

NEW
Close-up

B2+

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Speaking

Grammar

Use your English

Writing

talking about yourself; keeping talking; **interview**

time expressions

word building; adjectives with prepositions; idioms; thinking about meaning; **multiple-choice cloze**

writing to give advice; informal letters and emails; managing your time; **writing an informal letter**

ways of studying; working collaboratively; **collaborative task**

past continuous and past perfect continuous; past simple, *would* or *used to*

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reporting with passives; causatives

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reporting verbs

collocations with *news*; phrasal verbs; *lastly*, *at last*, *in the end* and *eventually*; **multiple-choice cloze**

news and the media; formal writing; using complex language; **writing a discursive essay**

travel and tourism; justifying your opinions; **discussion**

verb + *-ing* form or *to + infinitive*; sense verb + object + *-ing* form or infinitive; verb + object + *-ing* form or *to + infinitive*

understanding the context; **open cloze**

tourism; being concise; brainstorming; **writing a report**

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emphatic structures (2): cleft sentences; tag questions

collocations; **word formation**

reviewing a book, film or TV series; structuring a review; making an evaluation; **writing a review**

ways of keeping fit; reaching a decision; **collaborative task**

modals for past necessity; modals for hypothetical past; modals for past speculation

describing likelihood; word focus: *take*; collocations: illness and injury; eliminating duplicated information; **sentence transformation**

sports facilities; structuring a proposal; focusing on the purpose of a task; **writing a proposal**

discussing technology; listening to your partner; **discussion**

other expressions for conditionals; inversion with conditionals

expressions with *keep*; technology idioms; adjectives with prepositions; word building; **open cloze**

technology; using informal style in an article; using the material in a task; **writing an article**

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present participle clauses; past and perfect participle clauses

idioms with *work*; prepositions; word building; prefixes and suffixes; **word formation**

studies and training; language in formal letters or emails; describing your achievements; **writing a formal letter or email**

places to live and work; making the right choice; **photo comparison**

linkers: conjunctions and prepositions; linkers: adverbs

idioms; phrasal verbs; collocations; **sentence transformation**

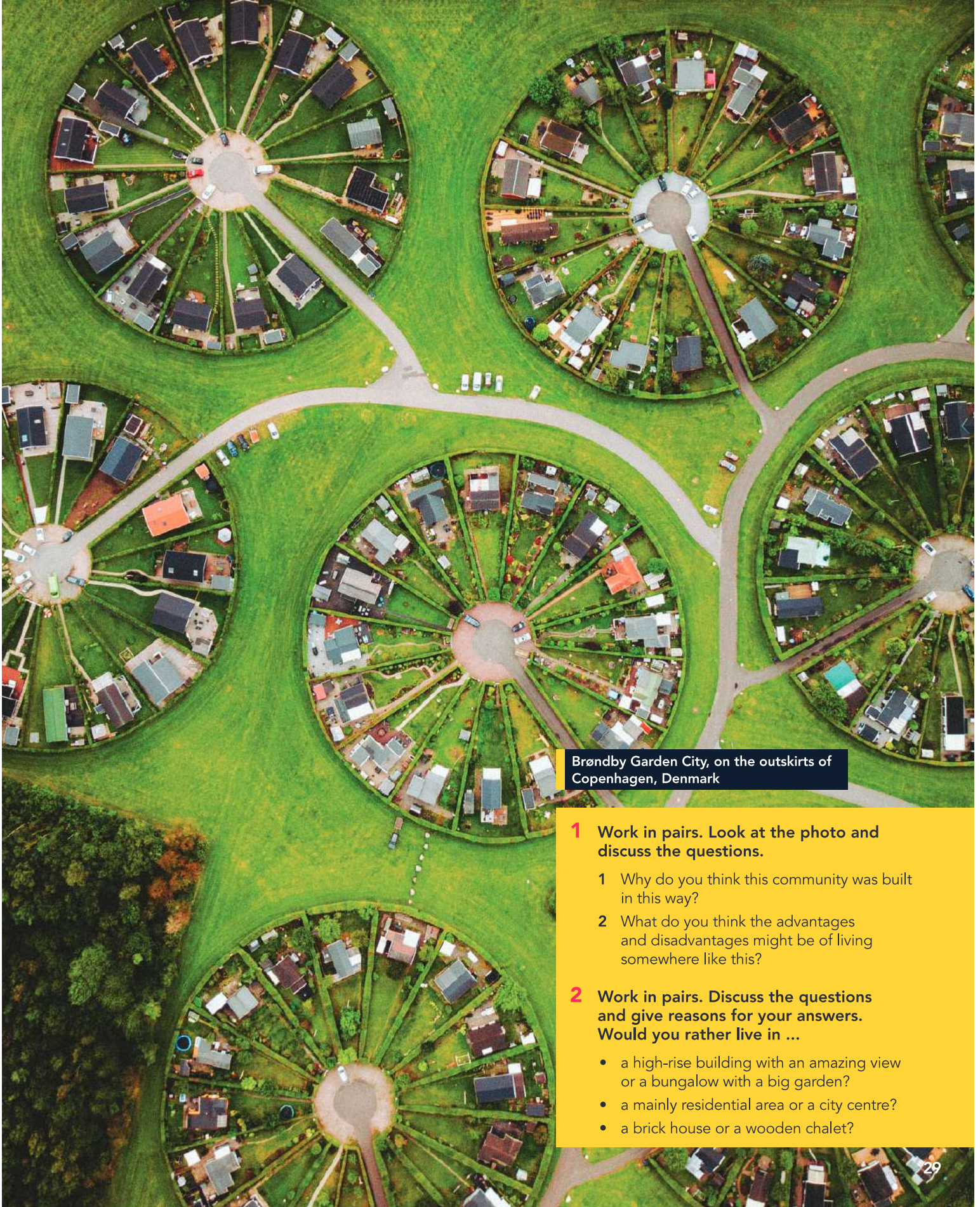
places in a town; descriptive language; planning your writing; **writing a review**

studying English; making a good impression; **interview**

gradable and non-gradable adjectives; *so* and *such*, *too* and *enough*

collocations related to speech; phrasal verbs with *talk*; idioms; keeping a vocabulary notebook; **multiple-choice cloze**

communication; giving examples and reasons; achieving the best scores; **writing a discursive essay**



Brøndby Garden City, on the outskirts of Copenhagen, Denmark

1 Work in pairs. Look at the photo and discuss the questions.

- 1 Why do you think this community was built in this way?
- 2 What do you think the advantages and disadvantages might be of living somewhere like this?

2 Work in pairs. Discuss the questions and give reasons for your answers. Would you rather live in ...

- a high-rise building with an amazing view or a bungalow with a big garden?
- a mainly residential area or a city centre?
- a brick house or a wooden chalet?

3 Reading

looking for links; matching paragraphs to gaps

- 1 Work in pairs. Discuss the questions. Then read the first paragraph of the article on page 31. Does it mention any of the ideas you discussed?
 - 1 Do you know of any housing problems in your area?
 - 2 Which age groups do you think have the most problems finding suitable housing?
- 2 Read the article quickly, ignoring the gaps. What is unusual about the houses in the photo?
- 3 Look at the Exam Task and read paragraphs A–G quickly. Match the paragraphs with the summaries (1–7).
 - 1 An explanation of what a 3D printer cannot do.
 - 2 3D-printed homes in other countries.
 - 3 Introducing a possible solution.
 - 4 An outline of the future aims of the project.
 - 5 Some advantages of this building method.
 - 6 What the future residents wanted from the community and the houses.
 - 7 How the houses will keep people safe.

- 4 Read the Exam Tip. Then read lines 29–31 in the article. What do you think produces layers of concrete? Find a paragraph in the Exam Task that mentions this.

Exam Tip

Looking for links

- In this task you have to match six paragraphs to the correct gaps in one long text.
- Always read the long text first to get an idea of the topic and of the progression of ideas.
- Read the sentences before and after each gap. Then read the paragraphs carefully. Look for reference words in the long text and in the paragraphs to help you link the correct paragraph to each gap. These might include pronouns, determiners, linking words or time phrases
- Finally read the completed text again to make sure that it all makes sense.

Children enjoying their new home in Tabasco, Mexico



- 5 Now complete the Exam Task.

Exam Task

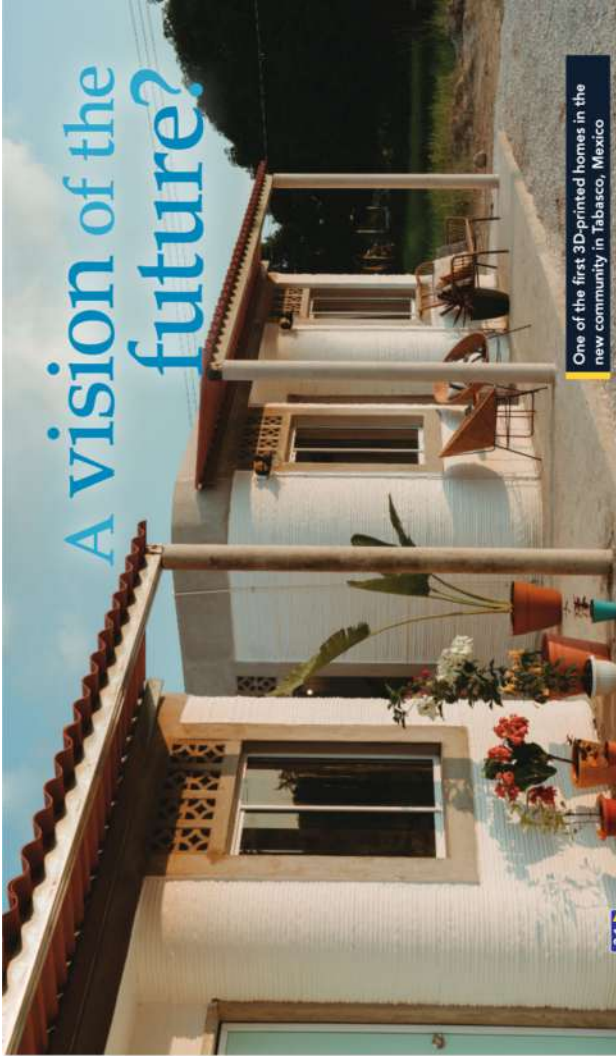
Matching paragraphs to gaps

You are going to read an extract from a magazine article about a housing project in Mexico. Six paragraphs have been removed from the extract. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

- A So how does the technology work? It's reliant upon a 3D printer, which is faster, cheaper and creates less waste than traditional homebuilding methods. Requiring only three people to operate it, it can print at night, and even during power shortages.
- B Despite these difficulties, developers hope to build all fifty houses in the community within the next year. And then their aim is to take the lessons learned from this project and share them with other non-profits and governments to help improve social housing world-wide.
- C Although the 3D printer can produce the walls quickly, safely, and reliably, traditional labourers are still needed to install the roofs, windows, and interiors of the buildings.
- D New technology, however, might provide an answer to this problem. In a remote part of Tabasco, Mexico, a non-profit housing company has teamed up with construction company Echale to produce a community of 3D-printed homes.
- E In fact, the engineering of these homes actually takes them above local standard safety requirements. They have strong foundations and will not only withstand an earthquake but can also keep families dry during the rainy season.
- F Their suggestions included requests for plenty of green spaces in the neighbourhood. They also wanted flat roofs so that in the future they might be able to add to or customise their houses.
- G This is already starting to happen. In the US, Icon, the same company that developed the 3D building process used in Tabasco, has just completed a series of 3D-printed homes in Texas. The homes will provide accommodation for the large homeless community in the area.

your ideas

- Can you think of any other uses for 3D printers?
- If you could change just one thing about the place where you live at the moment, what would it be and why?



One of the first 3D-printed homes in the new community in Tabasco, Mexico

than traditional building materials and can stand up to extreme weather conditions – an important factor in this part of the world.

(4) _____ While the homes are constructed to be resilient to the climate, bad weather proved to be one of the biggest challenges for the building process. The printer is ten metres long and it had to be transported from the laboratory where it was developed to the construction site. It arrived at the site just as the rains began and the engineers had to deal with floods and muddy roads before they had even begun to build the houses.

(5) _____ 'We continue to seek innovative solutions to combat global homelessness,' said Don McQuaid, director of one of the non-profits involved in the Tabasco housing project. 'Our vision is to expand the incredible capabilities to other countries.'

(6) _____ Perhaps we are just at the beginning of a homebuilding revolution. In the near future, we may see 3D-printed homes providing safe, secure and affordable housing to a range of communities around the world. The fact that this technology is being used to help the people with the biggest social gap turns it into a humanised technology,' says Verónica Contreras. The technology exists today for a housing solution available to all.

Affordable housing is becoming an increasing problem around the world, particularly for young people, families with children and the elderly. People around the world now spend 22% of their income, on average, on housing, and housing costs are continuing to rise more quickly than other costs. One of the reasons for this is that building safe, resilient housing is expensive and takes a long time. It can also have a negative impact on the environment, contributing towards landfill waste, climate change and air pollution.

(1) _____ The first two of these homes have already been completed. Built in just 24 hours, these 42-square-metre houses each have two bedrooms, a living room, a kitchen and a bathroom, and they will cost residents just twenty dollars a month. Verónica Contreras, the Foundation Director of Echale, says that 3D printing technology is key to reducing the labour required to make affordable housing. The homes are also engineered to last for generations, and the designers have incorporated ideas from the families who will live in them.

(2) _____ Eventually, there will be fifty houses and about 250 people in this community. The people who will live here have been selected according to their financial and physical needs, ensuring access to this housing is targeted at those groups that need it most.

(3) _____ Controlled through a tablet-based app, it produces layers of concrete that sit on top of each other to make the walls of the home. The specially-designed concrete, called 'lavacrete', is stronger

WORD FOCUS

Use a dictionary to find definitions or synonyms for these words from the text:
 incorporate (v)
 non-profit (adj)
 resilient (adj)
 humanised (v)
 combat (v)

3 Vocabulary

renting and buying; building and design

Renting and buying

- 1 Work in pairs. Read the advertisements. Are the sentences true (T) or false (F)?



For rent
Spacious two-bedroom flat in exclusive development, with kitchen, living room, bathroom and ensuite to master bedroom. Access to shared courtyard. Recently refurbished, fully furnished. \$2,000 per calendar month.

- The flat has got furniture in it.
- The flat has got its own private outside space.
- The flat has got two bathrooms.
- The flat isn't very big.
- You can't buy the flat.



For sale by auction
Terraced house overlooking Risewell Park. Owner has maintained the exterior of the property, but the interior is in need of renovation. Three bedrooms with kitchen, living room and bathroom. Currently vacant.

- The house has been decorated recently.
- There are people living in the house at the moment.
- The outside of the house is in good condition.
- You can see Risewell Park from the house.
- You can buy the house in a public sale.

- 2 Listen to a conversation between two friends about a house that the woman wants to buy. Complete the summary with the correct form of these words.

deposit homeowner tenant mortgage repayments let

The woman is going to become a ¹ _____ soon. She has enough money to pay a 10% ² _____ on the house she wants to buy, and she will then take out a ³ _____ from the bank. The monthly ⁴ _____ will be quite expensive, so she has decided to ⁵ _____ out one of the bedrooms. She hasn't found a ⁶ _____ yet, but her friend recommends his niece.

Building and design

- 3 Choose the correct option to complete the sentences.
- When building a house, it's important to put in the foundations / extension first.
 - I haven't seen the flat yet, but I've looked at the floor plan / loft, so I know what the crane / layout is like.
 - This house is in a conservation / foundation area, so we can't make any changes to the structure, but we hope to update the décor / floor plan.
 - They will need a crane / décor to lift the roof into place.
- 4 Complete the text with these words.

courtyard décor exterior homeowners interior layout overlook spacious

Earth Houses

Welcome to the Earth House Estate, in Dietikon, Switzerland. The nine houses here are all built under the ground, so that you can see only grass-covered roofs and white, curved windows on the ¹ _____. But although there is little to see from the outside, the ² _____ of each house is surprisingly bright, light and ³ _____ with a cool modern ⁴ _____. The ⁵ _____ of each house is different, but they share some common features, with the bedrooms in the north of each building and the living areas in the south. The houses ⁶ _____ a small artificial lake which is set in a large ⁷ _____. And as an extra bonus, ⁸ _____ can grow vegetables on the roof!



Would you like to be a homeowner in the future? Why? / Why not?

your ideas

Grammar

future forms review; future continuous, future perfect and future perfect continuous

Future forms review

- 1 Read the sentences (1–7) and complete the rules (a–g) with the correct forms from the box. Then match the sentences with the rules.
- It's a lovely flat – you're going to love living here!
 - In the future, houses will use solar power for light and heating.
 - We're meeting the architect tomorrow afternoon.
 - We're probably going to move house next year.
 - I'll help you decorate your flat.
 - They won't move back in until the roof has been fixed.
 - The new series of the homebuilding TV programme Grand Designs starts next Monday at 9 p.m.

be going to the future simple (will) the present continuous the present simple

We use ¹ _____ to talk about ...

- a prediction about the future.
- a statement of fact about the future.
- an offer, a promise or a threat.

We use ² _____ to talk about ...

- a plan for the future.
- a prediction based on evidence.

We use ³ _____ to talk about ...

- a timetable event in the future.

We use ⁴ _____ to talk about ...

- a definite arrangement for the future.

Grammar reference 3.1, p164

- 2 Choose the best option to complete the sentences.

- You're going to fall / You're falling off that ladder if you aren't careful.
- I've heard from the builders, and they are starting / start work on Monday morning.
- The estate agents is closed now, but it will open / opens tomorrow at 9.30.
- The rent is going to / will be £1,500 per month.
- Next summer I'm going to take / I'll take an evening class in bricklaying.
- I'll visit / I'm visiting you next weekend, once you've moved into your new flat.
- I think this new housing estate is / will be really popular when it's finished.

- 3 Work in pairs. Tell your partner about any plans you have for the future. Think about these ideas.

- definite arrangements for the next week
- plans or intentions for future holidays
- hopes for future studies and jobs

Future continuous, future perfect and future perfect continuous

- 4 Read the text and look at the underlined verbs. Then write the underlined verbs next to the correct tenses (1–3).

It's eleven o'clock in the morning. By this time tomorrow, we'll have packed all our boxes into the van and we'll be starting our journey to our new flat in Andalusia. It's a long journey, so by the time we get there we'll have been driving for six hours!

- Future continuous: _____
- Future perfect: _____
- Future perfect continuous: _____

- 5 Match the sentences (1–3) with the rules (a–c). Then complete the rules with the correct tense from Exercise 4.

- By the end of next week, I will have been renovating my house for six months.
- We won't be here next month – we'll be visiting our relatives in Singapore.
- They'll have left home by this time next year.

- We use the _____ to talk about future actions that will be in progress at a specific time in the future.
- We use the _____ to talk about future actions that will be completed before a specific time in the future.
- We use the _____ to talk about how long future actions will have continued up to a specific time in the future.

Grammar reference 3.2, p165

- 6 Complete the conversation with the future perfect, future continuous or future perfect continuous form of the verbs. Listen and check.

- A: This time next year I ¹ _____ (work) for an architecture company in Tokyo.
B: That's really exciting! ² _____ (you / finish) your studies by then?
A: No, I won't. The job is part of my university degree. I ³ _____ (not / complete) all my studies until the year after next.
B: Wow! How long ⁴ _____ (you / study) by then?
A: Seven years! Degrees in architecture take much longer than most other degrees.

your ideas

What do you think you will be doing the same time next year? What interesting things do you think you will have done?

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3 Listening

reading the task; multiple choice with three extracts

1 Match the phrases (1–5) with the meanings (a–e).

- 1 It doesn't appeal to me.
 - 2 I can't complain about it.
 - 3 I can't say I agree.
 - 4 I do get what you mean.
 - 5 You can't put too high a price on ...
- a Something is satisfactory.
 - b Something is very important.
 - c I don't really like it.
 - d I understand what you are saying.
 - e I have a different opinion to yours.

2 Read the Exam Tip and look at questions 1–2 in the Exam Task. Underline the key words in the questions and the options.

- 1 The man doesn't consider interior design to be very interesting.
- 2 He isn't keen on the manual labour involved in renovating property.
- 3 The woman has a different opinion to the man.

3 Read the Exam Tip and look at questions 1–2 in the Exam Task. Underline the key words in the questions and the options.

4 Now listen and complete the Exam Task.

Exam Tip

- Reading the task**
- In this Exam Task, you will hear three separate conversations. There are two questions for each conversation. Before each conversation, you will have fifteen seconds to read the two questions. Use this time well!
 - Read the questions for each conversation carefully and underline the key words. Think about what you are listening for – is it the speaker's purpose, opinion or attitude, is it the general meaning of the text or is it agreement or disagreement between the two speakers?
 - Then read each of the three options and underline the key words. Remember that you may hear these words or their synonyms in the extract, but that doesn't mean that you should choose that option. Think about the meaning of each option as a whole, rather than the individual words.

Have you ever done any DIY or helped with any home decorating projects? Would you like to? Why? / Why not?



Speaking

living in cities; giving yourself time; discussion

1 Work in pairs. Discuss the questions.

- 1 If you could live in any city in the world, where would you live and why?
- 2 What are some of the advantages of living in cities?
- 3 Think about your nearest big town or city. What do you like to do when you go there? What improvements could be made to it?

2 Listen to two students discussing questions about living in cities. Complete the sentences with one or two words.

- 1 The girl thinks that the main advantage to living in a city is _____ to leisure activities.
The boy points out that people can _____ more easily in big cities.
The girl also mentions the quality of _____ in cities.
- 2 The girl wants to increase the numbers of _____ on the streets.
The boy thinks that street _____ should be better.
He also mentions that crime and _____ are often linked.
- 3 The girl is concerned about _____ and wants stricter traffic _____.
The boy wants to invest in _____ some of the buildings.

3 Read the Exam Tip. Listen to two students answering an examiner's question. Tick the phrases from the Useful Language box which they use. How well do you think the students answer the question?

What is the most important factor when you're thinking about a place to live?

Exam Tip

- Giving yourself time**
- In this discussion activity, you have to exchange ideas and opinions with your partner in response to a question from the examiner.
 - Sometimes your mind can 'go blank' and you can't think of anything to say. Try not to panic if this happens to you! Take a deep breath and ask for a little time to think.
 - If you don't understand what the examiner or your partner says, ask them to repeat or clarify what they have said. This shows that you are listening and responding to them.

4 Work in pairs. Discuss the question from Exercise 3. Use some of these suggestions or your own ideas.

- location
- access to outside space
- size of property
- friendliness of neighbours
- lighting
- access to public transport

5 Listen and complete these questions from an exam speaking task.

- 1 Which is preferable – _____ a house or _____ a house? Why?
- 2 Would you prefer to _____ with other people? or to _____?
- 3 Do you think it's important to _____ before you share a house with them? Why? / Why not?
- 4 Do you think it's likely that in the future everyone in the world will have _____?

6 Now work in pairs and complete the Exam Task. Use the Useful Language to help you. Remember to ask for clarification or repetition if you can't understand what your partner is saying.

Exam Task

Discussion

Discuss your answers to the examiner's questions in Exercise 5. Take turns to start.

Useful LANGUAGE

Giving yourself time to think

Let me think about that.
That's an interesting question.

I've never really thought about that before.

Asking for clarification

Sorry, what exactly did you mean when you said ... ?
I'm not entirely sure I've understood you correctly.
So, are you trying to say that ... ?

Asking for repetition

Would you mind just repeating that?
Sorry, I didn't quite catch what you said.
Could you say that again, please?



Do you think that people who share a house together should agree on some basic rules? If so, what would they be?

3 Grammar

future time expressions

1 Read the sentences and look at the expressions in bold. Then complete the rules (a–d) with the expressions in the box.

- You're **bound** to love the colour I've chosen for the walls.
- The builders are **due** to arrive at three o'clock this afternoon.
- We were on the **point** of buying the house when we found out it needed a new roof.
- They were on the **verge** of giving up when they saw a beautiful flat for rent in the town centre.
- The Prime Minister is to announce new housing regulations this afternoon.

be bound to + infinitive
be due to + infinitive
be on the point of + -ing
be on the verge of + -ing
be to + infinitive

We use a number of different expressions with be to talk about the future.

- We use **be about to** _____ or _____ to talk about something that is going to happen very soon.
- We use _____ to describe a future obligation, especially in formal situations.
- We use _____ to describe a future scheduled event.
- We use _____ to describe something that is extremely likely to happen.

➔ See Grammar reference 3.3 p166

2 Match the beginnings of the sentences (1–5) with the endings (a–e).

- 1 Is the building work due to _____
 - 2 I'm sure they're bound to _____
 - 3 All students are to _____
 - 4 He's on the verge of _____
 - 5 They were on the point of _____
- a take a holiday after they've sold their house.
 - b starting his new job.
 - c be finished next week?
 - d moving in when there was a massive fire.
 - e pay the deposit for their accommodation by the end of this month.

3 Choose the correct options to complete the email.

From: Davi
To: Rafael
Re: New Flat At Last!

Hi Rafael

How are you? Exciting news from me – I'm **about** / **bound** to move into my first flat! I'm **due** / **at the point** to pick up the keys from the estate agent at the weekend, once I've signed the papers. I nearly thought it wouldn't happen. Last month, I was **on the point** / **about** of giving up. I think I've probably looked at more than fifty flats in the last few months.

Honestly, my parents were **bound** to / **on the verge** of building an extension to their house, because we all thought that I'd never move out and they were getting sick of seeing my stuff everywhere!

Anyway – have to go now – come and visit me in my new flat soon!

Davi



4 Look at the first sentence in each pair. Complete the second sentence so that it has the same meaning. Use the words in bold.

- I think he will be really angry when he sees what the builders have done. **bound**
He _____ when he sees what the builders have done.
- I'm just about to go out. **verge**
I'm _____
- We're expecting the principal to make a decision about the college exam policy tomorrow. **is**
The principal _____ about the college exam policy tomorrow.
- The homeowner is going to call me tomorrow at midday. **due**
The homeowner _____
- You should go ahead once these floor plans are approved. **to**
You _____
- I was going to buy some new curtains, when I found this material. **point**
I _____

Use your English

idioms; expressions with put; filling every gap; open cloze

Idioms

1 Complete the sentences with these phrases.

close to home get on like a house on fire
home from home make yourself at home
on the house

- The restaurant found out that it was my birthday and gave us our desserts _____.
- It's lovely to have you to stay; please _____.
- Angelo and his brother _____ – they almost never argue.
- That joke was a bit _____ and it made me feel very uncomfortable.
- Many of our guests say that our friendly, comfortable hotel feels like a _____.

Expressions with put

2 Choose the correct preposition to complete the sentences.

- We've decided to put **in** / **on** an offer on the house we saw yesterday.
- They're going to put their house **on** / **at** the market and spend a year travelling.
- If we put **behind** / **aside** a little money every month, we'll be able to save enough for a holiday.
- The developers have put **up** / **above** a fence around the building works.
- I'm afraid that I have to put my foot **up** / **down** and insist that you stay at home tonight.
- Let's put **away** / **off** decorating the flat until next month.
- If you put your mind **to** / **on** it, I'm sure you can get this renovation project finished soon.
- I really can't put **up** / **along** with the noise from the neighbours any longer!

3 Read the Exam Tip and complete the Exam Task.



Italian designer Maurizio Montalti with some objects he created using mycelium

Filling every gap

- In this task you have to write one word only in each gap. The completed sentence should be grammatically correct and it should also make sense.
- Look at the title and read through the text quickly first to get a sense of the general meaning.
- Then look at the words before and after each gap. This task is a test of both vocabulary and grammar, so the missing words might be auxiliary verbs, prepositions, pronouns, parts of fixed expressions or phrasal verbs.
- Don't leave any gaps unfilled. If you're not sure of an answer, it's better to guess than to leave it blank.
- Finally, read the completed text and check that it makes sense.

Exam Task

Open cloze

Read the text below and think of the word which best fits each gap. Use only one word in each gap.

The future of design

What kinds of houses will we (1) _____ building in the future? There are some exciting developments happening at the moment, with 3D printers that can put (2) _____ the walls for a two-bedroom house within a couple of days, and even robots that can lay bricks at six (3) _____ the speed of human builders. Some scientists believe that we're (4) _____ the verge of revolutionising house-building with the development of bricks made from part of a fungus called the mycelium. Mycelium has emerged (5) _____ used in a wide range of products, including building materials. Scientists hope that (6) _____ houses were to use mycelium bricks, they would be able to grow, adapt and even, at some distant point in the future, reproduce (7) _____.

Meanwhile, in the Netherlands, a group of researchers are experimenting with a kind of concrete that can heal itself when water starts to get in through the cracks. This might (8) _____ many more years of life to a concrete building.

3 Writing

accommodation; structure and style in a report; thinking about your reader; writing a report

Learning FOCUS

Structure and style in a report

- When you write a report, it should follow this structure:
 - introduction
 - a separate paragraph with a heading for each point
 - conclusion, including recommendations
- Your report should remain on-topic and should not include any unnecessary or irrelevant information.
- You should use formal and impersonal language but don't over-complicate your text. You are writing to inform and to make recommendations, not to entertain.
- Use bullet points and headings to make the organisation of your report clear.

1 Read the example writing task and the student's report. Organise the report into five paragraphs and mark where each new paragraph should begin. Then match the headings (a–e) with the paragraphs.

- Recommendations
- Evaluation of facilities
- My stay
- Description of facilities
- Introduction

You recently stayed at a local youth hostel. The tourist board has asked you to write a report about your stay.

Your report should describe your stay, evaluate the facilities, and suggest changes you would recommend.

Torridden Youth Hostel, Scotland, UK



Report on my stay at Lakeside Youth Hostel

The main purpose of this report is to describe my experience staying at the newly-built youth hostel and to make some suggestions about possible changes to the accommodation. I stayed at the Lakeside Youth Hostel for two weeks during the month of May, sharing a dormitory room with three other students. During my stay there, I explored the local area and took part in a long-distance cycle race. The youth hostel has got five dormitory rooms and also a large shared kitchen with basic cooking facilities. There are also three shower rooms and a small communal living area with a TV. Outside, there is a small garden and there is also a games room with a table tennis table. Our dormitory was spacious and clean, although there was a lot of noise coming from the room next to ours late at night. The oven in the kitchen, however, was broken and although we spoke to the hostel manager, it wasn't fixed during our stay. On the plus side, we all really appreciated the games room, especially when the weather was bad. In my opinion, the hostel could be improved by repairing the kitchen and ensuring that all the equipment works. I would also suggest that there are stricter rules about noise after 11 p.m., so that guests don't disturb each other.

2 Work in pairs. Look at this writing task and discuss the questions (1–3).

You have just spent three weeks working as a volunteer for a local charity, helping to renovate a school building. The charity has asked you to write a report about your experience.

Your report should describe your work and your accommodation, explain any problems you had, and suggest any future improvements that could be made.

Write your report. Write 220–260 words.

- Who is your report for?
- Which three points should you include in your report?
- Which point should you make in the conclusion?

3 Work in pairs. Read the student's report on page 39. Think of a suitable heading for each paragraph.

Report on house-building volunteer work

- I recently returned from a three-week volunteer building project in the Philippines and I would like to provide some feedback about my experience and make some recommendations about possible improvements.
- There were fifteen volunteers involved in the project while I was there. Our task was to repair and renovate a school for children in the area and we all took part in a variety of jobs, from mixing cement to installing windows and doors. We were working alongside local builders and carpenters and worked a five-day week, with two days off.
- During the three weeks, all the volunteers stayed in shared dormitories near the building site. The dormitories accommodated four people each and although they were small, they were very clean. There was also an outside communal area and a small basic kitchen for us to prepare our food.

Although the project was well organised and everyone was very welcoming, many of us felt that communication difficulties sometimes made progress difficult. There was a supervisor, but she was often busy dealing with supply problems or other administrative tasks, meaning that we sometimes had to stop work and wait for her to help us.

I feel very lucky to have taken part in this project and have made some wonderful friends in the Philippines and learned so much about the area. However, I feel it would benefit future volunteers if there were more qualified staff available to supervise their work and deal with issues as they arose.

4 Read the Exam Tip. Then read the Exam Task and underline the three points which you should cover in your report.

5 Now complete the Exam Task.

Exam TASK

Writing a report

You have just finished your first term at university in student accommodation. The university has asked you to write a report about your experience.

Your report should describe your accommodation, explain any problems you have had, and suggest any future improvements that could be made. Write your report. Write 220–260 words.

Exam TIP

- Thinking about your reader
- A report-writing task in an exam will usually specify points which must be addressed. Read the task carefully and underline these points. Write a separate paragraph with a heading for each point.
 - When writing a report, think about who will be reading it, e.g. an organisation, a colleague or a manager. Aim your report at this reader.
 - You will usually be asked to make a suggestion or a recommendation at the end of your report. Try to learn a range of appropriate phrases for making suggestions and recommendations.
 - Think about whether your recommendations are appropriate for your readers. For example, if you are writing a report for an organisation, you can include suggestions for increased spending on certain areas, such as improving infrastructure. However, if you are writing a report for colleagues, your recommendations might be more about collaboration, e.g. I recommend that we discuss ways of improving our communication so that we can all be more productive.

Useful LANGUAGE

Introducing a report

The main purpose of this report is to ...
In this report, I am aiming to ...
Following my first term at ... I have been asked to prepare this report about ...
I recently returned from ... and I would like to provide some feedback about ...

Making formal recommendations

I would like to recommend that ...
I suggest that ... as this would help to ...
In my opinion, ... can be improved by ...
One clear area for improvement is ...
I feel it would benefit users if ...
Taking all of these factors into account, we should ...

6 Complete the Reflection Checklist. Then discuss your answers with your partner.

REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

- I used a clear structure in my report.
- I used bullet points and headings to make the organisation of my report clear.
- I included the three main points in the Exam Task.
- I included appropriate language to introduce my report and to make recommendations.

OXICO
jazykové knihy

- 1 Work in pairs. What is 'personal identity'? Do you think your culture affects your sense of identity?
- 2 Read about finding your identity. Which of the four areas mentioned is most important to you? Why? Compare your ideas with your partner.

Who am I? Finding your identity

There are many things that give us a sense of identity. The people we look up to, the food we eat, the language we use and the clothes that we wear all say something about who we are and the groups we feel we belong to.

Think about how important the following areas are for **your** sense of self.

Family

All families have their own traditions. There might be specific days that are significant, TV programmes that you all love to watch together, jokes you share or foods you enjoy. Your family has a common past and history and this is part of who you are.

Friendship groups

The people that you count as your friends will usually have some similar interests and tastes. You might enjoy similar music or films or do sport or other free-time activities together.

Beliefs and principles

Being part of a community of people who have the same set of values and principles makes you feel supported and understood. It also affects how you see the world around you.

Talents and interests

Perhaps you are a fantastic swimmer. Maybe you enjoy singing or playing an instrument, or you have a special interest in natural history. All these things can help give you a positive self-image and a sense of who you are.

- 3 Work in pairs. Discuss the questions.
 - 1 What do you have in common with your friends? Do you share values, ways of dressing or other interests?
 - 2 Do you have different groups of friends that share different parts of your life?

- 4 Read the Mind your Mind information. Which ideas do you think are most important?

Mind your mind

Acceptance of yourself and others

We're all different, and learning to accept who we are is an important part of our development.

- Be honest about yourself and what you like. Do activities that you enjoy and that make you feel good. Don't just follow the crowd or do things because other people think they are cool.
- Spend time with people that you have a real connection with and who make you feel comfortable. It's important to have friends that understand you and share your values.
- Be accepting of people who are different to you and try not to judge them because they have different values or interests.



- 5 Work in pairs. Discuss the questions.

- 1 Have you ever tried something just because your friends enjoy it? Did you enjoy it too?
- 2 Do you think you are accepting of people different to you? Can you think of any examples?

PROJECT 1

Work in pairs. Find out about the things you have in common.

- Write a list of interests that you share and interests that you don't share.
- Make a poster to show your findings, using diagrams and text.

PROJECT 2

Think about your own sense of self.

- Make a spider diagram to show all the things that make you who you are.
- Include the elements in your life that you think are really important and give details and examples.

your
project

Useful LANGUAGE

Talking about interests

What do you usually do in your free time?

I love to spend my time ...

What kind of music / films / books do you like?

I particularly enjoy ... / It depends on ...

Expressing your sense of self

I'm laid-back / serious / ambitious / fun-loving.

I'm crazy about / mad about / keen on ...

I can't stand ... / I'm obsessed with ...