class



4. What does the writer say about the campus debate?
- (A) Students who want to disinvite speakers are wrong.
 - (B) Speakers who cause harm should always be banned.
 - (C) Neither side is entirely right or entirely wrong.
5. What is 'the newest battlefield' about?
- (A) Book publishers
 - (B) Algorithms that decide what you see
 - (C) TV news channels

Free-speech vocabulary in context

Match each word/phrase from the text with its closest meaning.

constitution — the top set of laws that describes how a country is run

press freedom — the right of journalists to publish without government control

lawsuit — a case that one party brings against another in court

platform — an online service where users publish content

algorithm — a set of software rules that decides what appears on your screen

hate speech — language that attacks or dehumanises a group

Vocabulary: collocation — word pairs (fixed order)

intro: English is full of two-word phrases that always appear in a fixed order. Say them the wrong way round and you'll sound foreign forever. 'Salt and pepper', not 'pepper and salt'. Learn them as one unit.

1. **label:** Society & law

2. **label:** News & debate

3. **label:** Everyday fixed pairs

4. **label:** Idioms with 'and'

practice

Complete each sentence with ONE fixed pair from the box (correct order!).

Ask the teacher — notes to bring to class



1. The judge's job is to keep ____ in the courtroom, no matter how angry the crowd gets.

2. You can't have rights without ____ — every democracy teaches that.

3. The best way to learn a new language is really just ____.

4. Before we vote, let's list the ____ of the proposal.

5. I heard you ____ — you don't have to shout.

6. Freelance journalism is my ____; the podcast is a hobby.

7. The truth of this scandal will come out ____ — it always does.

8. The negotiators went ____ between the two governments for six days.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word or fixed pair from this lesson's vocabulary. Keep the meaning identical.

1. The country's <u>top set of founding laws</u> guarantees freedom of expression.

2. Journalists everywhere depend on <u>the right to publish without government control</u>.

3. The newspaper is facing a <u>court case brought against it</u> over the article.

4. Disagreement is simply <u>an unavoidable part</u> of a healthy democracy.

5. The truth about the leak will come out <u>eventually, one way or another</u>.

Practice 3 — discursive writing

prompt: Discuss where you believe the line should be drawn between free speech and harmful speech online.

Ask the teacher — notes to bring to class

Use at least FOUR of the target words from this unit.

Vary sentence length and use one relative clause.

Aim for a reflective, cohesive C1 register.

sample: Most constitutions, which were written long before the internet existed, guarantee something close to press freedom without ever imagining a platform reaching a billion people overnight. That gap, I think, is part and parcel of why online speech feels so difficult to regulate today. A single post can trigger a lawsuit in one country and pass unnoticed in another, and sooner or later every government has to decide how much of that difference it can tolerate. I don't believe every uncomfortable opinion should be treated as harmful, but I do think the line has to move once speech starts inciting real violence rather than merely causing offence. Getting that balance right is, admittedly, easier to argue about than to actually achieve.



Grammar: articles — A / AN, THE, and ZERO article

1. A / AN — 'one of many' or 'first mention' — Use A / AN with a SINGULAR countable noun when the listener doesn't yet know which one. • I read AN interesting article yesterday. (which one? — you don't know yet) • She's A journalist. (one of many) Choose by SOUND, not spelling: AN hour, AN honest answer (silent H); A university, A European country (yoo-sound).

2. THE — 'specific / already known / unique / only one' — Use THE when the listener knows which one, or there is only one. • I read the article you sent me. (already known) • The Prime Minister gave a speech. (unique in the country) • The sun, the moon, the internet, the police, the government — all unique or 'THE only one'. • Second mention of the same thing: 'I saw A film last night. THE film was excellent.'

3. ZERO article — general plurals & uncountables — No article when you talk about something in general (plural countable or uncountable). • — Journalists have a hard job. (all journalists in general) • — Freedom of speech is a human right. • — Coffee keeps me awake. BUT: THE coffee in this café is amazing. (specific)

Ask the teacher — notes to bring to class



4. Proper nouns — the rule that always trips students — Most countries, cities, streets, single mountains, single lakes, meals: NO article. • — France, — Tokyo, — Oxford Street, — Mount Everest, — Lake Victoria, — breakfast. BUT: THE + plural / union / republic: THE United States, THE UK, THE Netherlands, THE Czech Republic. Rivers, seas, oceans, mountain ranges, groups of islands: THE Thames, THE Atlantic, THE Alps, THE Bahamas.

5. Institutions: 'go to school' vs 'go to the school' — Without THE = the purpose / activity: 'go to school' (to learn), 'go to hospital' (as a patient), 'go to bed' (to sleep), 'be in prison' (as a prisoner). With THE = the building: 'go to THE school' (to fix the roof), 'go to THE hospital' (to visit a friend), 'go to THE bed' (to sit on it).

6. Careful — the 'internet / press / media' family — Traditionally: THE internet, THE press, THE media, THE news, THE radio, THE cinema. (uniques by convention) BUT: — Facebook, — TikTok, — YouTube (proper nouns of platforms take zero article). BUT: on — TV (activity) vs. buy A new TV (a set) vs. turn on THE TV (the specific one in the room).

Exercise A — A / AN / THE / — (zero)

Choose the correct article.

- I want to be ____ journalist when I finish university.
(A) a
(B) an
(C) the
(D) —
- ____ press has a duty to hold power to account.
(A) A
(B) An
(C) The
(D) —
- She's studying ____ law at university.
(A) a
(B) the
(C) —
- Have you seen ____ new BBC documentary about free speech?
(A) a
(B) an
(C) the
(D) —

Ask the teacher — notes to bring to class



5. He waited for ____ hour before the interview.
- (A) a
(B) an
(C) the
6. ____ United States has a very strong tradition of free speech.
- (A) A
(B) An
(C) The
(D) —
7. I read ____ interesting book yesterday. ____ book was about censorship.
- (A) a / the
(B) an / the
(C) the / a
(D) the / the
8. ____ Facebook removed the post within an hour.
- (A) A
(B) An
(C) The
(D) —

Exercise B — spot & fix the mistake

Each sentence has ONE mistake with articles. Rewrite it correctly.

1. The freedom of speech is a human right.

2. She is journalist for the Guardian.

3. I go to the school by bike every day.

4. Prime Minister gave a speech yesterday.

5. The France is famous for its cuisine.

6. He waited for a hour outside the courtroom.

Ask the teacher — notes to bring to class



7. The journalists in general have a hard job.

8. I read a article you sent me.

Exercise C — rewrite with the correct article system

Rewrite each sentence, adding A / AN / THE / — where needed.

1. President of United States has power to veto legislation.

2. Freedom of press is essential in democracy.

3. I saw very interesting documentary about censorship yesterday.

4. She is expert on media law and teaches at university.

5. Sun rises in east, even for dictators.

Exercise D — a news gap-fill

Complete the text with A, AN, THE, or — (zero) in each gap.

Word bank: A · AN · THE · — (zero)

(1) ___ British journalist has been released after five years in (2) ___ prison in (3) ___ Middle East. She was arrested in 2020 while investigating (4) ___ story about (5) ___ corruption in (6) ___ government of that country. (7) ___ story was never published.

(8) ___ British foreign secretary said, in (9) ___ short statement outside (10) ___ Downing Street, that (11) ___ freedom of (12) ___ press is 'one of (13) ___ most important pillars of any democracy'. (14) ___ journalist herself, who did not want to give (15) ___ interview, was seen entering (16) ___ small hotel in central London with (17) ___ family.

A

—

the

a

—

the

The

Ask the teacher — notes to bring to class



The

a

—

—

the

the

The

an

a

her

Listening: 'the phone-in — should hate speech be a crime?'

A short late-night radio phone-in. Two callers with very different views argue about whether 'hate speech' should be a criminal offence. Two clearly different voices, no name-introductions in the audio.

Before you listen

Predict: which side do you expect the FIRST caller to take — pro-regulation, or pro-free-speech?

Predict: what ONE example do you expect either caller to use — comedians, TikTok, politicians, football fans?

First listen — gist

1. What is the topic of the phone-in?

2. Which caller wants MORE regulation of speech?

3. Which caller wants LESS regulation of speech?

Second listen — detail

1. What ONE real-world example does the first caller use to defend her position?

Ask the teacher — notes to bring to class



2. What THREE areas of speech does the first caller say SHOULD stay legal?

3. What is the second caller's main objection?

4. What example does the second caller give?

5. On WHICH single point do they agree at the end?

6. What does the host say is the underlying disagreement?

A: OK — I'm going to be direct. In this country, and in most countries, we already have laws against defamation, against fraud, against threats. Adding one more category — hate speech, meaning speech that dehumanises an entire group — is not the end of free speech. It's the small piece we've been missing.

B: Here's my problem with that. Every single time a government gets a new speech law, it uses it against its own critics. Every single time. Look at Turkey. Look at Russia. Look at Egypt. Journalists arrested under 'anti-extremism' laws for criticising the president. That's the pattern.

A: But that's an argument against bad governments, not against the law. Take Rwanda in 1994. For months before the genocide, a radio station called one ethnic group 'cockroaches'. Nine hundred thousand people were then killed with machetes. If that speech had been a crime — a real crime, prosecuted — a lot of those people would still be alive.

B: That's a serious example. I take that seriously. But the question is who gets to draw the line between 'this comedian went too far' and 'this radio station is calling for genocide'. Those aren't the same thing.

A: They're absolutely not the same thing, and nobody is saying they are. Political criticism of the government stays legal. Satire and comedy stay legal. Religious debate stays legal. What doesn't stay legal is telling millions of people that another group of humans are insects.

B: OK — so give me the mechanism. Who decides? A judge? An algorithm? A community-guidelines team in California?

A: A court. Same as with defamation. Same as with incitement. The bar is high, and the evidence is public.

Ask the teacher — notes to bring to class



B: See, that's actually something I could support. Because the honest disagreement between us isn't 'should there be a line' — everyone agrees there's a line. It's WHO gets to draw it.

A: Well — we might be closer than we thought.

B: One thing I'll fully agree with, right now: direct incitement to violence — 'go and kill X people tonight' — that isn't free speech in any country. That should be, and is, illegal everywhere.

A: Agreed. And that's actually where every serious free-speech theorist draws the line too — from Mill to Popper.

B: Fine. Let's argue about the middle ground next week.

Speaking: 'the panel — should this be allowed?'

In groups of 3–4, you are a panel. The chair (rotate!) reads out one of the FIVE scenarios below. Each panellist argues either FOR or AGAINST allowing the speech. You MUST use: (a) at least TWO fixed word pairs (freedom of speech, rights and responsibilities, pros and cons...), (b) at least THREE correctly-placed articles (a / an / the / —), (c) one chunked & stressed sentence.

1. **label:** Case 1 · **hint:** A comedian jokes on TV about a plane crash the week it happened.

2. **label:** Case 2 · **hint:** A politician says a whole religion is 'incompatible with democracy'.

3. **label:** Case 3 · **hint:** A student publishes a professor's private emails proving plagiarism.

4. **label:** Case 4 · **hint:** A social-media user posts an AI deepfake of the president.

5. **label:** Case 5 · **hint:** A tabloid prints the address of a footballer accused (but not convicted) of a crime.

example: OK — case 2, the politician. I'm going to argue AGAINST allowing it. Yes, freedom of speech is a fundamental right, but rights and responsibilities always come together. A comedian is one thing; a politician with millions of followers is quite another. When THE prime minister of a country says a whole religion is incompatible with democracy, that isn't a debate — it's a signal. History teaches us that sooner or later, that kind of speech leads to real violence against real people. The pros and cons here aren't equal: the pro is a bit of political theatre; the con is a group of citizens becoming unsafe in their own country. So, on balance, no — I would not allow it.

challenge: ■ Extra ■ if you slip in 'sooner or later' AND correctly use 'the' + 'a' + '—' in the same sentence.

Ask the teacher — notes to bring to class



Writing mini-task — 'a balanced opinion piece' (150–180 words)

Choose *ONE* of the five speaking cases. Write a short balanced opinion piece: (1) one paragraph *FOR*, (2) one paragraph *AGAINST*, (3) a one-sentence personal conclusion. Use at least *THREE* fixed word pairs, correct articles throughout, and one 'either / neither / both' structure from Lesson 10A.

Wrap-up · three finish-the-sentence prompts

Pick *ONE* and finish it out loud. Class votes on the bravest sentence.

1. **label:** Prompt 1 — the confident opinion · **prompt:** The one thing that must always be legal to say is... because...

2. **label:** Prompt 2 — the hard case · **prompt:** The one kind of speech I do genuinely think should be a crime is... because...

3. **label:** Prompt 3 — the personal one · **prompt:** The last time I stayed silent when I should have spoken up was...

Ask the teacher — notes to bring to class



Workbook — home practice



Ask the teacher — notes to bring to class

Free speech - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - fixed word pairs

Choose the fixed pair that best completes each sentence.

1. The negotiators went ____ for six days before reaching a deal.
(A) here and there
(B) to and fro
(C) now and then
(D) sooner or later
2. Democracy demands ____, not just rights.
(A) law and order
(B) pros and cons
(C) rights and responsibilities
(D) bread and butter
3. Before we decide, let's weigh the ____.
(A) ins and outs
(B) pros and cons
(C) cause and effect
(D) give and take
4. My freelance journalism is my ____; the podcast is a hobby.
(A) salt and pepper
(B) bread and butter
(C) peace and quiet
(D) trial and error
5. The truth will come out ____ - it always does.
(A) safe and sound
(B) here and there
(C) sooner or later
(D) loud and clear
6. I heard you ____ - you don't need to shout.
(A) loud and clear
(B) to and fro
(C) law and order
(D) give and take

2. Vocabulary - free-speech gap-fill

Complete each sentence with ONE word from the box.

BOX: algorithm · constitution · lawsuit · platform · press · censorship

1. The ____ decides what you see on your feed - you don't.
2. The right to publish is written into most modern ____s.
3. The newspaper faces a ____ from the minister it accused of corruption.
4. TikTok is not just a video app; it's now a serious news ____.

5. In a democracy, the ___ acts as a check on political power.
6. Deleting a book because it offends someone is a form of ___.

2b. Vocabulary - discursive writing

Write 120-180 words: 'Freedom of expression is a fundamental right, yet it is often in conflict with other societal values. Discuss the limits of free speech in the digital age.'

Checklist:

- [] Use target lexis from the free-speech and fixed-pair sections
- [] Use varied C1-level grammar (e.g. correct articles and chunking)
- [] Ensure logical cohesion and smooth transitions
- [] Maintain a formal or semi-formal academic register

[illegible]

3. Grammar - A / AN / THE / - (zero)

Choose the correct article.

1. I want to be ____ journalist.
(A) a
(B) an
(C) the
(D) -
2. ____ press has a duty to hold power to account.
(A) A
(B) An
(C) The
(D) -
3. She is studying ____ law at university.
(A) a

Ask the teacher — notes to bring to class

- (B) the
(C) -
4. He waited for ____ hour outside the courtroom.
(A) a
(B) an
(C) the
5. ____ United States has a very strong tradition of free speech.
(A) A
(B) An
(C) The
(D) -
6. ____ Facebook removed the post within an hour.
(A) A
(B) An
(C) The
(D) -
7. I read ____ interesting article yesterday. ____ article was about censorship.
(A) a / the
(B) an / the
(C) the / a
(D) an / an
8. He's in ____ prison for tax fraud.
(A) a
(B) the
(C) -

4. Grammar - spot & fix the mistake

Each sentence has ONE mistake with articles. Rewrite it correctly.

1. The freedom of speech is a human right.
2. She is journalist for the Guardian.
3. I go to the school by bike every day.
4. Prime Minister gave a speech yesterday.
5. The France is famous for its cuisine.
6. He waited for a hour outside the courtroom.
7. The journalists in general have a hard job.
8. I read a article you sent me.

5. Grammar - article gap-fill

Complete with A, AN, THE, or - (zero).

BOX: a · an · the · -

1. ____ President of ____ United States gave ____ press conference.
2. ____ Freedom of ____ press is essential in ____ democracy.
3. She's ____ expert on ____ media law.

4. I saw ____ very interesting documentary about ____ censorship.
5. ____ sun rises in ____ east, even for ____ dictators.
6. He's in ____ hospital after ____ accident on ____ M25.

6. Reading - true / false / not given

Read the short text and mark each statement T, F or NG.

In many democracies, the law tries to balance two values that often pull in opposite directions: freedom of speech and protection from harm. In the United States, the First Amendment offers almost unlimited legal protection for what a person says, with only very narrow exceptions such as direct threats. In most of Europe, by contrast, there are additional laws against certain forms of hate speech, especially where a group's dignity or safety is directly attacked. Neither system is perfect. Critics of the American model argue that unchecked speech can spread real harm, particularly online. Critics of the European model argue that governments have too much power to decide what can and cannot be said. The debate is not, and probably never will be, a black-and-white one.

1. The First Amendment protects almost all speech in the United States. [T / F / NG]
2. Most European countries have identical laws to the United States. [T / F / NG]
3. Both systems have their critics. [T / F / NG]
4. European laws focus especially on cases where a group is directly attacked. [T / F / NG]
5. The writer thinks the American model is clearly superior. [T / F / NG]
6. The writer thinks the debate has a simple answer. [T / F / NG]

7. Writing - a balanced opinion piece (150-180 words)

Choose ONE of the phone-in questions below. Write a short balanced opinion piece: (1) one paragraph FOR, (2) one paragraph AGAINST, (3) a one-sentence personal conclusion. Use at least THREE fixed word pairs, correct articles throughout, and one 'either / neither / both' structure.

Checklist:

- ☐ 150-180 words
- ☐ 3+ fixed word pairs (freedom of speech, rights and responsibilities, pros and cons, law and order, sooner or later...)
- ☐ Correct article use throughout (A / AN / THE / -)
- ☐ One 'either / neither / both' structure
- ☐ Clear FOR / AGAINST / conclusion structure

8. Listening - 'the campus interview' (bonus round)

Read the transcript (audio coming soon - two clearly different voices, no name-introductions). Answer the questions.

Audio: Student union president (Voice A) and visiting professor (Voice B)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

9. ■ Challenge - headline rewrite

Rewrite each newspaper headline as a normal sentence with all the missing articles.

1. 1. Court blocks new law on protest
2. 2. President attacks journalist for asking difficult question
3. 3. Prime Minister of India visits White House on Tuesday
4. 4. Study says social media damages young people's mental health
5. 5. UN calls for immediate ceasefire in region
6. 6. Freedom of speech under threat in Europe

10. ■ Challenge - where would you pause and stress?

For each sentence, choose the version that best shows natural chunking. | = pause. CAPITALS = stressed word.

1. Freedom of speech is under pressure in almost every country.
(A) FREEDOM | of speech | is under pressure | in almost every | COUNTRY.
(B) Freedom of SPEECH | is under PRESSURE | in almost every COUNTRY.
(C) Freedom | of | speech | is | under | pressure | in | almost | every | country.
2. It's not the government that decides - it's the algorithm.
(A) It's not the GOVERNMENT that decides - | it's the ALGORITHM.
(B) IT'S not | the government | that decides | - it's | the algorithm.
(C) It's not the government THAT decides - it's the ALGORITHM.
3. Sooner or later, every lie gets found out.
(A) SOONER or LATER, | every LIE | gets found OUT.
(B) Sooner OR later, every lie GETS found out.
(C) Sooner or later EVERY | lie gets found | OUT.

11. Self-check

Tick what you can now do confidently.

- ☐ I choose A / AN by SOUND, not spelling (AN hour, A university).
- ☐ I use THE for unique things and second mention (THE Prime Minister, THE article you sent me).
- ☐ I use ZERO article for general plurals & uncountables (- Journalists, - Freedom of speech).
- ☐ I remember THE with THE USA / THE UK / THE Netherlands but zero for most single countries.
- ☐ I know 6+ fixed word pairs (law and order, pros and cons, sooner or later...).
- ☐ I can chunk a long sentence and stress ONE content word per chunk.

Free speech — Workbook

Extra practice for home study · with answer keys

1. Vocabulary — fixed word pairs

Choose the fixed pair that best completes each sentence.

1. The negotiators went ____ for six days before reaching a deal.
(A) here and there
(B) to and fro
(C) now and then
(D) sooner or later
2. Democracy demands ____, not just rights.
(A) law and order
(B) pros and cons
(C) rights and responsibilities
(D) bread and butter
3. Before we decide, let's weigh the ____.
(A) ins and outs
(B) pros and cons
(C) cause and effect
(D) give and take
4. My freelance journalism is my ____; the podcast is a hobby.
(A) salt and pepper
(B) bread and butter
(C) peace and quiet
(D) trial and error
5. The truth will come out ____ — it always does.
(A) safe and sound
(B) here and there
(C) sooner or later
(D) loud and clear
6. I heard you ____ — you don't need to shout.
(A) loud and clear
(B) to and fro
(C) law and order
(D) give and take

2. Vocabulary — free-speech gap-fill

Complete each sentence with ONE word from the box.

BOX: algorithm · constitution · lawsuit · platform · press · censorship

1. The ____ decides what you see on your feed — you don't.
2. The right to publish is written into most modern ____s.
3. The newspaper faces a ____ from the minister it accused of corruption.
4. TikTok is not just a video app; it's now a serious news ____.

5. In a democracy, the ____ acts as a check on political power.
6. Deleting a book because it offends someone is a form of ____.

2b. Vocabulary — discursive writing

Write 120–180 words: 'Freedom of expression is a fundamental right, yet it is often in conflict with other societal values. Discuss the limits of free speech in the digital age.'

Checklist:

- Use target lexis from the free-speech and fixed-pair sections
- Use varied C1-level grammar (e.g. correct articles and chunking)
- Ensure logical cohesion and smooth transitions
- Maintain a formal or semi-formal academic register

[illegible]

3. Grammar — A / AN / THE / — (zero)

Choose the correct article.

1. I want to be ____ journalist.
(A) a
(B) an
(C) the
(D) —
2. ____ press has a duty to hold power to account.
(A) A
(B) An
(C) The
(D) —
3. She is studying ____ law at university.
(A) a

Ask the teacher — notes to bring to class

- (B) the
(C) —
4. He waited for ____ hour outside the courtroom.
(A) a
(B) an
(C) the
5. ____ United States has a very strong tradition of free speech.
(A) A
(B) An
(C) The
(D) —
6. ____ Facebook removed the post within an hour.
(A) A
(B) An
(C) The
(D) —
7. I read ____ interesting article yesterday. ____ article was about censorship.
(A) a / the
(B) an / the
(C) the / a
(D) an / an
8. He's in ____ prison for tax fraud.
(A) a
(B) the
(C) —

4. Grammar — spot & fix the mistake

Each sentence has ONE mistake with articles. Rewrite it correctly.

1. The freedom of speech is a human right.
2. She is journalist for the Guardian.
3. I go to the school by bike every day.
4. Prime Minister gave a speech yesterday.
5. The France is famous for its cuisine.
6. He waited for a hour outside the courtroom.
7. The journalists in general have a hard job.
8. I read a article you sent me.

5. Grammar — article gap-fill

Complete with A, AN, THE, or — (zero).

BOX: a · an · the · —

1. ____ President of ____ United States gave ____ press conference.
2. ____ Freedom of ____ press is essential in ____ democracy.
3. She's ____ expert on ____ media law.

4. I saw ____ very interesting documentary about ____ censorship.
5. ____ sun rises in ____ east, even for ____ dictators.
6. He's in ____ hospital after ____ accident on ____ M25.

6. Reading — true / false / not given

Read the short text and mark each statement T, F or NG.

In many democracies, the law tries to balance two values that often pull in opposite directions: freedom of speech and protection from harm. In the United States, the First Amendment offers almost unlimited legal protection for what a person says, with only very narrow exceptions such as direct threats. In most of Europe, by contrast, there are additional laws against certain forms of hate speech, especially where a group's dignity or safety is directly attacked. Neither system is perfect. Critics of the American model argue that unchecked speech can spread real harm, particularly online. Critics of the European model argue that governments have too much power to decide what can and cannot be said. The debate is not, and probably never will be, a black-and-white one.

1. The First Amendment protects almost all speech in the United States. [T / F / NG]
2. Most European countries have identical laws to the United States. [T / F / NG]
3. Both systems have their critics. [T / F / NG]
4. European laws focus especially on cases where a group is directly attacked. [T / F / NG]
5. The writer thinks the American model is clearly superior. [T / F / NG]
6. The writer thinks the debate has a simple answer. [T / F / NG]

7. Writing — a balanced opinion piece (150–180 words)

Choose ONE of the phone-in questions below. Write a short balanced opinion piece: (1) one paragraph FOR, (2) one paragraph AGAINST, (3) a one-sentence personal conclusion. Use at least THREE fixed word pairs, correct articles throughout, and one 'either / neither / both' structure.

Checklist:

- 150–180 words
- 3+ fixed word pairs (freedom of speech, rights and responsibilities, pros and cons, law and order, sooner or later...)
- Correct article use throughout (A / AN / THE / —)
- One 'either / neither / both' structure
- Clear FOR / AGAINST / conclusion structure

8. Listening — 'the campus interview' (bonus round)

Read the transcript (audio coming soon — two clearly different voices, no name-introductions). Answer the questions.

■ **Audio:** Student union president (Voice A) and visiting professor (Voice B)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

9. ■ Challenge — headline rewrite

Rewrite each newspaper headline as a normal sentence with all the missing articles.

1. 1. Court blocks new law on protest
2. 2. President attacks journalist for asking difficult question
3. 3. Prime Minister of India visits White House on Tuesday
4. 4. Study says social media damages young people's mental health
5. 5. UN calls for immediate ceasefire in region
6. 6. Freedom of speech under threat in Europe

10. ■ Challenge — where would you pause and stress?

For each sentence, choose the version that best shows natural chunking. | = pause. CAPITALS = stressed word.

1. Freedom of speech is under pressure in almost every country.
(A) FREEDOM | of speech | is under pressure | in almost every | COUNTRY.
(B) Freedom of SPEECH | is under PRESSURE | in almost every COUNTRY.
(C) Freedom | of | speech | is | under | pressure | in | almost | every | country.
2. It's not the government that decides — it's the algorithm.
(A) It's not the GOVERNMENT that decides — | it's the ALGORITHM.
(B) IT'S not | the government | that decides | — it's | the algorithm.
(C) It's not the government THAT decides — it's the ALGORITHM.
3. Sooner or later, every lie gets found out.
(A) SOONER or LATER, | every LIE | gets found OUT.
(B) Sooner OR later, every lie GETS found out.
(C) Sooner or later EVERY | lie gets found | OUT.

11. Self-check

Tick what you can now do confidently.

- I choose A / AN by SOUND, not spelling (AN hour, A university).
- I use THE for unique things and second mention (THE Prime Minister, THE article you sent me).
- I use ZERO article for general plurals & uncountables (— Journalists, — Freedom of speech).
- I remember THE with THE USA / THE UK / THE Netherlands but zero for most single countries.
- I know 6+ fixed word pairs (law and order, pros and cons, sooner or later...).
- I can chunk a long sentence and stress ONE content word per chunk.



Answer key — Class Book

Reading: 'the four battles over free speech'

1. (C) Four
2. (B) More than 300
3. (B) the world's biggest editors, with little legal responsibility
4. (C) Neither side is entirely right or entirely wrong.
5. (B) Algorithms that decide what you see

Vocabulary: collocation — word pairs (fixed order)

1. law and order
 2. rights and responsibilities
 3. trial and error
 4. pros and cons
 5. loud and clear
 6. bread and butter
 7. sooner or later
 8. to and fro
1. The country's constitution guarantees freedom of expression.
 2. Journalists everywhere depend on press freedom.
 3. The newspaper is facing a lawsuit over the article.
 4. Disagreement is simply part and parcel of a healthy democracy.
 5. The truth about the leak will come out sooner or later.

Grammar: articles — A / AN, THE, and ZERO article

1. (A) a
 2. (C) The
 3. (C) —
 4. (C) the
 5. (B) an
 6. (C) The
 7. (B) an / the
 8. (D) —
1. — Freedom of speech is a human right. (general uncountable → zero)
 2. She is A journalist for the Guardian. (first mention, one of many)
 3. I go to — school by bike every day. (school as a place of study → zero)
 4. THE Prime Minister gave a speech yesterday. (unique in the country → THE)
 5. — France is famous for its cuisine. (single country → zero)
 6. He waited for AN hour... (silent H → AN)
 7. — Journalists in general have a hard job. (general plural → zero)
 8. I read THE article you sent me. (already known → THE) — or 'AN article' if new.
1. THE President of THE United States has THE power to veto — legislation.
 2. — Freedom of THE press is essential in A democracy. (freedom is uncountable; the press is unique in a country; a democracy = one of many.)
 3. I saw A very interesting documentary about — censorship yesterday.
 4. She is AN expert on — media law and teaches at A university. (or 'at university' zero if she's studying there)
 5. THE sun rises in THE east, even for — dictators.

Listening: 'the phone-in — should hate speech be a crime?'

1. Whether hate speech should be a criminal offence.
 2. The first caller (Voice A) — she wants clear laws against speech that dehumanises groups.
 3. The second caller (Voice B) — he thinks the answer to bad speech is better speech, not the police.
1. The Rwandan genocide of 1994, where radio broadcasts calling one ethnic group 'cockroaches' preceded the killings.
 2. Political criticism of the government, satire and comedy, and religious debate.

Ask the teacher — notes to bring to class



3. That governments always use hate-speech laws to silence their own critics, not to protect minorities.
4. Journalists arrested under 'anti-extremism' laws in Turkey, Russia and Egypt for criticising the government.
5. That direct incitement to violence ('go and kill X now') is not free speech and should stay illegal in every country.
6. Not whether to draw a line, but WHO gets to draw it — the courts, the platforms, or the users.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

Free speech - Workbook — Answer Key

1. Vocabulary - fixed word pairs

1. **(B)** *to and fro*
2. **(C)** *rights and responsibilities*
3. **(B)** *pros and cons*
4. **(B)** *bread and butter*
5. **(C)** *sooner or later*
6. **(A)** *loud and clear*

2. Vocabulary - free-speech gap-fill

1. **algorithm**
2. **constitution**
3. **lawsuit**
4. **platform**
5. **press**
6. **censorship**

2b. Vocabulary - discursive writing

Sample answer

The debate over free speech involves a constant to and fro between the rights of the individual and the responsibilities of the platform. While the constitution of many nations protects the press, the rise of the digital algorithm has introduced new forms of censorship. We must weigh the pros and cons of allowing unchecked speech online, especially when it can cause real-world harm. Sooner or later, every society must decide where to draw the line. Neither a total lack of regulation nor excessive government control is a perfect solution. Rights and responsibilities are the bread and butter of a healthy democracy, and they must be communicated loud and clear. If a lawsuit is the only remedy for defamation, then justice is only for those who can afford it. Ultimately, protecting the truth requires a balance that ensures a safe environment for all voices. As the landscape continues to change, our commitment to an open yet accountable discourse must remain firm.

3. Grammar - A / AN / THE / - (zero)

1. **(A)** *a*
2. **(C)** *The*
3. **(C)** *-*
4. **(B)** *an*
5. **(C)** *The*
6. **(D)** *-*
7. **(B)** *an / the*
8. **(C)** *-*

4. Grammar - spot & fix the mistake

1. - Freedom of speech is a human right. (general uncountable → zero)
2. She is A journalist for the Guardian.
3. I go to - school by bike every day. (school as an activity → zero)
4. THE Prime Minister gave a speech yesterday.
5. - France is famous for its cuisine.
6. He waited for AN hour outside the courtroom. (silent H → AN)
7. - Journalists in general have a hard job.
8. I read THE article you sent me. (already known → THE).

5. Grammar - article gap-fill

1. **The / the / a**
2. - / **the / a**
3. **an / -**
4. **a / -**
5. **The / the / -**
6. - / **an / the**

6. Reading - true / false / not given

1. **T**
2. **F**
3. **T**
4. **T**
5. **NG**
6. **F**

7. Writing - a balanced opinion piece (150-180 words)

Sample answer

Should hate speech be a criminal offence? **FOR:** Words are not neutral. History shows, again and again, that dehumanising a group in public - calling them 'insects' or 'invaders' - can precede terrible real violence. Rwanda in 1994 is only the most famous example. Freedom of speech is a fundamental right, but rights and responsibilities always come together. A clear, narrow law, applied by the courts rather than by an angry crowd, is a reasonable price for the safety of vulnerable minorities. **AGAINST:** The pros and cons are not equal in every country. Sooner or later, hate-speech laws are used by governments against their own critics - see Turkey, Russia, Egypt. Neither censorship nor law and order really solves the underlying prejudice; the answer to bad speech is more, better speech. And who, exactly, draws the line? A judge? An algorithm? On balance, I'd accept a very narrow law focused on direct incitement to violence, but not one word further.

8. Listening - 'the campus interview' (bonus round)

- 1. Whether the debating society should have invited last night's controversial speaker.*
- 2. That a university's whole point is to hear arguments you disagree with, in a safe room where you can respond.*
- 3. That some students feel not just uncomfortable but genuinely unsafe, and that the speaker has a much bigger national platform than they do.*
- 4. Invite the speaker AND two strong opposing speakers on the same panel - 'give and take, rights and responsibilities'.*
- 5. At a speaker who denies a documented genocide - that's a lie against the historical record, not a debate.*
- 6. Not whether to draw a line, but WHO gets to draw it, and by what process.*

9. ■ Challenge - headline rewrite

- 1. The court has blocked the/a new law on - protest.*
- 2. The president attacked a journalist for asking a difficult question.*
- 3. The Prime Minister of - India visited the White House on - Tuesday.*
- 4. A/The study says (that) - social media damages - young people's mental health.*
- 5. The UN has called for an immediate ceasefire in the region.*
- 6. - Freedom of speech is under threat in - Europe.*

10. ■ Challenge - where would you pause and stress?

- 1. (B) Freedom of SPEECH | is under PRESSURE | in almost every COUNTRY.*
- 2. (A) It's not the GOVERNMENT that decides - | it's the ALGORITHM.*
- 3. (A) SOONER or LATER, | every LIE | gets found OUT.*

11. Self-check

Self-assessment — no fixed answers.

Free speech — Workbook — Answer Key

1. Vocabulary — fixed word pairs

1. **(B)** *to and fro*
2. **(C)** *rights and responsibilities*
3. **(B)** *pros and cons*
4. **(B)** *bread and butter*
5. **(C)** *sooner or later*
6. **(A)** *loud and clear*

2. Vocabulary — free-speech gap-fill

1. **algorithm**
2. **constitution**
3. **lawsuit**
4. **platform**
5. **press**
6. **censorship**

2b. Vocabulary — discursive writing

Sample answer

The debate over free speech involves a constant to and fro between the rights of the individual and the responsibilities of the platform. While the constitution of many nations protects the press, the rise of the digital algorithm has introduced new forms of censorship. We must weigh the pros and cons of allowing unchecked speech online, especially when it can cause real-world harm. Sooner or later, every society must decide where to draw the line. Neither a total lack of regulation nor excessive government control is a perfect solution. Rights and responsibilities are the bread and butter of a healthy democracy, and they must be communicated loud and clear. If a lawsuit is the only remedy for defamation, then justice is only for those who can afford it. Ultimately, protecting the truth requires a balance that ensures a safe environment for all voices. As the landscape continues to change, our commitment to an open yet accountable discourse must remain firm.

3. Grammar — A / AN / THE / — (zero)

1. **(A)** *a*
2. **(C)** *The*
3. **(C)** *—*
4. **(B)** *an*
5. **(C)** *The*
6. **(D)** *—*
7. **(B)** *an / the*
8. **(C)** *—*

4. Grammar — spot & fix the mistake

1. — *Freedom of speech is a human right. (general uncountable → zero)*
2. *She is A journalist for the Guardian.*
3. *I go to — school by bike every day. (school as an activity → zero)*
4. *THE Prime Minister gave a speech yesterday.*
5. — *France is famous for its cuisine.*
6. *He waited for AN hour outside the courtroom. (silent H → AN)*
7. — *Journalists in general have a hard job.*
8. *I read THE article you sent me. (already known → THE).*

5. Grammar — article gap-fill

1. **The / the / a**
2. — / **the / a**
3. **an / —**
4. **a / —**
5. **The / the / —**
6. — / **an / the**

6. Reading — true / false / not given

1. **T**
2. **F**
3. **T**
4. **T**
5. **NG**
6. **F**

7. Writing — a balanced opinion piece (150–180 words)

Sample answer

Should hate speech be a criminal offence? **FOR:** Words are not neutral. History shows, again and again, that dehumanising a group in public — calling them 'insects' or 'invaders' — can precede terrible real violence. Rwanda in 1994 is only the most famous example. Freedom of speech is a fundamental right, but rights and responsibilities always come together. A clear, narrow law, applied by the courts rather than by an angry crowd, is a reasonable price for the safety of vulnerable minorities. **AGAINST:** The pros and cons are not equal in every country. Sooner or later, hate-speech laws are used by governments against their own critics — see Turkey, Russia, Egypt. Neither censorship nor law and order really solves the underlying prejudice; the answer to bad speech is more, better speech. And who, exactly, draws the line? A judge? An algorithm? On balance, I'd accept a very narrow law focused on direct incitement to violence, but not one word further.

8. Listening — 'the campus interview' (bonus round)

1. *Whether the debating society should have invited last night's controversial speaker.*
2. *That a university's whole point is to hear arguments you disagree with, in a safe room where you can respond.*
3. *That some students feel not just uncomfortable but genuinely unsafe, and that the speaker has a much bigger national platform than they do.*
4. *Invite the speaker AND two strong opposing speakers on the same panel — 'give and take, rights and responsibilities'.*
5. *At a speaker who denies a documented genocide — that's a lie against the historical record, not a debate.*
6. *Not whether to draw a line, but WHO gets to draw it, and by what process.*

9. ■ Challenge — headline rewrite

1. *The court has blocked the/a new law on — protest.*
2. *The president attacked a journalist for asking a difficult question.*
3. *The Prime Minister of — India visited the White House on — Tuesday.*
4. *A/The study says (that) — social media damages — young people's mental health.*
5. *The UN has called for an immediate ceasefire in the region.*
6. *— Freedom of speech is under threat in — Europe.*

10. ■ Challenge — where would you pause and stress?

1. **(B)** *Freedom of SPEECH | is under PRESSURE | in almost every COUNTRY.*
2. **(A)** *It's not the GOVERNMENT that decides — | it's the ALGORITHM.*
3. **(A)** *SOONER or LATER, | every LIE | gets found OUT.*

11. Self-check

Self-assessment — no fixed answers.