

## Unit

### 1 Who (else) speaks English?

p. 6



1 Jamaica, 2 Bermuda, 3 Windrush Generation, 4 Arriving in the UK in literature and song, 5 A look into linguistics – the study of language, 6 Review

### 2 Shopping, browsing, bargain hunting

p. 14



1 Warm-up: shopping – everything you need for it, 2 Products, goods, merchandise, clothes – back to the basics, 3 Going shopping or bargain hunting?, 4 When shopping does not equal happiness, 5 The downsides of shopping

### 3 There is no planet B

p. 22



1 Climate change, 2 Expressing conditions / wishes, 3 A greener lifestyle

### 4 Then and now – tradition and change

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1 Warm-up: technology in the past, 2 Those were the days, 3 Glimpses of British history, 4 Family traditions – and how they change

### 5 The highest good

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1 Talking health, 2 Fit in mind and body, 3 Stress, 4 The power of thoughts, 5 Review

### 6 Living in the global village

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1 Warm-up: globalisation and you, 2 Describing processes, 3 The downsides of globalisation, 4 Fairtrade – can it make the world a better place?

### 7 Humankind and modern technologies

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1 Communication technology, 2 New technologies and our environment, 3 Artificial intelligence and helpful tools

### 8 Idealism and our emotions

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1 Warm-up: getting in touch with your feelings, 2 Positive vibes only, 3 Don't bottle up your negative feelings, 4 Don't stress, always do your best and forget the rest!

### 9 Aspects of American history

p. 70



1 A history of immigration, 2 African American history, 3 The aim for more

### 10 Watching and reading

p. 78



1 Warm-up: a character makes a character, 2 Film, movies, picture – the things you see, 3 Film, movie, picture – the things you hear, 4 Can't read or watch this, 5 Fanfiction, 6 Review

## Reading

**1 b** A first-hand report from the **Windrush Generation** (Multiple matching)

**3 a** Do you like shopping or bargain hunting? (Multiple matching),

**4 a** Shopping mayhem – or may the odds be ever in the shoppers' favour (True / false with justification)

**1 d** Tackling climate change (True / false with justification)

**4 b** Growing up in the 21<sup>st</sup> century – part II (Note form),

**4 e** A great event! (Multiple matching)

**3 b** Adolescents and the new challenges of the 21<sup>st</sup> century (True / false with justification)

**3 d** Meet the makers behind your products (True / false with justification)

**1 a** Communication history (Multiple choice)



**1 e** Movies, music and our emotions (Note form)



**2 a** Frederick Douglass (Multiple matching)

**3 a** Watching films with subtitles (True / false with justification)



## Listening

3 a Jay's story (Multiple matching)

5 b When the price isn't right ... (Note form)



1 d Global warming (Multiple matching)



3 a Globalised jeans (Note form)



2 b Biomimicry (Multiple matching),

3 e AI and job interviews (Note form)

4 a Managing stress (Note form)



1 c US immigration overview (Note form),

3 d Early Native American history (Multiple choice)

4 b Bannings, burnings, and other censorship activities (Multiple matching)

## Language in use

4 a A brief guide to Calypso music (Word formation)



2 e Be smart – dress well (Banked gap-fill),

4 b Are you in the market for an identity? (Word formation)

3 a Lifestyle changes for the climate? (Open gap-fill),

3 d More about fast fashion (Word formation)

1 a Find your very personal treasure (Word formation),

2 b Mind the knot, please! (Multiple choice)

2 b Boost your resilience (Word formation),

5 a The mountain pose (Multiple choice)

2 a Cultural globalisation (Banked gap-fill)



2 a Technology and nature working together (Multiple choice),

3 a Job recruitment through artificial intelligence (Word formation)

1 c Expressing our emotions in messages (Banked gap-fill),

3 a Concealing your feelings (Word formation),

3 e Vicarious embarrassment or "Fremdschämen" (Open gap-fill)

1 a Immigration during World War II (Banked gap-fill),

3 a The Marshall Plan (Open gap-fill)

1 a Katniss Everdeen (Word formation),

3 b What it takes to make a really great movie (Banked gap-fill)

## Writing

1 c Not my kind of Austria (Blog post)



5 a Low quality but expensive price tags (Email of complaint)



3 c The impact of our lifestyle (Article),

3 f Giving up driving? (Blog comment)

1 b A recent development (Article)

5 b The young people *do* care! (Email to the editor)



2 c Culture going global (Blog post)

1 c Banning smartphones for all students? (Blog comment),

3 f AI use today and in the future (Article)

2 b Creating lasting happiness (Article)



3 e The significance of US history (Article)

2 b Preferences in watching a new film (Report),

4 a Banned books week (Formal email)

## Structures

Tenses; Relative pronouns / adverbs

Adjectives, adverbs and prepositions *like* / *unlike* / *alike*; Word families

Collocations; Articles; Mixed conditionals and wish forms

(Present) tenses; If-clauses; Linking words

Idioms; Antonyms; Word families

Prefixes / suffixes; Collocations; Past and past perfect tense; Passive structures; Modal verbs

Gerund forms, Confusables

Idioms; Quantifiers; Opposites / prefixes

Participle constructions; Linking devices; Prepositions of time / place

Adjectives / adverbs; Prefixes / suffixes; Contracted forms

# Who (else) speaks English?

Unit  
1

1 c  
Writing

## Not my kind of Austria

On Instagram you came across a post that details the most average stereotypes of Austria as being the best reasons to travel there.

You have decided to take this post as a reason for your next blog entry. In your **blog post** you should:

- » outline your feelings upon reading the post
- » point out the most obvious mistaken views
- » suggest other reasons to visit Austria

Give your blog post **a title**. Write around **200 words**.

Text type  
Blog post

**simone\_tiredofhome**  
#mykindofaustria #iminheaven  
sitting in a mountain chalet,  
Beethoven in the background,  
a grumpy waiter in Lederhosen  
bringing me a piece of Strudel  
– aka Austrian heaven



2

## Bermuda



2 a

## Every home's Bermuda triangle

Vocabulary

Complete this crazy professor's explanation as to why some many socks go missing in washing machines. You can find the missing words and phrases in task 3 a of your Student's book.

Ladies and gentlemen, I understand you are all aware of the Bermuda triangle in the Atlantic Ocean, but I can say with \_\_\_\_\_<sup>1</sup> confidence that said triangle is not the only one in the world. In fact, there is a lot of \_\_\_\_\_<sup>2</sup> to suggest that every home has its own Bermuda triangle. Having done \_\_\_\_\_<sup>3</sup> research my team and I have found that in at least 90% of all homes the triangle is located in the region of the washing machine. Most \_\_\_\_\_<sup>4</sup> you will agree that particularly socks like to be sucked up by the mysterious vortex. The research carried \_\_\_\_\_<sup>5</sup> by my team shows that there is no evidence to \_\_\_\_\_<sup>6</sup> the existence of such a thing as a sock-eating monster – \_\_\_\_\_<sup>7</sup> to what my colleagues think. Since numerous researchers suggested that socks simply got caught in the machine, we took it upon ourselves to falsify this claim. \_\_\_\_\_<sup>8</sup> taken apart numerous washing machines, we can now say that all data collected points towards an actual disappearance of socks. Another aspect many of my colleagues seem to \_\_\_\_\_<sup>9</sup>, is that fact that socks still disappear, when moving the washing machine to another location. Having moved all studied objects into other rooms and onto other levels, it is my professional \_\_\_\_\_<sup>10</sup> that the Bermuda trianglial powers do in fact move with said machine rather than being fixed to a geographical location.

3

## Windrush Generation

3 a

## Jay's story

Listening

Track 1

You are going to listen to an interview with 35-year-old Jay about his experience with Windrush lessons. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–8) with the sentence endings (A–K). There are two sentence endings that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

### Jay's story

0 The Windrush scandal has affected ...

1	Jay's connection to the Windrush Generation is ...
2	Jay's problem first affected him during ...
3	Jay's foster parents had ...
4	Jay's problem was caused by ...
5	Jay's foster care caseworker can't give him ...
6	Jay's situation has affected ...
7	After his third application, there was ...
8	Being stateless reminds Jay of ...
A	a holiday.
B	all their necessary paperwork.
<del>C</del>	mainly older people.
D	relevant details for a passport.
E	via his mother.
F	his childhood.
G	a plan to get the passport.
H	his biological parents.
I	his job opportunities.
J	a threat of deportation.
K	war-like situations.

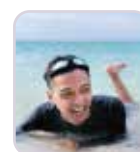
0	1	2	3	4	5	6	7	8
C								



**Test format**  
**Multiple matching**

### Getting the spelling right

Complete these gaps with the correct letters! The words cover section 3 and 4 in your Student's book.



**3 b**

**Vocabulary**

While many parents want their children to stay close to home, mine always encouraged me to explore the world. In retrospect, though, the main cause for their words was probably their knowledge of the short <sup>2</sup> of other country's labour <sup>3</sup> markets compared to ours. If it hadn't been for their words (Oh I wish I had kept a record <sup>4</sup> of how often they talked to me about it ...) and help with work permit <sup>5</sup> under no circumstances <sup>6</sup> would I have gone abroad for longer. Me, a not <sup>7</sup> couch potato, spending his leisure <sup>8</sup> time on the phone. But when A-levels were just around the corner <sup>9</sup>, I somehow got expelled <sup>10</sup> from school, my university plans vanished <sup>11</sup> and my parents declared war on my laziness: come up with a business <sup>12</sup> of options or be banished <sup>13</sup> from home. Well, after the initial <sup>14</sup> shock, I applied <sup>15</sup> for a work and travel visa to New Zealand and went on to work and travel from there. Each and every southern <sup>16</sup> country seemed more enticing, but I eventually settled <sup>17</sup> in Barbados – the country my grandparents originally came from! Yes, I now enjoy long sunny walks along the beaches and end <sup>18</sup> my parents having their own guestroom in my house, somehow I can't shake the feeling that was part of their plan.

# The highest good

Unit  
5

3 c

## Opposites / antonyms

### Vocabulary

Find the opposites / antonyms. They all come up in the article *Young people's challenges in the 21<sup>st</sup> century*.

	opposite / antonym		opposite / antonym
1. turbulent		6. accurately	
2. mental		7. benefits	
3. many		8. equal	
4. insecurity		9. anywhere	
5. downsides		10. increase	

4

## The power of thoughts

4 a

### Expand your vocabulary! – part I

### Vocabulary

Think back to completing the listening comprehension task 6 b in the Student's book for the book review of *The Power of Positive Thinking* by Norman Vincent Peale. Sort the words from the list into their appropriate category: noun, adjective or verb, and complete a grid with the whole word family.



inevitable • convincing • appreciation • anxiety • inferiority • visualise • solvable • fundamental • companionship • depressed • burdened • illusion • hopeless • conceivable • isolate • unhappiness • failure • tension • concentration • overwhelmed • severe • ultimate • disappear • positivity • impede • mental • power • subconscious • influence • energy • worried • insecure • psychological • expectancy • surprising • oppressive • exhausting • destroy • swift • accelerate • emotional • frustration • condition • strategy • relieve • choice • confront • determined • believe • available • focused • succeed

4 b

### Expand your vocabulary! – part II

### Language in use

Change the nouns, adjectives and verbs in brackets to make meaningful sentences.

- Mark's explanation didn't sound very \_\_\_\_\_<sup>1</sup> (conviction).
- The hike up the mountain was more than \_\_\_\_\_<sup>2</sup> (exhaustion).
- Many African societies are facing \_\_\_\_\_<sup>3</sup> (oppressive), \_\_\_\_\_<sup>4</sup> (hopeless) and the \_\_\_\_\_<sup>5</sup> (destroy) of their culture.
- Social distancing is the best way of fighting Covid 19, but also a \_\_\_\_\_<sup>6</sup> (mental) challenging one.
- The accident was \_\_\_\_\_<sup>7</sup> (avoid): the driver of the Porsche was too fast.
- The \_\_\_\_\_<sup>8</sup> (unhappy) of many children during the Corona crisis lockdown was written in their faces.
- Despite the wide \_\_\_\_\_<sup>9</sup> (available) of every-day goods, hamster purchases during the Corona lockdown were not to be avoided.
- The \_\_\_\_\_<sup>10</sup> (relieved) we felt on hearing he had regained \_\_\_\_\_<sup>11</sup> (conscious) in hospital was enormous.
- It was simply \_\_\_\_\_<sup>12</sup> (overwhelmed) to witness the way the teacher's class greeted him after his long absence.

## Review

5

### The mountain pose

Read the text about yoga for young beginners. Some words are missing. Choose the correct answer (A, B, C or D) for each gap (1–9). Write your answers in the spaces provided. The first one (0) has been done for you.



#### A yoga pose for teen beginners

Yoga poses can be done (0) \_\_\_ studying, lying down, resting or even sleeping. The mountain pose, for example, is a common and (1) \_\_\_ pose for young beginners.

It is a posture where you stand with your toes touching the ground and your heels slightly (2) \_\_\_ each other on a firm surface. You lift and spread your toes and (3) \_\_\_ them softly down on the mat or floor. Your socks ought to cover maximum ground.

Then rock back and forth and gradually come to (4) \_\_\_. Lift your arms straight (5) \_\_\_ your head. Press your shoulder blades into your back and then (6) \_\_\_ them before releasing. Turn your thighs slightly (7) \_\_\_. Keep your tongue wide and flat on the (8) \_\_\_ mouth.

Stay in this pose for 30 seconds to one minute and inhale and exhale (9) \_\_\_.

- |   |                       |                       |                    |               |
|---|-----------------------|-----------------------|--------------------|---------------|
| 0 | A also                | B during              | <del>C while</del> | D whereas     |
| 1 | A useless             | B useful              | C usefull          | D usual       |
| 2 | A on top of           | B behind              | C depending on     | D apart from  |
| 3 | A lay                 | B lie                 | C take             | D place       |
| 4 | A a standstill        | B a stillstand        | C an instant       | D a handstand |
| 5 | A across              | B about               | C behind           | D above       |
| 6 | A spread              | B widen               | C wide             | D open        |
| 7 | A down                | B upside down         | C inward           | D on          |
| 8 | A floor of your mouth | B flour of your mouth | C forehead         | D dancefloor  |
| 9 | A gentle              | B calm                | C occasionally     | D gently      |

0	1	2	3	4	5	6	7	8	9
C									

5 a

Language in use



Test format  
Multiple choice

### The young people *do* care!

There is a lot of discussion going on about teenagers' unhealthy lifestyle and their high consumption of energy drinks and fast food, which many parents, teachers and health experts complain about.

You have decided to react and send an email to the editor of an English teen magazine. In your **email to the editor** you should:

- » express your personal opinion on the topic of teenage health and lifestyle
- » explain why this negative trend is not true of all teens, especially you
- » suggest what society might do as a whole to solve the problem

Write around **250 words**.



5 b

Writing



Text type  
Email to the editor

# Living in the global village

2 b

## Starbucks – spearhead of cultural globalisation

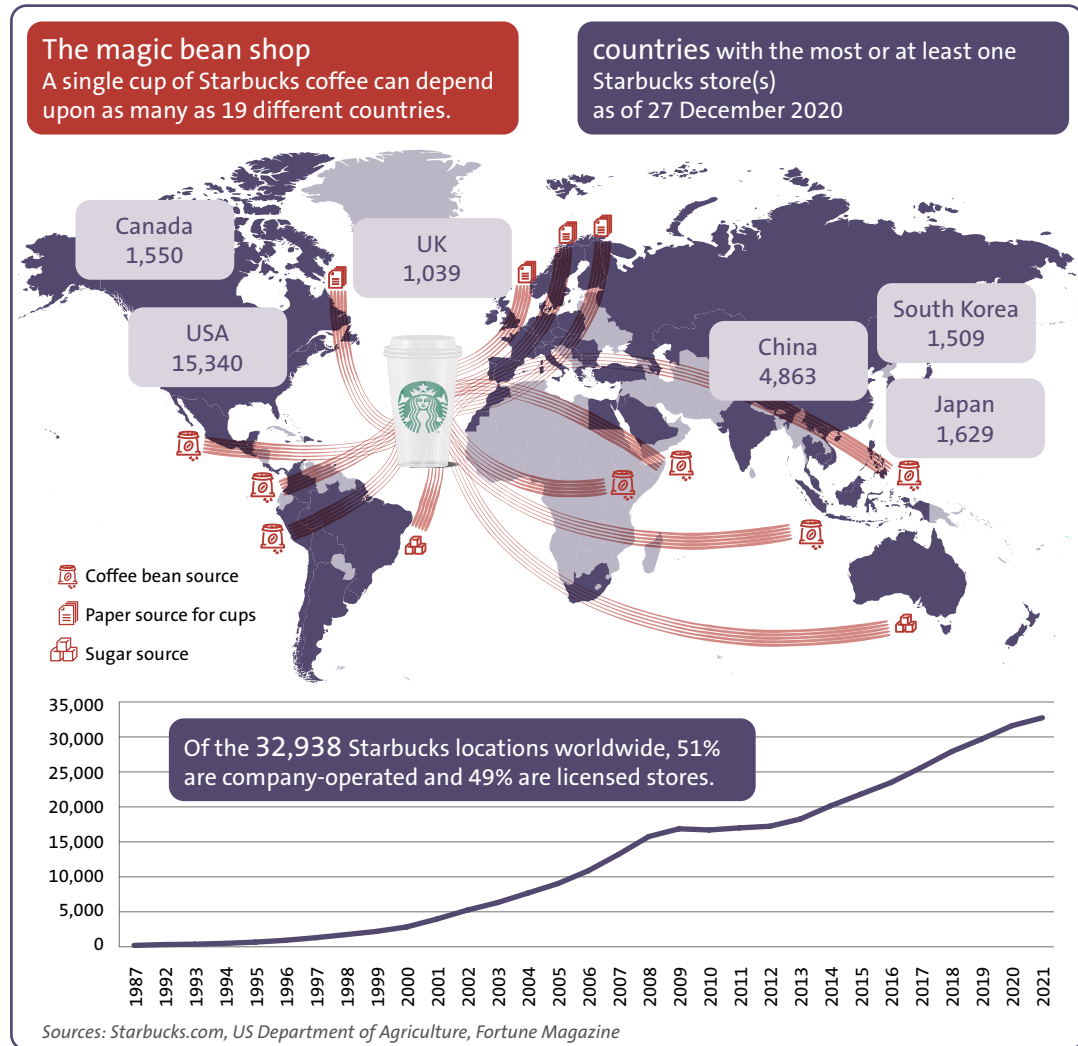
Lead-in

Study the infographic and use the information you gain for the following writing task.

Focus on the following aspects:

- » the source base of Starbucks
- » its rapid global spread
- » potential reasons for its “magic” and global popularity

Unit  
6



2 c

Writing

## Culture going global

Your class has just studied the topic of globalisation and its cultural impacts. Your teacher has asked you to write an entry for the class blog to show what you have learned.

Globalisation is having a significant effect on food systems all around the world. The rise of transnational corporations, such as McDonald's and Coca-Cola, have led to many countries both benefiting from and being harmed by these trends.

You have decided to write such a **blog post**. In your blog post you should:

- » give examples of cultural globalisation
- » explain the impact of cultural globalisation on your life
- » comment on potential negative aspects of cultural globalisation

Text type  
Blog post

Give your blog post a **title**. Write around **250 words**.





## Expressing events further back in the past

In the sentences below fill in the verb in brackets in either the past perfect tense (for actions / events that took place first or before a certain time in the past) or the past tense (for actions / events that happened later). Use passive forms where required.

2 d

## Structures

### A short history of globalisation

A first phase of globalisation <sup>0</sup> (take) off after the Europeans <sup>1</sup> (discover) new territories and trade routes. Dutch and English <sup>2</sup> (can) increase their trade as soon as they <sup>3</sup> (found) trading companies. After the Americas <sup>4</sup> (discover, passive), the Columbian Exchange (of plants, animals and diseases) <sup>5</sup> (initiate, passive).

When industries in England and later in Europe and the USA <sup>6</sup> (begin) to produce more and more goods, the need for more global trade <sup>7</sup> (increase). More and more parts of the world <sup>8</sup> (lose) their independence after they <sup>9</sup> (conquer, passive) by the imperialist powers of Europe.

As soon as multinational trade contracts <sup>10</sup> (sign, passive), tariffs <sup>11</sup> (lower, passive) and the volumes of trade <sup>12</sup> (grow). Once the Internet <sup>13</sup> (invent, passive), global communication <sup>14</sup> (become) much easier. After China <sup>15</sup> (developed) into a major economic power, conflicts between China and the USA <sup>16</sup> (arise).

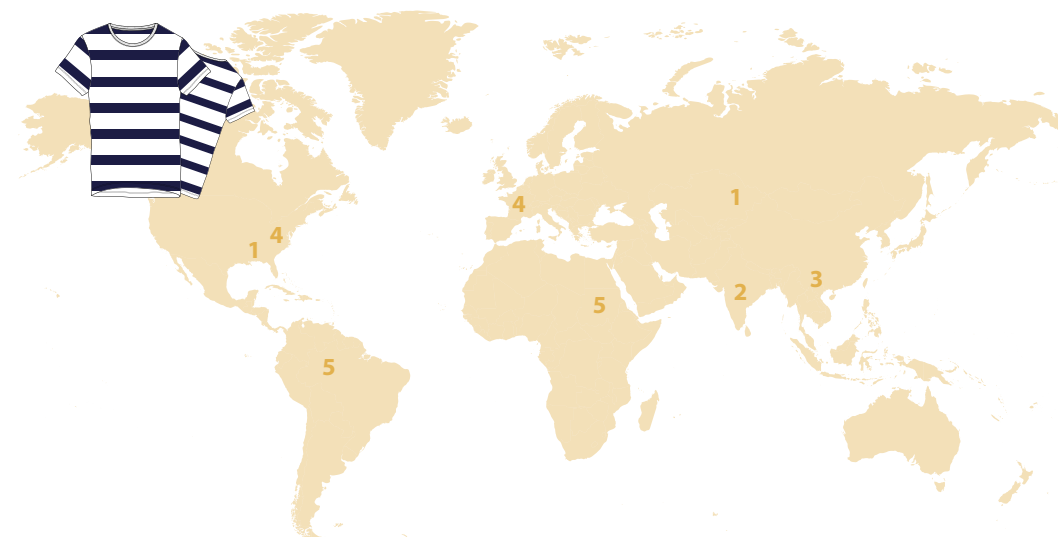
tariffs: Zölle

## Describing processes: the global T-shirt

Look at the map and the words in the grid below and describe the global travels of a T-shirt using the passive voice. Use modal verbs and *by*-objects where possible.

2 e

## Structures



1	Texas • Kazakhstan • grow and harvest cotton • the Aral Sea • contaminate • workers' rights • violate	4	ship • transport to USA • Europe in containers • retailers sell T-shirt • after a few wears • toss T-shirt in a bin or donate to a charity
2	cotton fibre • ship to India • spin • knit		
3	fabric • ship to Vietnam or China • produce the T-shirt • exploit the workers	5	charities sort out T-shirts • ship them to Africa • Latin America • sell T-shirts at second-hand markets

Cotton is (might be) grown and harvested in Texas or Kazakhstan. In Kazakhstan the Aral Sea is contaminated by cotton production ...



## Idealism and our emotions

3 c

### Identifying prefixes

Structures

Read the lyrics in 3 b again and identify the prefixes used to form these adjectives. Then find their opposites with a positive meaning. The first one has been done for you.

negative meaning	positive meaning	prefix	meaning of the prefix
mistreated	treated	mis-	wrongly

3 d

### Expressing emotions through poetry

Reading

Read the poem by Abdullah Shoaib below, then answer the following questions.

#### Pretty Ugly

I'm very ugly



So don't try to convince me that  
I am a very beautiful person  
Because at the end of the day

5 I hate myself in every single way  
And I'm not going to lie to myself by saying  
There is beauty inside of me that matters

So rest assured I will remind myself  
That I am a worthless, terrible person  
10 And nothing you say will make me believe  
I still deserve love

Because no matter what  
I am not good enough to be loved  
And I am in no position to believe that  
15 Beauty does exist within me

Because whenever I look in the mirror  
I always think Am I as ugly as people say?  
(Now read it from bottom to top)

1. What does the lyrical "I" express when you read it from top to bottom?

.....

.....

2. What does the lyrical "I" express when you read it from bottom to top?

.....

.....

3. What makes this poem unique?

.....

.....

3 e

### Vicarious embarrassment or "Fremdschämen"

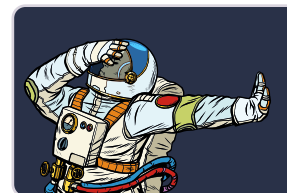
Language in use

Read the article about "Fremdschämen". Some words are missing. Complete the text by writing one word for each gap (1–5) in the spaces provided. The first one (0) has been done for you.

#### What is "Fremdschämen" or vicarious embarrassment?

The celebrity that has just tripped and fell, the friend that has just committed a terrible social faux pas, or the footage of somebody coming back from the toilet with a (0) \_\_\_ of toilet paper stuck to their clothing or shoes – we all know examples of these cringeworthy (1) \_\_\_ that make us blush on these people's behalf. It turns out that the German language has a term for it, called "Fremdschämen" while the best English alternative would be vicarious embarrassment. Both terms denote the awkwardness you (2) \_\_\_ for someone who has embarrassed themselves.

to denote:  
to mean sth



The whole concept was studied a few years (3) \_\_\_ in Germany and the study discovered that people (4) \_\_\_ are particularly prone to it are also generally easily empathetically embarrassed. To qualify as empathetic, an observer's emotion must closely match the emotion of the observed, which distinguishes it from sympathy. In (5) \_\_\_, the observer must realise that what he or she is feeling is only the result of witnessing the circumstances he or she observed.

prone: tending to be or act in a certain way

Write your answers here:

0	piece	2	4
1		3	5

**Test format**  
**Open gap-fill**

**Don't stress, always do your best and forget the rest!**

### Managing stress

You are going to listen to a recording about stress. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (1–4) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you.



0	What should you do to reduce stress?	take deep breaths
1	Historically, what is stress?	
2	Why does blood pressure increase and glucose get sent to your muscles?	
3	Which areas are negatively affected by stress? (Give <u>one</u> answer.)	
4	What can't you do at the same time when you fear something? (Give <u>one</u> answer.)	

4

4 a

**Listening**

**Track 9**

**Test format**  
**Note form**

**Hint:** You can also watch the accompanying video by looking up "Managing stress Brainsmart BBC" on YouTube.

### Being an idealistic young adult

Complete the text by adding the correct prefix if necessary.

**The struggle of being idealistic** posted by **youngadult123**, 05 May, 10:30 am

Depending on who you ask, idealism can be either overwhelmingly positive or \_\_\_ credibly<sup>1</sup> negative. So, it can be \_\_\_ sanely<sup>2</sup> challenging for young adults to know what to do to become \_\_\_ dependent<sup>3</sup> while at the same time leading a fulfilling and \_\_\_ happy<sup>4</sup> life. In my opinion, one of the problems is that young adults and their intentions and choices are often \_\_\_ understood<sup>5</sup>. Their choices, for example, are sometimes considered \_\_\_ wise<sup>6</sup> and \_\_\_ reasonable<sup>7</sup> and as something no one in their right mind would ever attempt to do. Have you ever experienced something \_\_\_ similar<sup>8</sup>? However, we as young adults have grown accustomed to doing or at least trying to undertake seemingly \_\_\_ possible<sup>9</sup> feats, to explore \_\_\_ familiar<sup>10</sup> paths to overcome \_\_\_ probable<sup>11</sup> difficulties and dealing with \_\_\_ foreseen<sup>12</sup> consequences. In short, we're trying to expect the \_\_\_ expected<sup>13</sup>. Nevertheless, we are often seen as \_\_\_ mature<sup>14</sup> and our behaviour as being \_\_\_ explicable<sup>15</sup>. Older people have often told me that they consider my idealism and optimism \_\_\_ logical<sup>16</sup> and my rush to action as being \_\_\_ patient<sup>17</sup>. Do you agree? Do you think our younger generation wants to change everything at once and makes too many rash decisions? Let me know in the comments.

feat: sth needing a lot of skill and courage to achieve

rash: careless without any thought of the consequences

4 b

**Structures**

## Aspects of American history

2 e

### Martin Luther King

#### Reading

Read the text about Martin Luther King's March on Washington and his most famous speech. Fill each gap (1–9) with a noun from the VocabBooster below. Then compare your results with a partner.

#### VocabBooster

demonstrators • equality • troops • rally • violence • institution • supporters • reputation • participants

AE

### March on Washington

Martin Luther King, Jr. worked with a number of civil rights and religious groups to organize the March on Washington for Jobs and Freedom, a peaceful political \_\_\_\_\_<sup>1</sup> designed to shed light on the injustices African Americans continued to face across the country. Held on August 28 and attended by some 200,000 to 300,000 \_\_\_\_\_<sup>2</sup>, the event is widely regarded as a watershed moment in the history of the American civil rights movement and a factor in the passage of the Civil Rights Act of 1964.

culminated:  
concluded, ended up

The March on Washington culminated in King's most famous address, known as the "I have a dream" speech, a spirited call for peace and \_\_\_\_\_<sup>3</sup> that many consider a masterpiece of rhetoric.



Standing on the steps of the Lincoln Memorial – a monument to the president who a century earlier had brought down the \_\_\_\_\_<sup>4</sup> of slavery in the United States – he shared his vision of a future in which "this nation will rise up and live out the true meaning of its creed: 'we hold these truths to be self-evident, that all men are created equal.'"

The speech and march cemented King's \_\_\_\_\_<sup>5</sup> at home and abroad; later that year he was named "Man of the Year" by *TIME* magazine and in 1964 became the youngest person ever awarded the Nobel Peace Prize.

In the spring of 1965, King's elevated profile drew international attention to the \_\_\_\_\_<sup>6</sup> that erupted between white segregationists and peaceful \_\_\_\_\_<sup>7</sup> in Selma, Alabama, where the SCLC and Student Nonviolent Coordinating Committee (SNCC) had organized a voter registration campaign.

Captured on television, the brutal scene outraged many Americans and inspired \_\_\_\_\_<sup>8</sup> from across the country to gather in Alabama and take part in the Selma to Montgomery march led by King and supported by President Lyndon B. Johnson, who sent in federal \_\_\_\_\_<sup>9</sup> to keep the peace.

amendment: the  
process of altering or  
amending a law or  
document

That August, Congress passed the Voting Rights Act, which guaranteed the right to vote – first awarded by the 15<sup>th</sup> Amendment – to all African Americans.

The 15<sup>th</sup> Amendment to the United States Constitution prohibits the federal government and each state from denying or abridging a citizen's right to vote "on account of race, color, or previous condition of servitude."



2 f

### Using past participles in different ways

#### Structures

Read the sentences about racial discrimination in the US. Fill each gap (1–5) with a present perfect simple, a past perfect simple or a passive form.

AE

The Civil Rights Movement \_\_\_\_\_<sup>1</sup> (lead) by people like Martin Luther King Jr. and Malcolm X. Before that, whites \_\_\_\_\_<sup>2</sup> (oppress) African Americans for a long time. Even though African Americans \_\_\_\_\_<sup>3</sup> (grant) some rights after the abolishment of

slavery, racial injustice continues to be a problem up until today. Therefore, protests against police violence, for instance, \_\_\_\_\_<sup>4</sup> (still, organise) these days. Particularly in the South, discrimination of African Americans \_\_\_\_\_<sup>5</sup> (be) a problem for a long time.

### The aim for more

3

#### The Marshall Plan

Read the text about the Marshall Plan. Some words are missing. Complete the text by writing one word for each gap (1–13) in the spaces provided. The first one (0) has been done for you.

3 a

Language in use

AE

#### History of the Marshall Plan

United States Secretary of State George C. Marshall saw Communism as a threat (0) \_\_\_ European stability. The Soviet Union's sphere of influence increased during World War II, and tensions (1) \_\_\_ Eastern and Western Europe intensified. The Soviet Union believed that the Marshall Plan was a way to meddle in the internal affairs of European (2) \_\_\_. That belief prevented Soviet satellite countries, such as Poland and Czechoslovakia from accepting assistance from the United States. It also caused, at (3) \_\_\_ in part, the Soviet Union's economy to be significantly outpaced by those of Western Europe and the US.

The \$ 13 billion plan (4) \_\_\_ with shipments of food and staples to European ports in the Netherlands and France. Tractors, turbines, lathes, and other industrial equipment, plus the fuel to power the machines, (5) \_\_\_ soon afterward. Between 1948 and 1951 as much as 3% of what Americans produced went to the recovery effort in Europe. Accounting for inflation, the \$ 13 billion aid package is (6) \_\_\_ more than \$ 130 billion in 2019 dollars.

The Marshall Plan was more than an economic one. The Secretary (7) \_\_\_ State thought that the cooperation of all European nations would lead to greater unity. The foundation of the plan (8) \_\_\_ to the creation of NATO as a defensive alliance against any future aggressors. Marshall earned the Nobel Peace Prize in 1953 for his efforts, (9) \_\_\_ the lasting effects of the plan went well into the (10) \_\_\_.



The reliance (11) \_\_\_ American aid opened up trading avenues between Europe and the United States. The call for unity among European nations formed the basic idea behind the European Union. (12) \_\_\_ American intervention, Europe's vast network of railroads, highways, and airports would not exist in contemporary society. (13) \_\_\_ President Harry Truman said, the United States was the "first great nation to feed and support the conquered."

Write your answers here:

0	to	5		10	
1		6		11	
2		7		12	
3		8		13	
4		9			

Test format  
Open gap-fill