

CONTENTS

| | |
|---|-------|
| Student's Book Contents | IV |
| Introduction | VI |
| 1 This is us | TB1 |
| 2 Wanderlust | TB15 |
| Ready for Reading and Use of English Parts 1–4 | TB29 |
| 3 Ahead of the curve | TB33 |
| 4 Meeting in the middle | TB47 |
| Ready for Reading and Use of English Parts 5–7 | TB61 |
| 5 News travels fast | TB67 |
| 6 Highs and lows | TB81 |
| Ready for Listening | TB95 |
| 7 Working it out | TB99 |
| 8 Human impact | TB113 |
| 9 By design | TB127 |
| Ready for Speaking | TB141 |
| 10 Adaptation | TB145 |
| 11 Talk of the town | TB159 |
| 12 On the right track | TB173 |
| Collocation Revision Units 1–12 | TB187 |
| Ready for Writing Key | TB188 |

STUDENT'S BOOK CONTENTS

| | Language focus | Vocabulary | Word formation | Idioms |
|---|---|--|----------------|---------------------------------------|
| 1 THIS IS US page 1 | The present | Feelings and emotions Adjectives and nouns with <i>self</i> | | Personality |
| 2 WANDERLUST page 15 | Past forms Adverbs and adverbial phrases | Travel | Adverbs | Making stories interesting |
| READY FOR READING AND USE OF ENGLISH PARTS 1–4 page 29 | | | | |
| 3 AHEAD OF THE CURVE page 33 | Talking about the future <i>will, shall</i> and <i>would</i> | Phrasal verbs and noun collocations Prepositional phrases with <i>at, in, on</i> and <i>under</i> | | Innovation |
| 4 MEETING IN THE MIDDLE page 47 | Modal verbs 1 Noun phrases and nominal clauses | Partitive expressions with uncountable nouns Closed compounds | Nouns | Negotiation |
| READY FOR READING AND USE OF ENGLISH PARTS 5–7 page 61 | | | | |
| 5 NEWS TRAVELS FAST page 67 | Cohesion Demonstratives | Neutral and sensationalist language Binominals | | Communication |
| 6 HIGHS AND LOWS page 81 | Conditional clauses | Expressions and phrases with <i>pay</i> <i>Rise</i> and <i>fall</i> | | Money and wealth |
| READY FOR LISTENING page 95 | | | | |
| 7 WORKING IT OUT page 99 | Modal verbs 2 Adjectives and fixed expressions | Phrasal verbs of deduction and investigation Verbs of confusion and deceit | Adjectives | Mystery |
| 8 HUMAN IMPACT page 113 | Comparatives Expressing contrast | Environment collocations | | Noticing similarities and differences |
| 9 BY DESIGN page 127 | Expressing concession, contrast, purpose and reason Passive and causative structures | Prepositional phrases with <i>by, in</i> and <i>out of</i> Describing art and architecture | | Art and creativity |
| READY FOR SPEAKING page 141 | | | | |
| 10 ADAPTATION page 145 | Inversion Creating emphasis and cleft sentences | Describing books and films Similes | | From literature |
| 11 TALK OF THE TOWN page 159 | Reporting structures 1 Reporting structures 2 | City dwelling Phrasal verbs for problems and solutions | | <i>Talk</i> and <i>tell</i> |
| 12 ON THE RIGHT TRACK page 173 | Participle clauses Verb patterns | Health and fitness Multi-word verbs | | Sports |
| READY FOR WRITING page 188 | | | | |

Collocations page 187

Additional materials page 196

Ready for Grammar page 204

| Reading and Use of English | Writing | Listening | Speaking |
|--|---------------------------------|--|---|
| Part 1 Multiple-choice cloze Part 2 Open cloze Part 6 Gapped text | Part 2 Article Part 2 Letter | Part 1 Multiple choice | Part 1 Interview Part 3 Long turn |
| Part 3 Word formation Part 4 Key word transformations Part 5 Multiple choice | Part 1 Essay Part 2 Report | Part 2 Sentence completion | Part 1 Interview Part 2 Collaborative task |
| Part 2 Open cloze Part 3 Word formation Part 4 Key word transformations Part 7 Multiple matching | Part 2 Review Part 2 Article | Part 1 Multiple choice Part 4 Multiple matching | Part 1 Interview Part 3 Discussion |
| Part 1 Multiple-choice cloze Part 6 Gapped text | Part 1 Essay Part 2 Letter | Part 2 Sentence completion Part 3 Multiple choice | Part 1 Interview Part 2 Collaborative task |
| Part 1 Multiple-choice cloze Part 2 Open cloze Part 4 Key word transformations Part 6 Gapped text | Part 2 Article Part 2 Report | Part 4 Multiple matching | Part 1 Interview Part 3 Long turn |
| Part 3 Word formation Part 4 Key word transformations Part 7 Multiple matching | Part 1 Essay Part 2 Letter | Part 1 Multiple choice Part 2 Sentence completion | Part 1 Interview Part 2 Collaborative task |
| Part 2 Open cloze Part 4 Key word transformations Part 6 Gapped text | Part 2 Review Part 2 Article | Part 3 Multiple choice | Part 1 Interview Part 2 Collaborative task |
| Part 3 Word formation Part 4 Key word transformations Part 5 Multiple choice | Part 1 Essay Part 2 Letter | Part 2 Sentence completion Part 4 Multiple matching | Part 1 Interview Part 3 Long turn |
| Part 1 Multiple-choice cloze Part 2 Open cloze Part 7 Multiple matching | Part 1 Essay Part 2 Review | Part 2 Sentence completion Part 3 Multiple choice | Part 1 Interview Part 2 Collaborative task |
| Part 1 Multiple-choice cloze Part 3 Word formation Part 4 Key word transformations Part 5 Multiple choice | Part 1 Essay Part 2 Review | Part 4 Multiple matching | Part 1 Interview Part 3 Discussion |
| Part 2 Open cloze Part 4 Key word transformations Part 7 Multiple matching | Part 1 Essay Part 2 Report | Part 1 Multiple choice | Part 1 Interview Part 3 Long turn |
| Part 1 Multiple-choice cloze Part 3 Word formation Part 4 Key word transformations Part 5 Multiple choice | Part 2 Letter Part 2 Report | Part 3 Multiple choice | Part 1 Interview Part 3 Long turn |

Listening Part 1 Multiple choice

- 1 **3.3** You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear part of an interview with a university professor talking about blended learning – courses that combine online and face-to-face learning.

- 1 What observation does Professor Yavuz make about her students?
 - A They responded well to her innovative approach.
 - B** They had a surprisingly self-directed learning style.
 - C They felt the format of the course was out of date.
- 2 Professor Yavuz says that one of the advantages of blended learning is
 - A** creating more in-class learning opportunities.
 - B letting students progress at their own pace.
 - C giving students greater choice in how they learn.

Extract Two

You hear a woman on a business podcast talking about spreadsheets.

- 3 What does she say about the invention of the electronic spreadsheet?
 - A It allowed people to categorise data in a logical format.
 - B** It laid the foundation for a revolution in office work.
 - C It shifted workers from one economic sector to another.
- 4 What is her attitude now towards spreadsheets?
 - A Their merits have been overemphasised.
 - B They magnify human error to a dramatic scale.
 - C** They are stretched beyond their limits.

Extract Three

You hear a tour guide at a planetarium talking about how an animal inspired the design of a telescope.

- 5 Why does he mention the lobster's habitat?
 - A to point out a key vulnerability
 - B** to highlight a creative adaptation
 - C to illustrate its ability to face adversity
- 6 When the speaker talks about the telescope, he reveals
 - A** his admiration for human ingenuity.
 - B his delight in newly made observations.
 - C his confidence in the technology's potential.

- 2 **SPEAK** Have you or someone you know had any experience with blended learning? Was it positive or negative? Why?



Pronunciation Stressed modal auxiliaries

1 **4.2** Listen to two versions of this sentence. How does the meaning of the sentence change when the speaker stresses the modal auxiliary *could* in sentence 2?

- 1 I could have passed my driver's test. 2 I could have passed my driver's test.

2 **4.3** You will hear sentences 1–5 twice, once with meaning A and once with meaning B. Decide which one you hear first and which one you hear second.

- 1 'I will go to the demonstration.'
A I agree to go. **2**
B I'm going and you can't stop me. **1**
- 2 'She might have bought me a birthday present.'
A I don't know if she bought me one, but I hope so. **1**
B She didn't, but she ought to have bought me one. **2**
- 3 'We are going to do our homework.'
A It's a fact that we're going to do it. **1**
B You think we aren't going to do it, but that's not true. **2**
- 4 'He would forget some of the students' names.'
A He used to do it a lot. **2**
B It's so typical of him to do that. **1**
- 5 'I could have played football all afternoon.'
A I was having so much fun I didn't want to stop. **1**
B I wanted to play all afternoon, but they didn't let me. **2**

3 **SPEAK** Practise reading sentences 1–5 aloud with the two different meanings.

Stressed auxiliaries

Modal auxiliaries (*can, could, may, might, must, shall, should, will, would*), as well as other auxiliaries (*be, do, have*), are not usually stressed (except in negatives, short answers and tag questions). But sometimes, to add emphasis or enhance the meaning of a sentence, they are given extra stress.

Pronunciation

1

In the first sentence, we don't know the result. In the second, the speaker knows they didn't pass and they are implying they could have passed it if, perhaps, they had had better luck or studied harder.

Vocabulary Partitive expressions with uncountable nouns

1 Choose the correct option to complete the sentence from the Listening task on page 49.

We simply have to get used to those small bouts of anxiety that come from engaging with new people.

- A lumps B doses C dabs D bouts

2 Match each sentence beginning (1–10) with an appropriate ending (a–j).

- | | |
|--|--|
| e 1 The audience broke into a huge round of | a thought that says that cooperation trumps competition. |
| j 2 Fake news often contains a small grain of | b guilt , a plagiarism-free essay can be yours for £10 a page. |
| g 3 Meeting my future husband was a stroke of | c evidence to support his outlandish claims. |
| h 4 He admitted to writing the email in a fit of | d irony , wore a T-shirt that declared 'I love ME.' |
| c 5 The radio host didn't provide a single scrap of | e applause when the speaker took to the stage. |
| i 6 The community playground was a breath of | f hope that the company's prospects are not as dismal as feared. |
| b 7 If you are willing to endure the pangs of | g luck ; if not for the delayed flight, it never would have happened. |
| f 8 The new sales figures provide a glimmer of | h anger and regretted his poor choice of words. |
| a 9 The teachers belonged to the school of | i fresh air for parents and a feast for young imaginations. |
| d 10 The influencer, without the slightest hint of | j truth , making it easier to digest for busy or distracted readers. |

3 **SPEAK** Work in pairs. Study the sentences in Exercise 2 for a minute. Then cover the second column. Can you remember how each sentence ends?

4 Think of a brief story, real or imagined, that contains one of these sentences.

'But then I felt a pang of regret.'

'I could detect a hint of bitterness.'

'At the sight of it, we broke into fits of laughter.'

'Then we saw a faint glimmer of light.'

'It was undoubtedly a stroke of genius.'

5 **SPEAK** With your partner, take turns telling your stories. Stop at the part of the story that contains the sentence from Exercise 4. Your partners have to guess which sentence fits into your story.

1

Sentence B sounds more formal and academic because the writer uses nouns to communicate their message.

The adjective *organised* and verb *preceded* change to nouns (*organisation* and *predecessor*) in sentence B.

Language focus Noun phrases and nominal clauses

- 1 SPEAK** Read sentences A and B. Which sounds less personal and more academic? What changes are made to the underlined words?
- A In my department, the person who preceded me in my role was not very organised.
B In my department, my predecessor suffered from a serious lack of organisation.
- 2** Complete the second sentence so it has a similar meaning to the first. You will need to use the noun form of the verbs and adjectives in **bold** as well as change the adverbs in *italics* to adjectives.
- When I *carefully* **analysed** the data, they revealed that the number of couples meeting online had *dramatically* **increased**.
A careful analysis of the data revealed a dramatic increase in couples meeting online.
 - To make an inference, you *logically* **deduce** or **conclude** something from an established fact.
An inference is a logical deduction or conclusion from an established fact.
 - Last year the government **allocated** health care resources more *efficiently*.
Last year there was a more efficient allocation of health care resources.
 - Research suggests that people are *highly* **tolerant** of small talk when they **encounter** someone *for the first time*.
Research suggests that people have a high tolerance for small talk during first encounters.
 - The article **argues** that airlines should **allow** families flying with young children to be able to check more baggage.
The article makes an argument in favour of more baggage allowance for families flying with young children.
 - If a conversation with a doctor gets too *emotionally* **intense**, a patient might **refuse** treatment.
If the emotional intensity of the conversation between doctor and patient becomes too great, this may result in a refusal of treatment.
- 3** Choose the correct alternative in the following sentences.
- One quarter of the participants in the drug trial *was* / were given the placebo.
 - Young trout *is* / are referred to as troutlet, troutling or fry.
 - My sister, together with my parents, is / *are* flying into Buenos Aires today to visit me.
 - Economics is / *are* concerned with finding the most logical and effective use of resources to meet private and social goals.
 - The news out of Canada this week is / *are* both sobering and shocking.
 - The company's CEO, as well as its employees, has / *have* a vested interest in the success of the joint undertaking.
 - Neither the rechargeable batteries nor the baby monitor itself operates / *operate* as intended.
 - A corps of volunteer gardeners promotes / *promote* the selection and planting of appropriate fruit trees.
- 4** Go to **Ready for Grammar** on page 214 for further rules, explanations and practice.
- 5** Work in pairs. Write a paragraph in a formal style answering the following question: *What leads to a successful parent-child relationship?* Use at least five of the nouns from the box.
- bond camaraderie delight dependence devotion freedom impatience
intimacy isolation offspring parenting persuasion quality reasoning respect
sociability surroundings sympathy tenderness tranquillity trust undertaking
- 6 SPEAK** Compare your ideas with another pair of students. Do you agree or disagree with each other's views?
- 7** Go to the **Additional materials** on page 201 for practice of word formation with nouns.



READY FOR READING AND USE OF ENGLISH PARTS 5-7

Introduction

In this section, we will focus on the techniques and approaches you should adopt in Reading and Use of English Parts 5, 6 and 7.

Reading and Use of English Part 5 Multiple choice

- 1 SPEAK** Work in pairs. What do you know about citizen science?
- Quickly read the text about how citizens are contributing to scientific research. Were any of your ideas in Exercise 1 correct? If not, what did you learn about citizen science?

We're all in it TOGETHER

From NASA to Greenpeace to Médecins Sans Frontières via a host of other organisations both governmental and charitable, citizen science has been taking the world by storm. Its benefits as a research tool are nothing short of startling, but what exactly is this phenomenon and why has it become so widespread? In a nutshell, citizen science is a way of harnessing volunteers from all walks of life to help scientists gather data and answer real world questions, and it has made some surprising discoveries along the way.

An often-cited example is NASA, which uses legions of amateur astronomers to scour the night skies for celestial bodies of potential importance. Contrary to popular belief, it turns out that computers aren't really up to the job of spotting patterns in the stars or changes to gas swirls in nebulae. They may well be a whizz at number crunching and processing colossal quantities of information, but it is the human eye that NASA is after to help them spot anomalies in matters of the universe.

Citizen science features heavily in environmental fields too, not least because of the vast network of volunteers always ready, willing and able to assist. Think of the National Bird Survey from the RSPB in the UK to which over half a million people lend their eyes and ears every year. Yet, in some regions citizen science works not because of the hordes of well-meaning volunteers desperate to play a role in conservation, but because of those who have tended the land for generations and therefore possess knowledge indispensable for scientists who may be working from theoretical rather than experiential data. While the former may be involved as a result of a guilty conscience, the latter has an obvious impetus to join the cause.

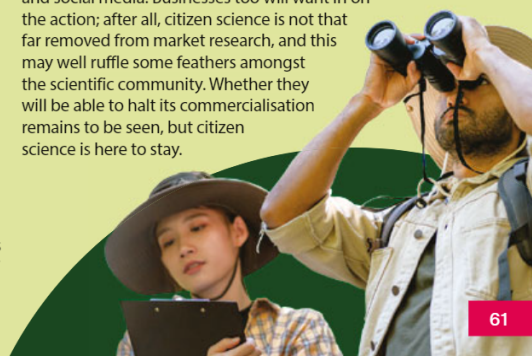
One such example worth a closer look is China insofar as it demonstrates how locals and scientists can be brought together by NGOs (non-governmental organisations) effectively. Rightly, local residents can be suspicious of outside scientists advocating complex methods, but this is where citizen science can help bridge the gap between traditional and more scientific practices. While scientists conduct their studies, local residents can still apply their traditional expertise. Much of this, from monitoring wildlife populations to tracking desertification, can be carried out via smartphone apps making setting up initiatives and recruiting participants more straightforward without endless ethics forms clogging up the process.

Technology, as one would expect, plays a vital role in citizen science, probably accounting for its recent exponential growth. Smartphone apps are the obvious game changer, but websites, amateur telescopes and digital cameras feature heavily too. Less obvious is the addition of gamification to the tool set. As the name implies, gamification brings

elements of games to activities which could otherwise be deemed rather dull. *Worms Watch* is a tool which harnesses the power of gamification to provide data to the medical sector. Citizen scientists play a game where they click on a digital worm whenever it lays an egg, providing insight into the human brain and genetics. These digital approaches remove the need for participants to go to a laboratory, thereby saving the researchers from getting bogged down in a sea of time-consuming documentation.

Although historically Europe and North America have dominated the citizen science landscape, the infiltration of contemporary smartphones has accelerated its use in other regions where the urgency of assessing the quality and quantity of wildlife has escalated. *Green Power* is an organisation in Hong Kong focusing on butterflies and their surveys have been invaluable over the last decade. More recently, in 2023, The Pench Tiger Reserve in central India embarked on a large-scale bird survey, the first of its kind, to investigate biodiversity and species density with 125 volunteers recording sightings on an app. Citizen science has even extended its reach to conservation holidays, which levy a fee to take part in projects such as the tropical butterfly survey in Cameroon run by the African Conservation Foundation.

These latest developments are hallmarks of the ever-evolving nature of citizen science, which shows no signs of slowing down or stagnating. The near future will likely see it mature into a more formalised type of investigation as well as harness emerging technologies and social media. Businesses too will want in on the action; after all, citizen science is not that far removed from market research, and this may well ruffle some feathers amongst the scientific community. Whether they will be able to halt its commercialisation remains to be seen, but citizen science is here to stay.



61

READY FOR READING AND USE OF ENGLISH PARTS 5-7

Introduction

This section guides students through Parts 5-7 of the Reading and Use of English paper. Students should get comfortable doing these tasks quickly, and it is also worth pointing out that they do not need to understand the meaning of every word in order to answer the questions.

Reading and Use of English

- Students discuss the question in pairs to warm them up to the topic of the text. Get brief class feedback.
- Students should get into the habit of quickly skimming the texts in this paper in order to get an idea of what it is about and how the argument develops. This exercise helps them do this by having them focus on an aspect of citizen science. Allow them no more than one or two minutes before getting class feedback.

Discussing idioms

be out of the loop – if someone is out of the loop on something they are not up-to-date on a certain matter – they haven't been included in the process or conversation. *This is especially common when related to work matters.*

be in the dark – means you do not know about something, but it has the additional meaning that you have absolutely no information about it at all. *Perhaps you do not even know that the situation exists. We need to tell the staff soon about the takeover. We can't keep them in the dark for much longer – word will start to get out.*

touch base – to briefly get in contact with someone. *I'm just writing to touch base. How are you getting on with the project? Will you be able to send it to me soon?*

cover all bases – also have all your bases covered. *to deal with something thoroughly and prepare for all eventualities. In preparation for the job interview, keep in mind a set of different examples that you can use and adapt for different questions. They might not ask you about all of them but it's good to have all your bases covered.*

get something off your chest – get a feeling of relief after finally saying something you've wanted to say for a while. *I felt so much better after talking to my dad and getting that secret off my chest.*

get a monkey off your back – to get rid of something that is a burden or a problem. *Next week I'll make the final payment on my loan and I'll finally get that monkey off my back!*

About English

Sometimes idioms can be used to soften language, for example to say *I'm out of the loop* is a softer, more polite way of saying *nobody told me*.

Think about your own language. Do idioms sometimes soften your speech in the same way?

Discussing idioms

Discuss the differences in meaning between these idioms:

- be out of the loop / be in the dark
- touch base / cover all the bases
- get something off your chest / get a monkey off your back

Idioms Communication

1 **5.4** Listen to the two conversations and answer the questions.

- 1 What do you think the contexts are?
- 2 Which conversation is more polite? How do you know?

2 **5.4** Listen to the conversations again. Write the idioms you hear next to their meanings.

- | | |
|--|------------------------------|
| 0 divulge some information | <i>spill the beans</i> |
| 1 avoid talking about the main point or issue | <i>beat around the bush</i> |
| 2 hear something for the first time | <i>it was news to me</i> |
| 3 get confused and failed to understand each other | <i>got our wires crossed</i> |
| 4 to understand (despite missing information) | <i>catch my drift</i> |

3 Use the words in the box to complete the definitions below.

boo to a goose out of the loop something off your chest
the wrong end of the stick touch base

- 1 When you are **out of the loop** you are unaware about information relating to a certain matter.
- 2 When you **touch base** with someone you make or renew contact with them.
- 3 If you **get the wrong end of the stick**, you have misunderstood something.
- 4 People who **don't say boo to a goose** are very quiet, shy people who do not like speaking up.
- 5 To **get something off your chest** means to tell someone about something that has been bothering or annoying you, making you feel relieved to talk about it.

4 **SPEAK** Look at the meanings and their corresponding idioms in Exercises 2 and 3. Which idioms soften their original meanings? *get something off your chest, get our wires crossed, get the wrong end of the stick*

5 Decide if the following sentences below could be softened by an idiom and rewrite the ones that could.

- 1 Why don't we **have a meeting** next week to discuss your idea for the article? *touch base*
- 2 The storm warning wasn't very clear and many people **were totally confused** and went out anyway! *got the wrong end of the stick*
- 3 This programme really **avoids talking about the true issues** on the topic of politics.
- 4 I haven't heard anything from the sales team for so long, **I have no idea what's going on**. *I'm completely out of the loop*
- 5 Look, I know something's wrong – you've been acting completely out of character. Come on, **tell me!** *get it off your chest*

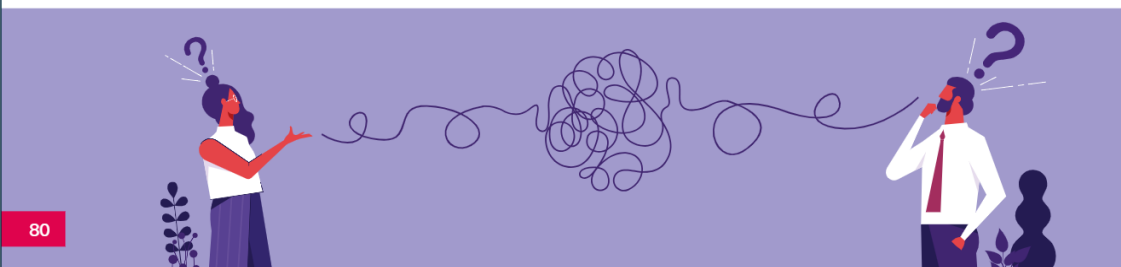
6 **SPEAK** Work in pairs. Discuss the following questions.

- 1 When was the last time you completely **got the wrong end of the stick** about something? What happened?
- 2 How often do you **touch base** with old friends?
- 3 Do you prefer people to **beat around the bush** or get straight to the point when discussing important things with you?
- 4 Why is it important for people to **get their problems off their chest**? Do you think this is always the right thing to do?

1

1 The first conversation is informal. It is two people, perhaps friends, discussing another person. The second conversation is a business context where one person has not done something they needed to.

2 The second conversation is more polite. The language is more formal than in the first conversation.



Idioms

1 **5.4** Focus students' attention on the image to elicit the topic of the two conversations (miscommunication). Play the audio so students can answer the questions. You may want students to check their answers as a whole class or with a partner.

2 **5.4** To increase the level of challenge, you could ask students to close their book and listen to the **Audioscript** a second time, noting any idiomatic expressions they hear and what they mean. When they are ready to complete Questions 1 to 4, they'll be able to check how accurately they decoded the meaning of the idioms from the recording.

3 As a quick recap of the idioms in this section, put students in pairs to say a definition of an idiom for their partner to guess and then swap roles.

4-5 Tell students to read the **About English** box and discuss whether idioms soften speech in their mother tongue. Ask students to identify which idioms from Exercises 2 and 3 soften the original meaning before proceeding to Exercise 5.

6 In small groups, you could ask students to discuss the questions, encouraging them to extend their answers by recycling some of the useful phrases covered in this unit.

Speaking

1 By now, students will have practised the phrases from the **Useful language** boxes in Units 2 and 4. Elicit some of these phrases and encourage students to use them when discussing Pictures 2 and 4. Next, draw students' attention to the **Useful language** box, which students should try to use when negotiating an outcome related to the images.

To add a further element of challenge, you could project on an IWB or give out copies of the images so students get in the habit of listening carefully to the interlocutor's oral instructions. Put students in pairs and read aloud the exam instructions: *First, I'd like you to look at Pictures 2 and 4 and talk together about how effective the different types of employee incentives shown in these pictures would be. You have about a minute for this, so don't worry if I interrupt you.*

While students discuss the images, monitor to note any areas for improvement and good use of language to go over during the feedback stage.

2 After the initial one-minute discussion, continue with the interlocutor's instructions: *Thank you. Now look at all the pictures. I'd like you to imagine that a website is writing an article about what companies should invest in to improve employee satisfaction. Talk together about the benefits and drawbacks of investing in the things shown in these pictures. Then decide which would have the most positive impact on employees overall. You have about three minutes to discuss this.* Once again, monitor and note any good language use to provide feedback at the end of the task.

Once students have finished, you could open up a class discussion and ask if any of the students have these types of incentives at their current or former places of work. What other incentives can they think of? (e.g. gym membership, lunch cards, private healthcare, discounts on certain products, etc.)

Extra activity

Your students need to be able to speculate on visual materials without any preparation time, even if they're not entirely clear about what the images are meant to illustrate! To demonstrate this, source an image related to this unit's theme (e.g. digital nomads, commerce, etc.) and display it so everyone can see it. Ask pairs or small groups to mind map vocabulary linked to the

general topic. Challenge your students to suggest as many sophisticated words and phrases as possible, and then have each group present their top three pieces of vocabulary. This type of activity is useful preparation for this part of the exam as the visual stimuli are connected to the topic students need to discuss fully with a good range of high-level vocabulary.