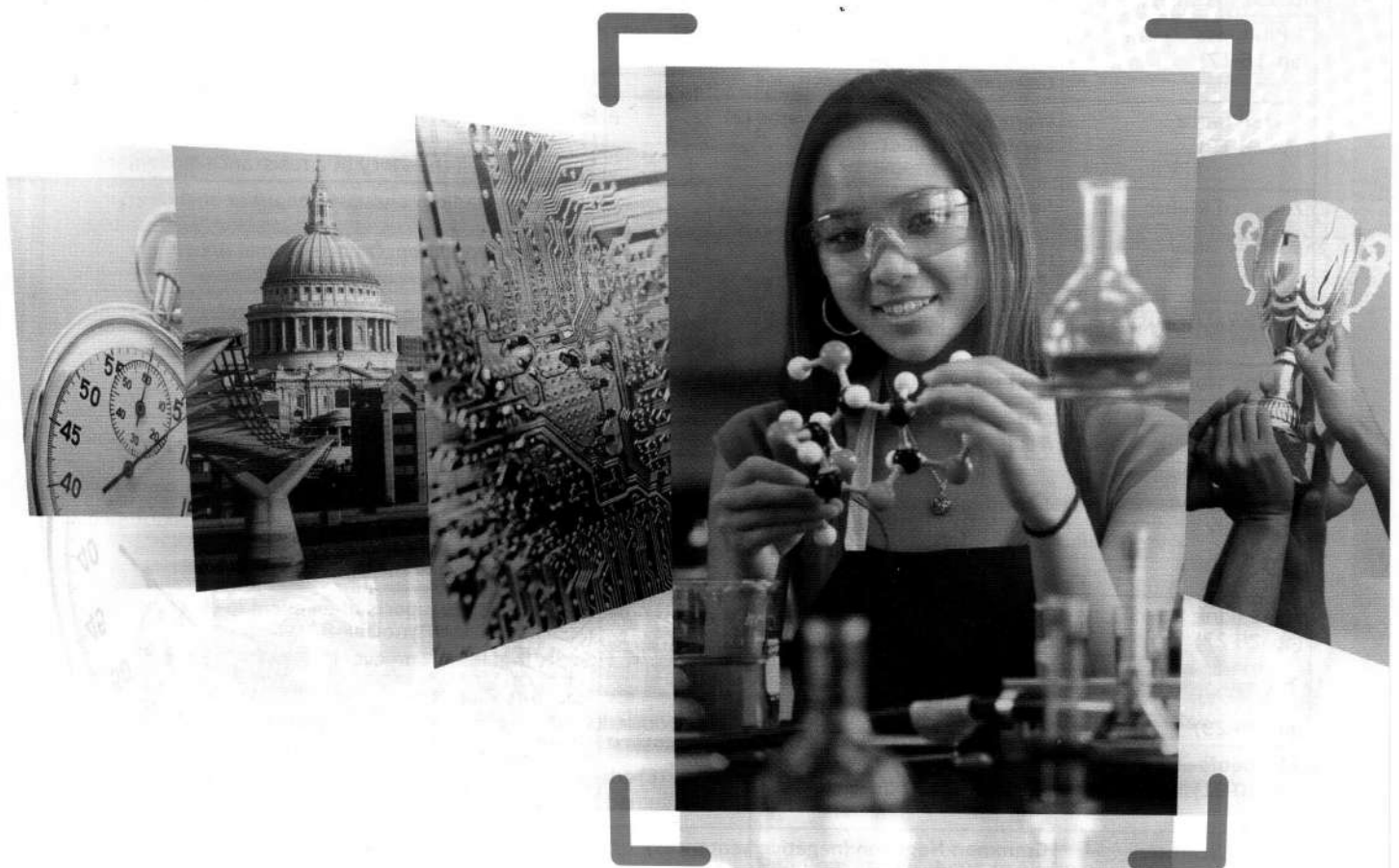


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CHOICES

UPPER INTERMEDIATE STUDENTS' BOOK



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Harlow
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Objectives: Listen, read and talk about personal relationships; give a presentation about trends; learn more about present and past tenses and quantifiers; write a personal email with news.
EF3 Task Focus: Listening Task 3

TOPIC TALK

- 1 Look at the network and make guesses about the relationships in the photos (a-c).

- 2 1.2 1.3 Listen to Fiona, Toby and Sally. Match them with the descriptions (a-i).

Fiona: a, ...

- | | |
|-------------------------------|--|
| a has a very close family | f has a boyfriend |
| b has a difficult family life | g loves talking on the phone |
| c has a complicated family | h keeps in touch with his/her best friend online |
| d has lots of virtual friends | i talks on Skype |
| e has a few good friends | |

- 3 1.4 1.5 Listen again to Fiona. Complete the information in the network below.

- 4 1.6 Pronunciation Listen to compound words. Underline the main stress. Which part of the word is stressed?

girlfriend boyfriend classmate grandfather
 great-grandmother half-brother stepmother

→ LANGUAGE CHOICE 1: PAGE 4

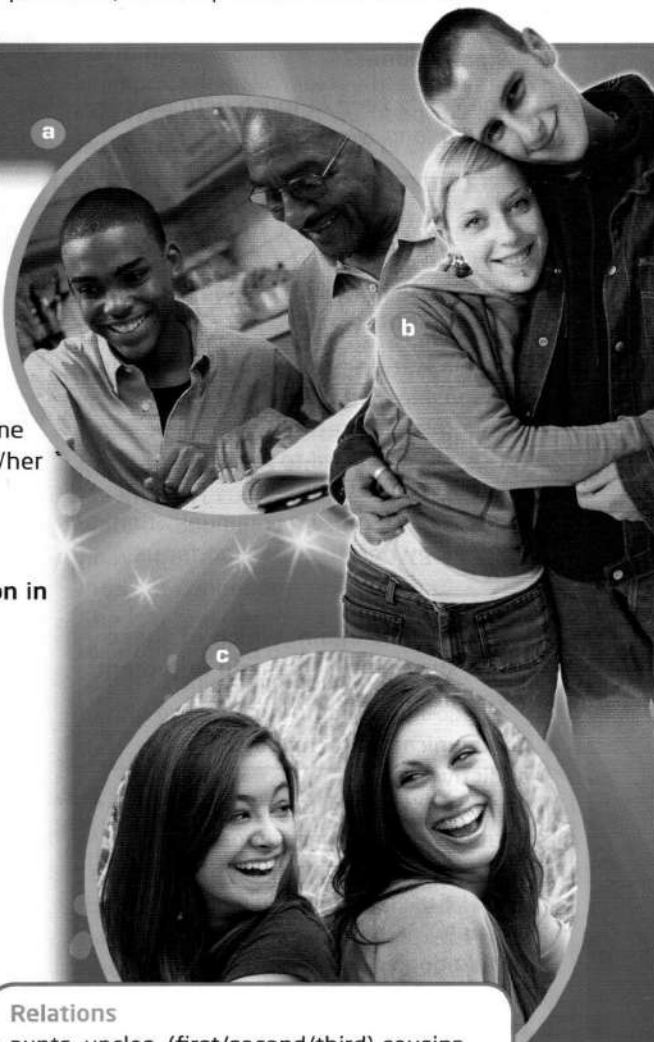
- 5 Work in pairs. Use the network to talk about the most important relationships in *your* life.

My relationships

I've got a ¹big/small family with ²lots of/a few ³_____.
 We ⁴_____. I get on especially well with my aunt Julie
 and we ⁵_____.
 My ⁶best friend/girlfriend/boyfriend is called Alice.
 We ⁷got to know/met each other when we were
⁸classmates/teammates/schoolmates.
 I suppose we get on well together because we ⁹_____.
 We ¹⁰_____ at least once a ¹¹day/week.

Communication

go out together, meet up, see each other,
 talk on the phone, talk on Skype, text each
 other, use a social network (e.g. Facebook) to
 keep in touch



Relations

aunts, uncles, (first/second/third) cousins,
 (great-)grandfather/mother, half-brothers/
 sisters, stepmother/father/brothers/sisters

Relationships

all get on brilliantly, always have a real laugh
 together, are (not) very close as a family, don't
 really get on, get on well together, (don't)
 often get together, have rows, always put
 family first, hardly ever see each other

have a lot in common, similar interests and
 tastes, a similar sense of humour

are very close, are fond of each other, are
 in love, are loyal to each other, do things
 together, help each other out when we've got
 problems, like each other's company, trust each
 other

Warm Up

- 1 Work in pairs. What are the advantages of modern communication technology, like smartphones?

You can easily keep in touch with people who live a long way away.

Reading

- 2 Read the article quickly. What is its main argument?

- a Communication technology makes our relationships with other people better.
- b Communication technology can be bad for us and we need to learn how to use it better.
- c We should stop using communication technology because it is bad for us.

- 3 Read the article again. Which of these reasons supporting the main argument can you find in the text?

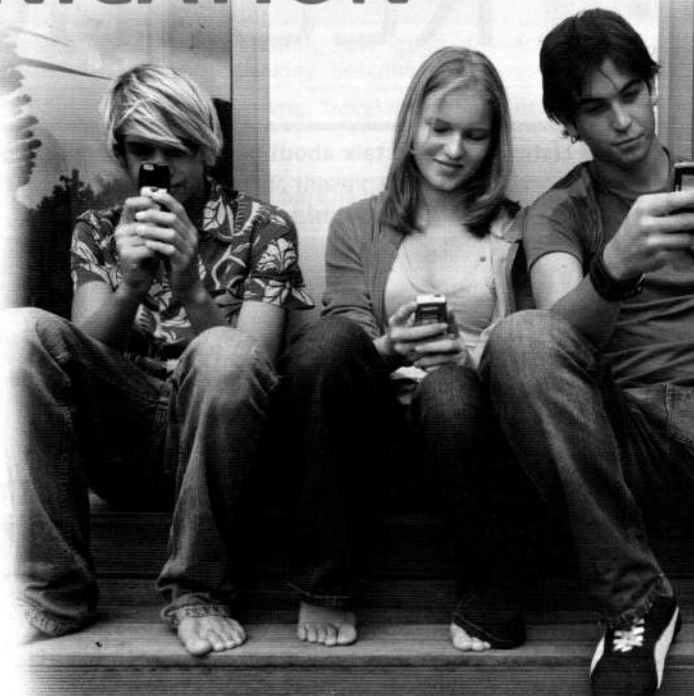
- a Communication technology can be addictive.
- b Communication technology is bad for relationships between people.
- c Because of it, people waste time that could be used for other things (e.g. sport or study).
- d People don't pay attention to what they're doing because of communication technology.
- e People give away too much personal information online.
- f People are losing their social skills because of communication technology.

- 4 → SKILLS BUILDER 10 Use the strategies to 'map' the reasons given in the text. Then evaluate the argument.

I think the article is well-argued/not well-argued because it mentions ...

- 5 Do you agree with Professor Turkle? Why/Why not?

I agree with her because I think that we use communication technology too much.



Real Lives

Alone Together



Professor Sherry Turkle says communication technology is such an important impact that we need to start taking into account its effects on our lives. Professor Turkle talks about her new book.

Over the past fifteen years, my research has documented that, for many, online and smartphone connections have got the way of things that people feel are important. We're so busy communicating that we don't have time to think, we don't have time to sit down and have a conversation. We'd rather text than talk. It makes us feel more in control.

A young woman Skypes her grandmother in another city but does her email during these conversations. She tells me that she hardly pays attention to what her grandmother is saying. The young woman doesn't feel good about these conversations, although her grandmother seems pleased. A mother explains that she cannot resist the 'little red light' telling her that she has a new message on her BlackBerry even when she is driving on the motorway with her children in the car. The unread message, that little red light, has come to stand for our feelings of being connected. That someone wants us, that something new is coming into our lives.

- 6 Vocabulary Look at the Word Builder. Match the verbs in bold with the paraphrases below.

- is our responsibility to
- listens to
- thinking about
- contact
- established
- negatively affected

Word Builder Multi-part verbs (1)

- 1 We need to start **taking into account** its effects on our lives.
- 2 Smartphone connections have **got in the way of** things that people feel are important.
- 3 She hardly **pays attention to** what her grandmother is saying.
- 4 If you really need to **get in touch with** me, just shoot me a text.
- 5 We have **put in place** a powerful technology.
- 6 It is **up to us** to make and shape it.

LANGUAGE CHOICE 2: PAGE 4

- 7 Look at the Sentence Builder. What comes after *so* and what after *such*: a noun or an adjective?

Sentence Builder Result linkers (1)

- 1 He is **so** busy with his device **that** he doesn't talk to her.
- 2 Communication technology has **such an** (important) impact **that** we need to start taking into account its effects on our lives.

LANGUAGE CHOICE 3: PAGE 4

- 8 Join the sentences using *so* or *such*.

- 1 I was very busy. I forgot to call my grandmother.
I was so busy that I forgot to call my grandmother.
- 2 I spent a long time on the computer. I didn't get to bed until 3 a.m.
- 3 My internet connection is very slow. I can't watch video or TV on my computer.
- 4 I have got a very old phone. It hasn't got an internet connection or a camera.
- 5 She is a real Facebook addict. She updates her wall ten times a day.
- 6 Some people have good fun online. They hardly ever go out and meet people.

- 9 Work in pairs. Choose two of the options (a-c) to discuss.

- a **Social media use (e.g. Twitter/Facebook)**
How often do you use social media? How many hours do you spend online every week? Has your use ever affected your studies or your sleep?
- b **Online friendship**
How many friends have you got on social networks? How many of them are real and how many are virtual? Have you ever met any of your new virtual friends?
- c **Dangers of social media**
Have you ever seen cyberbullying online? Have you ever given away personal information? Has a stranger ever approached you online?

- 10 Tell the class some of your experiences and opinions.

We've seen quite a few examples of cyberbullying. We think that ...

No Comment

'Twitter is a great place to tell the world what you're thinking before you've had a chance to think about it.' Chris Pirillo



A woman explains that when she was in hospital, her husband worked from her bedside but was so busy with his device that he didn't talk to her.

Children complain about parents texting at breakfast and dinner.

Parents at the playground push

a swing with one hand and scroll through their messages with the other. I go to a funeral and people are texting, hiding their phones under their hymn books.

I remember, not so long ago, when a student remarked on the first time a friend interrupted a conversation to take a call. 'It made me feel like he was putting me on pause,' he said. Now, we all treat each other as 'pausables'. An impatient high-school student says to me, 'If you really need to get in touch with me, just shoot me a text.' He sounds just like my university colleagues who tell me they would rather avoid face-to-face meetings and would prefer to communicate with 'real-time texts'. I do not want to condemn technology but think that we have put in place a powerful technology and have not yet learned to use it in the best way. But these are early days for the internet. It is up to us to make and shape it. I wrote my new book to mark a time of opportunity. We need to form a more empowering partnership with technology. Our job is to shape it to our human purposes.



Warm Up

1 Look at the photos of couples (a-c). Read the sentences. Which of them do you think are true about romantic relationships?

- 1 People usually think that their partners are more attractive than they really are.
- 2 In relationships, people find differences attractive.
- 3 Men like women who are more intelligent than they are.
- 4 You should boast about your achievements when you're trying to chat up a girl.

2 Read the text and check your guesses from Exercise 1.

3 What would your ideal girlfriend/boyfriend be like? What, in your opinion, is the recipe for an ideal relationship?

Present and past tenses

4 Read the sentences (1-9) in red in the text. Match them with the names of tenses. There is more than one example of some of the tenses.

- Present Simple
- Present Continuous
- Present Perfect
- Present Perfect Continuous 1
- Past Simple
- Past Continuous
- Past Perfect

5 Match the present tenses with the uses (a-f) and the past tenses with the uses (g-i). Look again at the sentences (1-9) from the text for help.

- Present Simple a, c
 - Present Continuous
 - Present Perfect
 - Present Perfect Continuous
 - Past Simple
 - Past Continuous
 - Past Perfect
- a it happens regularly
b this state or situation started in the past and is still true
c it is a permanent situation
d it is happening now or around now
e it happened in the past but it doesn't matter when
f this activity started in the past and is going on now
g it happened at a specific time in the past
h it happened earlier than other events in the past
i this activity formed the background to some past events



Q: For a few weeks now ¹I've been going out with a man who is much better looking than me. I was dancing in a club last night and a dozen guys tried to chat him up. Is our relationship going to survive?

A: ³People usually go for someone as good-looking or plain as they are (though this rule excludes rich people, who are all gorgeous). Those couples who are less similar are more likely to split up. A study found that the husbands who were more attractive than their wives were less supportive of them. Interestingly, we usually overestimate how attractive our partners really are.

Q: My girlfriend loves opera and ⁴I have always loved it. Do opposites attract?

A: ⁵We're not dealing with magnetic poles here, where opposites really attract. In relationships, couples usually share religious and political beliefs, are about the same age and similar in their education and intelligence.

Q: ⁶My last boyfriend dumped me because ⁷I had won the scholarship for the best student in my college. Should I act stupid because men like intelligent women?

A: Both men and women rate the importance of intelligence equally. Interestingly, ⁸men prefer women who are almost as smart as themselves but are usually not intelligent but being opinionated or uninterested that will put men off. So pick a girl who is nice rather than dumb. Interestingly, there is no evidence suggesting men want someone more attractive than them.

Q: ⁹I've never managed to chat up a girl. Are there any chat-up lines that work?

A: A chat-up line works if it makes you look interesting, humorous, athletic or rich. Questions work better than statements. In a three-minute speed dates, men who had the conversation with 'What is your favorite pizza topping?' were voted the most popular. The worst lines were 'I have a PhD in computer science' and 'My best friend is a helicopter pilot'.



8 Complete the dialogue with the correct form of the verbs in brackets.

- A: Hi, Paula. I ¹ _____ (not see) you for ages.
What ² _____ (you / do) here so early in the morning?
- B: Hi, Julie. I ³ _____ (go) to work. I ⁴ _____ (work) for a student dating website for two weeks.
- A: What ⁵ _____ (be) your job?
- B: I ⁶ _____ (improve) people's profiles. Many people ⁷ _____ (not know) what to write about themselves and ⁸ _____ (send) very boring profiles.
- A: How ⁹ _____ (you / get) this job?
- B: I ¹⁰ _____ (surf) the Net when I ¹¹ _____ (find) an advertisement. I ¹² _____ (apply) but they ¹³ _____ (say) they ¹⁴ _____ (hire) someone else. But, after two days, they ¹⁵ _____ (call) me with a job offer.

LANGUAGE CHOICE 5: PAGE 6

Practice

6 Choose the correct thing to say in each situation.

- You are explaining why Peter is not at home.
 - He's gone out with Kate.
 - He'd gone out with Kate.
 - He's going out with Kate.
- You want to say that Kate loved Peter.
 - She's been in love with Peter for weeks.
 - She's in love with Peter.
 - She was in love with Peter.
- You want to say that first Peter and Kate divorced and then their dog Digger died.
 - They had divorced when Digger died.
 - They divorced when Digger died.
 - They were divorcing when Digger died.

7 Use the cues to write sentences. There may be more than one correct answer in some cases.

- You're into speed-dating. (I / love speed dates)
I love speed dates.
- You're talking about your last date. (We / go to a concert)
- You meet a friend you haven't seen for some time. (What / you do / recently?)
- You're unhappy. (My girlfriend / dump me)
- You're interested in your friend's current boyfriend. (Who / you go out with?)
- You're explaining why you broke up with your boyfriend. (I / break up with him / because / he / cheat on me)
- Your friend looks very sad. (What / happen?)
- You're describing the first date with your girlfriend. (She / wear a red dress)

LANGUAGE CHOICE 4: PAGE 6

Grammar Alive

Sharing personal information

9 1.9 Listen to the dialogue. Use the cues and the correct name (Joe, Steve or Lucy) to write sentences. Use correct tenses.

- study for exams
Joe has been studying for exams.
- meet a lovely girl
- study photography
- take photos for a project
- meet Lucy in the park
- take a photo of Lucy
- break up with her boyfriend
- wait for Steve's call

10 Work in pairs. Use the questions below to interview your partner about his/her love life. You don't have to tell the truth!

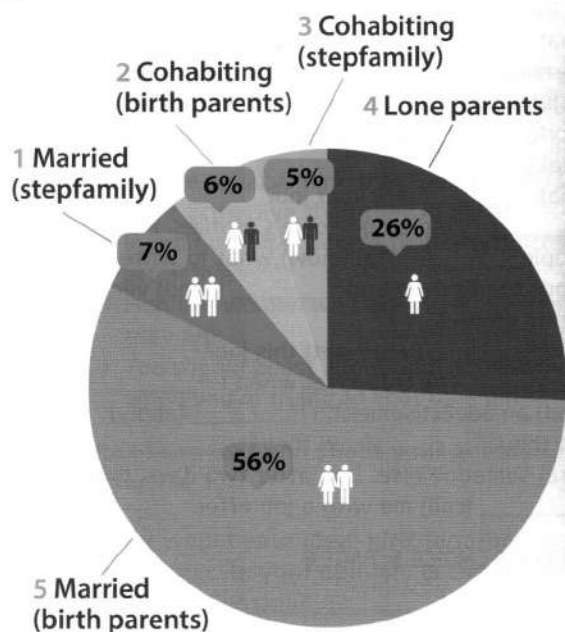
- Are you seeing anyone?
- What does your boyfriend/girlfriend do?
- How long have you been going out with him/her?
- Have you met his/her family?
- What do you know about his/her family?
- Where do you usually go together?
- How did you meet?
- Who did you go out with before him/her?
- Why did you break up?

A: Are you seeing anyone?

B: Yes, I'm seeing someone famous.

A: What does she do?

B: She is a rock singer.



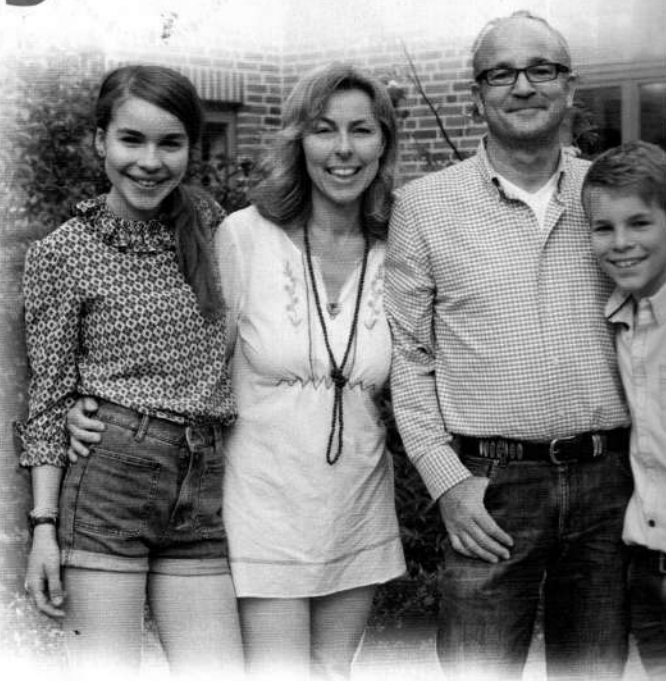
Families in the UK

Warm Up

- 1 Look at the chart. Which of these kinds of households are shown in it? Match them with the numbers on the chart.

- a unmarried couples with their own children
- 2 Cohabiting (birth parents)
- b unmarried couples with stepchildren
- c married childless couples
- d single parents with children
- e married parents with their own children
- f extended families (three generations living together)
- g remarried parents with stepchildren
- h unmarried couples without children
- i single people living on their own (e.g. unmarried, separated, divorced, widows, widowers)

- 2 Your Culture What do you think are the most and least common types of families and households in your country now?



Listening

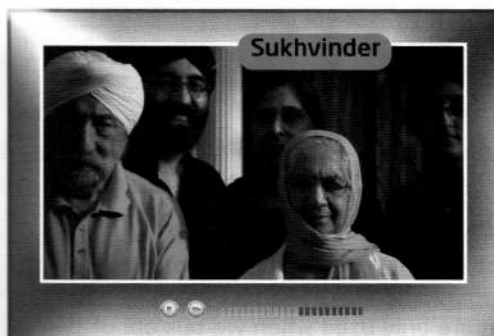
- 3 1.10 1.11 Listen to a radio interview. What are some of the important trends in British family life?

There are more households.

- 4 EF 1.10 1.11 Listen again and choose the best answers to the questions.

- 1 The number of households has gone up by:
 - a 17 million. b a million. c 16 million.
- 2 The proportion of households with people living their own is now:
 - a 3%. b 25%. c 33%.
- 3 The number of people marrying:
 - a has gone down a little.
 - b has stayed the same.
 - c has gone down a lot
- 4 The number of unmarried couples has gone up by:
 - a over two million. b under two million.
 - c nearly two million.
- 5 The proportion of British children living with one parent is about:
 - a 25%. b 33%. c 50%.
- 6 Out of young adult children who live at home the:
 - a more women than men.
 - b more men than women.
 - c the same number of men as women.
- 7 The number of extended families is:
 - a going down. b staying the same.
 - c increasing.
- 8 About a third of households have:
 - a childless couples.
 - b extended families.
 - c families with children.

DVD Choice



- 5 **DVD 1** Watch the documentary without sound. Are the sentences true (T) or false (F)? Watch the documentary again with sound and check your guesses.

- 1 It is about an extended family in India.
- 2 Sukhvinder is the father of four young children.
- 3 Sukhvinder's parents live with him.
- 4 The family are close and all help each other.
- 5 The family are happy living together.

- 6 **DVD 1** Watch again. Match the comments with the people: journalist (J), Sukhvinder (S), Anmol (A) and Tsher Preet (TP).

- 1 People with Indian roots are more likely to live in extended families than other British people.
- 2 You should look after your parents because they have done so much for you.
- 3 I enjoy helping my granddad use the internet.
- 4 We believe that if you look after your parents, you will be looked after yourself.
- 5 This is how our people have always lived and I would never change it.

- 7 Would you like to live in the same way as the Bamrah family? Why/Why not?

Speaking Workshop

- 8 **1.12 1.13** Listen to the presentation. Complete the sentences.

- 1 _____ of 19-year-olds are now qualified to go to college or university.
- 2 Unemployment is at nearly twenty-two percent for _____-year-olds.
- 3 The number of obese boys in the UK _____ between 1995 and 2009.
- 4 Only _____ of 11 to 16-year-old British boys do an hour's exercise every day.
- 5 98.7% of the UK's young people are _____.
- 6 Over ninety percent of British young people use _____ regularly.
- 7 British 12 to 16-year-olds spend nearly as much time online as they do _____.

- 9 Look at the Talk Builder. Match the words or expressions in **bold** with the meanings (a-g).

- | | |
|---|-----------------------|
| a the way that a situation is changing <i>trend</i> | d to decrease |
| b number | e quantity |
| c to increase | f conclude |
| | g to talk about (x 2) |

Talk Builder

A presentation: describing trends

- 1 In this talk we're going to look at ...
- 2 The first interesting **trend** to point out is that ...
- 3 That **figure** is up by ... percent from last year.
- 4 Another area to **comment on** is ...
- 5 The proportion of ... **has gone up** to ... percent.
- 6 The percentage of ... went up from ... percent to ... percent between 1995 and 2009.
- 7 The **amount** of ... **has gone down**, too.
- 8 Only one in three ... and a quarter of ... do ...
- 9 One of the main reasons for young people being more ... is ...
- 10 So to **summarise**, ...

→ SKILLS BUILDER 31

- 10 **1.14** Pronunciation Listen and repeat the sentences describing trends.

- 11 Complete the sentences with words from the Talk Builder.

- 1 The proportion of young people without work has gone _____ to over a fifth.
- 2 One worrying _____ to point out is that nearly one _____ five boys are obese.
- 3 The _____ of time spent watching TV has gone _____ to 17 hours from 20 hours two years ago.
- 4 The _____ of young people using the Net went up _____ 60% _____ 98% _____ 2004 and 2011.

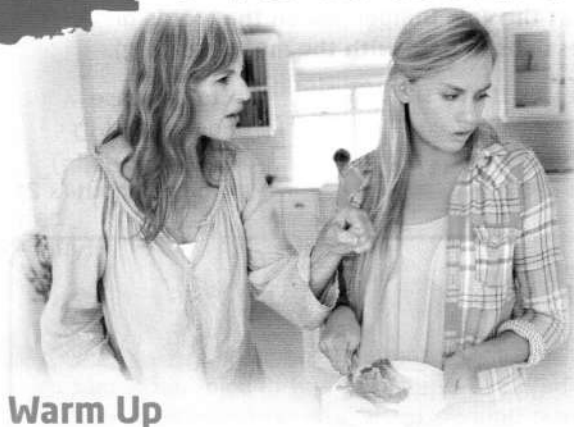
- 12 Work in pairs. Give a presentation about trends.

- 1 Look at the statistics and tables on page 105 and write notes.
- 2 → SKILLS BUILDER 32 Use the strategies to prepare your presentation.
- 3 Give your presentation to another pair. Take turns to give information. Afterwards, ask questions about the other pair's talk.

- 13 What was the most interesting or surprising information in your partners' talk? Tell the class.

I was surprised that only 37% of American young people sent messages every day on social networks.

MODERN PARENTS



Warm Up

- 1 Look at the photo. What do you argue about with your parents?
- 2 Read the text. What should/shouldn't parents of teenagers do to gain their children's respect?

(1.15)

The concept of parental authority has changed. Today, no parent can take their children's respect for granted: authority has to be earned. Several studies have shown the following problems.

1 Trust

A lot of young people say their parents don't trust them. Some of them have no privacy: their parents read all their emails and enter their rooms without knocking. All of these actions demonstrate lack of respect. Consequently, these teenagers have little respect for their parents.

2 Communication

Hardly any teens discuss their problems with their parents. That's because very few teens feel their parents really listen to them. Instead, most parents tend to fire off an immediate response to their kids' first sentence.

3 Freedom

Interestingly, most rebels come from very authoritarian homes where kids have very little freedom. Teens need fewer rules but they have to be clear and unchangeable. Also, if the mother and father don't agree about discipline, teens have less respect for both parents. They also need a lot of support and a little freedom to take their own decisions. None of them enjoys just listening to adults.

4 Role models

Teens don't have much respect for their parents if neither of them actually does things they expect their children to do. Like everybody, teens appreciate people who practise what they preach.

- 3 Do you agree with the opinions expressed in the article? Why/Why not?

Quantity

- 4 Look at the phrases in red in the text. Find:
 - a four that are only used with uncountable nouns
 - two that are only used when we talk about two people or things.
 - synonyms of *not much* and *not many*.
 - comparative forms of *little* and *few*.

- 5 Put the words on the scale.

some few hardly any no many much

100%

all 1 _____ a lot of several little 6 _____
 2 _____ 4 _____ 5 _____
 3 _____

- 6 Use the text to answer the questions with the words from Exercise 5.

- 1 How many parents have to earn their children's respect?
- 2 How many teenagers feel their parents pay attention to what they say?
- 3 How much freedom do teenagers need?
- 4 How many teenagers like following adults' orders?

- 7 Complete the sentences with *both*, *neither*, *fewer* or *less*.

- 1 I think _____ my parents understand me. I've had a _____ conflicts with them. _____ of them has ever shouted at me. It's very _____ time for me during the week. I have _____ work at the weekend and we have a lot of time together.
- 2 _____ my grandmothers are amazing. They have very _____ money but _____ of them complains about her life and _____ of them have presents for their grandchildren.
- 3 It's horrible. I've got _____ friends now than I had at primary school and I think I've got _____ them because I have to study all the time. I need a _____ time off.

LANGUAGE CHOICE 6: PAGE 6

- 8 Use the expressions to make true sentences for your class.

None of us Hardly any of us Some of us
 Many of us Most of us All of us

Hardly any of us spend weekends with our parents.

Writing Workshop 1

- 1 Read the email. Which two of these adjectives would you not use to describe Karen?

active sociable sporty lazy
independent materialistic

From: Karen

Subject: How are things?

To: Lucy

Hi there Lucy!

1 How are things? I'm sorry for not writing back sooner but I've been really busy – actually I haven't had time for anything.

2 As you know, I'm in the town volleyball team and we've been training three nights a week.

It's fun but EXHAUSTING!!!! And I've got lots of school work too, especially for history ☹.

How are you getting on at school?

3 I'm also trying to decide what to study at university. My parents want me to do law but I'd like to study journalism, though it pays less. To be honest, after my work experience in that lawyer's office, I don't think I'd ever be a good lawyer. It's so DULL!! How are your plans getting on?

4 Anyway, I also wanted to tell you about Alan – things aren't great ☹. He's becoming a control freak! He always wants to know what I'm doing and he's always complaining about my volleyball. What do you think I should do?

5 By the way, I met Jamie Wilson at a party last week. Do you remember him? He was that funny little guy with red hair in Year 7 but he's quite good-looking now and he's got a great sense of humour. In fact, I haven't laughed so much for ages ☺!!! Would you like to meet up with him when you come over in the holidays?

6 I hope all's well with your family and with Tony ☺.

Love,

Karen xxxxxxxxxxxx

- 2 Read the email again. Answer the questions.

- 1 What is the relationship between Karen and Lucy?
- 2 Who do you think Alan and Tony are?
- 3 What news does Karen want to know about Lucy's life?
- 4 What opinions and advice does she want Lucy to give her?
- 5 What do you think is going to happen between Karen and Alan?

Text Builder

- 3 Match the parts of the email (1-6) with the topics (a-f).

- a news about my everyday life
- b problems with a relationship
- c finishing the letter
- d introduction – apologies for not writing before
- e meeting an old friend
- f my plans for the future

- 4 → **SKILLS BUILDER 11** Use the strategies to find examples of informal style in the email. Then list the differences between the layout of the email (Exercise 1) and the layout of the personal letter (EF3 Writing, Task 1).

- 5 Look at the words in blue in the email. Match them with the uses (1-6).

- 1 to say something that you have just remembered
- 2 to change the subject
- 3 to say what you really think
- 4 to add information to emphasise or explain what you said before (x 2)
- 5 to emphasise one example of something
- 6 to mention something the other person knows

- 6 Choose the correct words to complete the email.

How are things? I'm REALLY busy. ¹In fact/As you know, I'm at university and we've got exams. ²To be honest/Anyway, I'm really worried about them – ³by the way/in fact, I'm having problems sleeping. ⁴To be honest/By the way, how's your mum? My dad's not very well – ⁵actually/anyway, he's in hospital. ⁶Anyway/By the way, I should stop now. I'm busy this week, ⁷actually/especially on Tuesday.

- 7 Write a reply to Karen's email.

→ SKILLS BUILDER 22

- 1 Write notes with answers to Karen's questions. Include one piece of false information about yourself.
- 2 Ask Karen questions about her news.
- 3 Use your notes to write your email.
- 4 Check your email for mistakes.

- 8 Give your email to your partner to read. Can they find the piece of false information?

Language Review Module 1

1 Talking about relationships Complete the text with one word in each gap. The first letter of each word is given.

My best friend and I are very ¹c_____. We do everything ²t_____ and help each other out when we have problems. We can tell each other everything because we ³t_____ each other and know that the other person won't give away our secrets. We spend a lot of time together because we like each other's ⁴c_____ and we always have a ⁵l_____ together because we share the same sense of humour. I get on well with a lot of people and I'm ⁶f_____ of them all but no one else is such a good friend. /6

2 Multi-part verbs (1) Complete the sentences with one word in each gap.

- 7 How can I get _____ touch with my old school friends?
- 8 It's _____ to you what information you make public on your website.
- 9 Please _____ attention to what we are telling you.
- 10 It's not too expensive when you take _____ account all the things they offer.
- 11 Don't let your social networking page get in the _____ of your studies.
- 12 Everything you need has been put _____ place and is ready for you to use. /6

3 Result linkers (1) Choose the correct word to complete the sentences.

- 13 I've had *so/such* many comments on my blog that I haven't read them all yet.
- 14 Lisa's *so/such* a good friend that I don't know what I'd do without her.
- 15 I was *so/such* upset that I didn't go out for a week.
- 16 I've got *so/such* a big family that I have never met some of my cousins.
- 17 That blog was *so/such* boring that I stopped reading it. /5

4 EГ USE OF ENGLISH Present and past tenses Complete the sentences with the correct form of the verbs in capital letters.

- 18 Last Tuesday, Tracey Edmonds _____ TV when the phone rang. A very hesitant voice said, 'Hi, Tracey. Do you know who I am? I'm your sister.' The caller was Paula Jones, Tracey's twin. **WATCH**
- 19 'I _____ for you for five years,' continued **LOOK**
- 20 Paula. Tracey was stunned. 'You _____!' she said. She really couldn't believe it. But it wasn't a joke at all; it was the truth. By the time the girls were three months old, two different **JOKE**
- 21 families _____ them. Years later, Paula's parents told her she had a sister. 'How did you find me?' Tracey asked Paula. 'Facebook,' she **ADOPT**
- 22 laughed. 'We _____ both Ruth's friends. **BE**
- 23 When I _____ your photo, I knew who you were!' **SEE**
- 24 The girls _____ yet, but they're very excited. **NOT MEET**
- 25 They _____ forward to it on Saturday! **LOOK** /8

5 A presentation: describing trends Complete the text with one word in each gap.

Ten years ago, the average person had only one or two friends that they had never met. Now that figure is ²⁶_____ by a huge amount. We have many more friends, in fact the ²⁷_____ of friends with virtual friends has increased by eight percent just a few years ago and is eighty percent now. In our class, ²⁸_____ four people don't have Facebook friends that they have never met and over a quarter ²⁹_____ people we asked had virtual friends on internet forums and blogs. ³⁰_____ the main reasons for this change is that communicating with friends is much easier now. So, ³¹_____ changes in communication have changed our friendships to some extent but not completely.

6 Quantity Choose the correct word to complete the sentences.

- 32 There are hardly *any/many* people here.
- 33 Why do I earn *less/fewer* money than everyone else here?
- 34 I've got *few/little* very close friends.
- 35 There are ten people here but *none* of them are from my class.
- 36 Two boys in my class have got Italian parents but *both/neither* of them speak much Italian.
- 37 There's *several/a little* time before the film starts.
- 38 I've never met *some/any* of my family.
- 39 *All/All of* us like meeting friends.
- 40 *Both/Neither* my sisters are left-handed. /5

Self Assessment

1.16 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise	If you need practice,
1	Language Choice 1
2	Language Choice 2
3	Language Choice 3
4	Language Choice 4 and 5
5	Students' Book p.11 exercises
6	Language Choice 6

2 CAMPAIGNS

Objectives: Read, listen and talk about different sorts of campaigns; discuss issues and write a 'for and against' essay; learn about the Past Perfect Continuous; learn more about linking prepositions.

EF3 Task Focus: Listening Task 1; Writing Task 2

TOPIC TALK

- 1 Describe what is happening in the photos (a-c).
- 2 **1.17 1.18** Listen to the conversation. Match the people, Dan (D), Carol (C) or both of them (B), with these opinions.
 - 1 is against nuclear power
 - 2 is worried about global warming
 - 3 is in favour of wildlife conservation
 - 4 belongs to an NGO (non-governmental organisation)
 - 5 wants to go on a demonstration
- 3 **1.17 1.18** Listen again. Complete the information in the network for Dan and Carol.



a A demonstration

b Volunteering

Big issues

There are ¹some/a lot of issues that I care about. I support campaigns ²_____ but I don't really approve of those ³_____. I think other issues are more important, like ⁴_____. We should really do something about ⁵_____. I ⁶belong to Greenpeace/am not in any NGOs. I've ⁷_____ but I've never ⁸_____.

Campaigns

for better education, disabled people's rights, the environment, freedom (of speech), healthcare, human rights, peace, public transport, wildlife conservation, women's rights

against animal testing, bullying, child poverty, corruption, cruelty to animals, drugs, global warming, homelessness, nuclear power/weapons, pollution, public spending cuts, racism, street crime, vandalism, whale hunting

Activities

attended meetings, been on a demonstration/protest march, donated money, signed a petition, taken part in fundraising activities, worked as a volunteer

- 4 **1.19** Pronunciation Listen to the expressions. Which of the sounds 'disappear' in rapid speech?

- | | |
|-------------------|-------------------|
| 1 going to | 5 last big one |
| 2 don't know | 6 against hunting |
| 3 last night | 7 want to |
| 4 not that simple | 8 get back |

LANGUAGE CHOICE 11: PAGE 10

- 5 Work in pairs. Use the network to talk about issues you care about.

c A fundraising run



GRAMMAR
KINDNESS

Warm Up

- 1 Look at the photos (a-c). Are such acts of kindness common where you live? Why is kindness important in everyday life?
- 2 Read about random acts of kindness. Which of the people, Wendy (W) or Brian (B):
 - a was in a hurry?
 - b was doing shopping?
 - c helped someone confused?
 - d experienced someone's empathy?
- 3 What acts of kindness have you seen or done yourself?

Talking about the past

- 4 Read sentences (a-e). Use the text to put the actions in chronological order. Two of the actions happened at the same time.
 - a He **was looking** for cat food.
 - b He **had left** his glasses at home.
 - c I **found** the packet he wanted.
 - d I **used to have** cats.
 - e I **would buy** loads of cat food.
- 5 Match the verb forms in the sentences (a-e) from Exercise 4 with their uses (1-5).
 - 1 a single event in the past
 - 2 an action that was repeated regularly in the past
 - 3 an event that happened before other past events
 - 4 a past activity that formed the background to past events
 - 5 a state that lasted for some time in the past

The RAK (Random Acts of Kindness) campaign is supported by a lot of non-profit organisations and social networking websites. They encourage people to do small things that can make other people's lives easier or happier. The impact of such acts can be enormous. Kindness is contagious – when you smile and say hello to a stranger, you make them smile and feel happier, which makes you feel better in turn. Read some stories from people who have experienced or performed random acts of kindness.



Wendy

One day in a supermarket, I saw an old man standing in front of the cat food shelf. He had been there for some time and looked lost. I noticed he had cats and I would buy loads of cat food. I offered to help. He was looking for cat food for his neighbour's cat but he had left his glasses at home and he couldn't read the label on the can he wanted and he was so grateful. It was a simple thing but made me feel so much better about myself.



Brian

When I was a student I used to go home every weekend. One Friday I was queuing to buy a train ticket. I had left the library a bit late and my train was already on the platform and there were still two people in front of me. Suddenly the woman in front of me turned and said she could go in front of her. She had probably noticed my tension because I had been fidgeting. Anyway, she saved my weekend as I managed to get home in time for dinner.

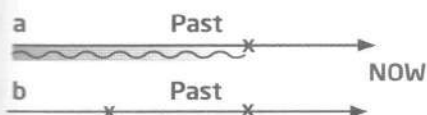


Past Perfect Continuous

6 Match the verb forms in the sentences (a-d) with the uses (1-2).

- a I saw an old man in front of the cat food shelf. He **had been standing** there for some time.
- b He **had left** his glasses at home and he couldn't read the labels.
- c I **had left** the library a bit late and now my train was already on the platform.
- d She had probably sensed my tension because I **had been fidgeting** so much.
- 1 an event that happened before other events in the past
- 2 a longer or repeated activity that happened before other events in the past

7 Match the uses (1-2) from Exercise 6 with the timelines (a-b).



Practice

8 Use the cues in brackets and the Past Perfect Continuous to explain the situations.

- 1 I sent a 'thank you' letter to a friend. (look after my cats)
*I sent a 'thank you' letter to a friend.
He had been looking after my cats.*
- 2 The man was desperate. (try to start his car for half an hour)
- 3 I was tired. (help my neighbour in her garden)
- 4 The shop assistant offered to help me. (look for free-range eggs in the supermarket)
- 5 Mary was unhappy. (argue with her boyfriend for weeks)
- 6 We sang a few songs at a charity concert. (practise for weeks)

LANGUAGE CHOICE 7: PAGE 8

9 Use the cues in brackets to write two explanations for each situation: one in the Past Perfect and one in the Past Perfect Continuous.

- 1 The girl started to cry. (lose her money, look for her lost toy for hours)
*The girl started to cry because she had lost her money.
The girl started to cry because she had been looking for her lost toy for hours.*
- 2 Heather was chosen as the most popular person at her school. (represent her school at some song contests, help other students with maths)
- 3 Mike felt excited. (someone buy him a lottery ticket, get mysterious love letters)
- 4 The homeless man was shocked. (someone give him \$50, someone bring him fresh coffee every morning for a week)

LANGUAGE CHOICE 8: PAGE 8

10 Complete the text with the correct past tense of the verbs in brackets.

When I was a child, we ¹ spent (spend) our holidays in the mountains. One year, we ² _____ (travel) there when the car ³ _____ (break down) in the middle of nowhere. We ⁴ _____ (drive) for over six hours and we ⁵ _____ (be) really tired. To make things worse, our mobiles ⁶ _____ (be) dead - we ⁷ _____ (forget) to charge them! We ⁸ _____ (wonder) what to do when an elderly man ⁹ _____ (pull up) next to us. He ¹⁰ _____ (fix) our car with my father's help and then ¹¹ _____ (invite) us to his home. He ¹² _____ (live) in an old house which ¹³ _____ (be) a shepherd's cabin. He ¹⁴ _____ (work) as a forest ranger all his life and he ¹⁵ _____ (have) a lot of incredible adventures. We ¹⁶ _____ (spend) a lovely evening with him.

Grammar Alive Telling stories

11 1.21 Listen to the girl's story and answer the questions.

- 1 What happened?
- 2 Why was she tired?
- 3 Why was she scared?
- 4 Why was it strange that she didn't know the man?

12 Use the cues to tell stories. Use the Past Simple, Past Continuous, Past Perfect and Past Perfect Continuous in each story.

- 1 walk home - see an old man - drop his walking stick - try to pick it up for some time - be desperate - pick it up for him - accompany him home
- 2 wait at the bus stop - a jogger stop - look very tired - run too long - ask me to call him a taxi - leave his mobile at home
- 3 travel on a train - meet an old friend - not see him since school - be very happy to see me - try to get in touch with me for a long time - want to invite me to his wedding

Warm Up

- 1 Look at the photos and read the headlines. What do you think the protests were about?

Reading

- 2 Read the book extracts and check your guesses from Exercise 1.
- 3 Read the extracts again. Are the sentences true (T), false (F) or not stated (NS)?
- African Americans had the same rights as the whites in the 1950s.
 - A white woman told Claudette to give up her seat.
 - She started her protest because she knew about politics and history.
 - She appeared in court with Luther King.
 - She was braver than the adults around her.
 - The British had the full support of the people of India.
 - British soldiers stopped people from leaving the public garden.
 - Gandhi organised non-violent protests.
 - Gandhi campaigned for women's rights.
 - People around the world were interested in Gandhi's campaign.
- 4 → SKILLS BUILDER 12 Read the extracts again. Use the strategies in the Skills Builder and the words below to describe the writer's opinions about the things (a-d).

arrogant brave clever cruel
determined idealistic imaginative
peaceful proud of ... (e.g. your country)
rebellious undemocratic unfair
untrue violent well-educated

- a the situation of African Americans in 1955
The author thinks it was unfair and undemocratic.
- b Claudette Colvin
c British rule in India
d Gandhi



1.22

Teenage Defiance

In the 1950s, African Americans were second-class citizens. In the South, they had to sit at the back of buses and give up their seats for whites. A courageous schoolgirl called Claudette Colvin challenged this unjust discrimination.

- On March 2 1955, while riding a bus in Montgomery, Alabama, Colvin refused to give up her seat and was thrown off the bus and arrested for her peaceful protest.

Decades later, Colvin looked back on the incident: 'We had been studying the Constitution in class. I knew I had rights. I was thinking "Why should I have to get up just because someone tells me to or just because I'm black?"'

- Colvin was also inspired by strong women who had fought against slavery a century earlier. 'My head was just too full of black history. I couldn't stand up,' she later said.
- Colvin became a key witness in a court case that went to the Federal District Court of Alabama and then the US Supreme Court. It finally outlawed segregation on the buses forever. Martin Luther King Jr declared Colvin a 'brave young lady' for her defiance.

Fifty years later, she described her feelings. 'As a teenager, I kept thinking, "Why don't the adults around here speak out about this?"' she said. 'You have to take a stand and say, "This is not right."'

- 5 Vocabulary Look at the Word Builder. Match the verbs in bold with the meanings (a-f).

- a remember
b say something publicly in protest
c force to leave a vehicle
d make something happen at an earlier time
e give to someone else
f stop something by force

Word Builder Multi-part verbs (2)

- Colvin refused to **give up** her seat and was **thrown off** the bus.
- Colvin **looked back on** the incident.
- Why don't the adults around here **speak out** about this?
- British rulers in India decided to **put down** protests in the city of Amritsar.
- ... this **brought forward** the end of the empire.

END OF EMPIRE

In April 1919, the British rulers in India decided to put down protests in the city of Amritsar. As people gathered in the public garden during the festival of Vaisakhi, a British general ordered his soldiers to block the exits and shoot into the crowd. As well as thousands of injuries, there were hundreds of deaths.

Despite the violence and anger that followed, Mohandas Gandhi was able to organise non-violent protests such as a boycott of British goods. But how could peaceful resistance force the British to leave India?

Gandhi began a campaign of non-cooperation with the British authorities. Parents stopped sending their children to British schools, people refused to go to British law courts and others walked out of their jobs for the government.

The British tax on salt also became a concern for Gandhi. In a hot country like India, salt was important to everyone and the tax represented an enormous amount of money for the British. So Gandhi began a new campaign with a march across the country to collect salt without paying tax. Thousands of people joined him but the authorities could

do nothing about it as going for a walk was not a crime.

Gandhi finally reached the end of his journey at the town of Dandi, where he broke the law by producing salt. The British arrested him as soon as they could but now millions of people had joined his campaign and the world was watching. Civil disobedience spread across India and this brought forward the end of the empire.



Look at the Sentence Builder. Match the words in bold (1-6) with their uses (a-f). How do you say the words in bold in your language?

- a to describe something happening at the same time
- b to give a reason
- c to compare something
- d to describe someone's role or job
- e to give an example
- f to add information

Sentence Builder *as*

- 1 **As well as** thousands of injuries, there were hundreds of deaths.
- 2 Gandhi was able to organise non-violent protests **such as** a boycott of British goods.
- 3 **As** people gathered in the public garden, a British general ordered his soldiers to block the exits.
- 4 The authorities could do nothing about it **as** going for a walk was not a crime.
- 5 The British arrested him **as** soon **as** they could.
- 6 **As** a teenager, I kept thinking, 'Why don't the adults speak out about it?'

7 Use the cues to make sentences with *as*.

- 1 at university / he worked / volunteer / for an NGO
At university he worked as a volunteer for an NGO.
- 2 he did / different jobs / fundraising and writing letters
- 3 after university / he got / a job with a charity / he had experience working for NGOs
- 4 he visited / Africa / several times / going to the USA and Australia
- 5 one day / he was going to work / he had an idea for a new NGO
- 6 his new group / is not big / other NGOs but he is happy

8 Your Culture Choose a story from your country's history. Answer the questions and write notes.

- 1 What was the situation?
- 2 Who was involved? What did he/she/they do?
- 3 What happened next? What problems were there?
- 4 What happened in the end?

9 Work in groups. Tell your partners your story.

My country was invaded by the French in 1066 ...

No Comment

'You can cage the singer but not the song.'

Harry Belafonte

Warm Up

1 Your Culture Work in pairs. Look at the photos (a-c). Ask and answer the questions.

- 1 Do you think cruelty to animals is a problem in your country? Why/Why not?
- 2 How strict are the laws about animal cruelty in your country?
- 3 How strong are animal rights groups or animal welfare groups (e.g. the RSPCA: the Royal Society for the Prevention of Cruelty to Animals in the UK)?

Listening

2 EF3 1.23 1.24 Listen to the radio programme. Match the opinions (a-f) with the speakers (1-5). There is one extra opinion.

- a We should live without exploiting animals.
- b It's disgraceful that people abandon pet animals.
- c Hunting is natural and good for the environment.
- d It is cruel to have animals performing for people's amusement.
- e Animals should have the same rights as humans.
- f The government should ban all types of hunting.

3 1.23 1.24 → SKILLS BUILDER 1 Listen again. Use the strategies to list three facts and three opinions that the speakers mention.

4 Look at the Sentence Builder. How do you say the sentences without emphasis?

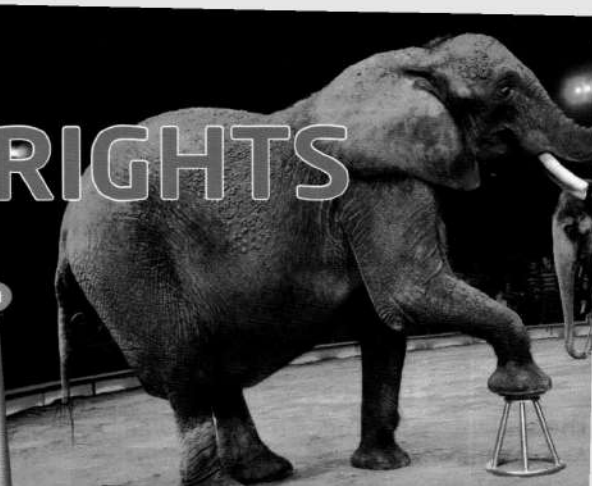
- 1 I dislike people who kill animals for fun.

Sentence Builder Emphasis (1)

- 1 The people I dislike are those who kill animals for fun.
- 2 The people I disagree with are the ones who organise all this anti-hunting stuff.
- 3 An organisation I admire is the RSPCA.
- 4 The thing I hate is the use of animals in circuses.

→ LANGUAGE CHOICE 9: PAGE 8

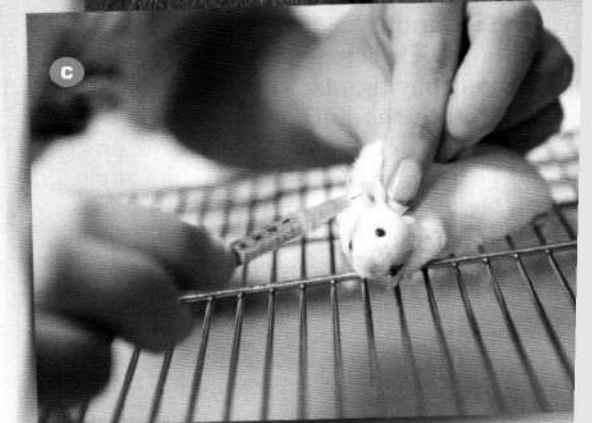
a



b



c



5 Rewrite the sentences starting with the brackets.

- 1 I dislike the use of animals for sport. (The thing I dislike is the use of animals ...)
- 2 I really admire people who speak out for animals. (The people ...)
- 3 I really love Alsations. (The dogs ...)
- 4 I am in favour of campaigns against animal testing. (The campaigns ...)
- 5 I am afraid of insects that bite. (The insects ...)
- 6 I love going to the local zoo. (The place ...)

6 Work in pairs. What are your opinions about animal rights? Tell your partner.

A: The thing I really hate is the use of animals in circuses.

B: The thing I dislike is people abandoning dogs and cats.

Speaking Workshop

- 7 Read sentences 1-5. Do you think they are probably true (T) or false (F)?

- 1 A lot of medical research involves the use of animals.
- 2 Animal testing for cosmetics is still legal everywhere in the world.
- 3 Animal testing has helped to develop drugs that have saved millions of lives.
- 4 It is easier to see the long-term effects of drugs by testing on humans rather than on animals.
- 5 The numbers of larger animals used for testing have gone down in the last few years.



- 8 1.25 DVD 2 Listen to or watch the discussion and check your answers from Exercise 7.

- 9 Look at the Talk Builder. Match the expressions in bold with the uses (a-e).

- a to say something is certain
- b to add new information (x 2)
- c to show agreement (x 2)
- d to show you are being direct and honest
- e to show you'd be surprised if someone did not think something

Talk Builder Discussions

Opinions

- 1 There's no doubt that ...
- 2 In my opinion, we should ...
- 3 It's clear that ...
- 4 It's **definitely** true that ...
- 5 **Frankly**, I think ...
- 6 Personally, I think it's disgraceful that ...
- 7 **Surely** that's a good thing? Don't you think so?
- 8 It's obvious that ...

Reactions

- I'm afraid I don't agree with that at all.
Actually, ...
 That's a valid point.
Absolutely.
 I completely agree that ...
Exactly, ...
 But what about ... ?
 I don't think so.
In fact, ...
 I'm sorry but that's just not true.
 I'm afraid I'm not convinced.
 No, I wouldn't say that.

→ SKILLS BUILDER 33

- 10 1.26 Pronunciation Listen and write down the word that is most emphasised. Then listen again and repeat the words.

1 *Actually*

- 11 Choose the correct expressions to complete the dialogue.

A: ¹*In my opinion*, Definitely, we should ban animal testing now.

B: ²*Absolutely/Personally*, I don't agree.

³*Actually/Exactly*, I think it can be useful.

A: But ⁴*definitely/surely* too many animals die and suffer every year?

B: ⁵*Frankly/Surely*, I think that human lives are worth more than those of animals.

A: ⁶*Absolutely/Actually*. But animals don't need to suffer. ⁷*Personally/In fact*, there are other good ways of doing experiments. Computer models are useful.

B: ⁸*Frankly/Exactly*. They're useful but they can't replace animal testing.

- 12 Work in groups. Have a discussion about animal rights.

- 1 Choose one of the statements to discuss. Choose two people to be in favour of the statement and two people to be against it.

- All hunting should be banned.
- Animal testing is okay if it saves people's lives.
- We should all be vegans or vegetarians.

- 2 → SKILLS BUILDER 34 Use the strategies to prepare for the discussion.

- 3 Have your discussion. Take turns to give your opinions and react to other people's.

- 13 Tell the class about your discussion. Which of the arguments do you think were stronger?

We discussed animal testing. I think the strongest argument was that animal testing saves lives.

NATURAL BEAUTY

Warm Up

PHOTOSHOPPED



- 1 Look at the photo. In what ways do you think fashion models are different from most people?
- 2 Read the text. What did the 'Be Natural' campaign aim to achieve?

1.27

The beauty and fashion industry all over the world promotes a distorted idea of beauty. Young women's self-esteem is systematically challenged because of computer-manipulated photos of unnaturally thin and heavily made-up models in the media. As a result of the pressure of glossy magazines, young women, except for confident individuals with really strong personalities, try to conform to 'ideal body standards'. In spite of looking absolutely normal, fifty-three percent of women in the UK say that they often worry about looking short and fat. In addition to constantly watching their diet, fifty percent of 16 to 21-year-old girls in the UK would consider having cosmetic surgery to alter the way they look.

The aim of the 'BeNatural' campaign was to make teenage girls and women aware that lots of images in the media are artificially manipulated and that women should accept their looks as they are, instead of trying to look like the models in the photos. Apart from raising awareness, the organisers wanted fashion and beauty companies to display a special sign on photos that have been airbrushed.

The campaign was a huge success. It gained support from models, designers and celebrities and was promoted during a huge event at a London shopping centre.

- 3 Do you think photos of people should be computer-manipulated? Why/Why not?

Linking prepositions

- 4 Match the linking prepositions (1-5) in red in the text with the meanings a-e.

1 because of, as a result of	a although
2 in addition to, apart from	b not including
3 instead of	c as a consequence of
4 except for	d as well as
5 in spite of	e rather than

- 5 Which two of the forms below can follow the linking prepositions in Exercise 4?

- a noun
- the -ing form of a verb
- an infinitive

→ LANGUAGE CHOICE 10: PAGE 8

- 6 Complete the text with the linkers below.

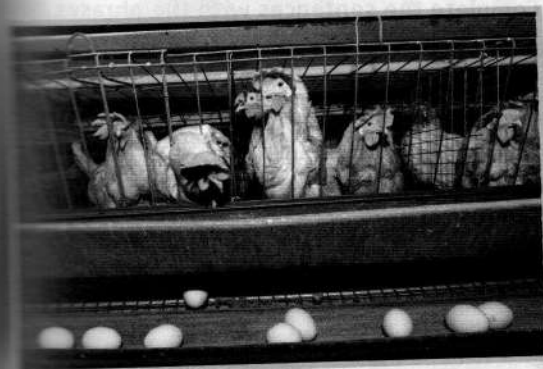
except for instead of because of
in spite of in addition to

My friend Michael started a 'Beautiful Streets' campaign in our town. All schools took part in it, ¹ very young children. We collected litter from the streets and cleaned graffiti. ² cleaning, we did talks in schools and tried to convince people that, ³ dropping wrappings and empty cans on the streets, they could put them in the bins. We could only run the campaign in the afternoons and at weekends ⁴ our school duties. ⁵ the limited time, our campaign was a real success and the streets of our town are much cleaner now.

- 7 Rewrite the sentences starting with the words given.

- 1 We gave up the idea of a protest march and organised a rally.
Instead _____
- 2 We carried banners as well as photos of homeless animals.
Apart _____
- 3 Everybody helped in the preparation but not my brother.
Except _____
- 4 The rally went on for three hours although the weather was horrible.
In spite _____
- 5 After we organised the demonstration, the government promised to change the law.
As a result _____

Writing Workshop 2



Look at the photo. What do you know about factory farming? Tell the class.

SKILLS BUILDER 13 Read the essay. Use the strategies to decide if the statements (1-6) underlined in the essay are facts or opinions.

Factory farming involves keeping farm animals inside buildings to increase the production of meat or eggs. According to the Worldwatch Institute, twenty-four percent of the world's poultry, forty-nine percent of its beef and sixty-eight percent of its eggs are produced in this way.

I personally think that factory farming is cruel to the animals. For instance, many farm animals are kept in small spaces where they can hardly move. Animal rights activists claim that these animals suffer terrible stress. Furthermore, factory farming has a negative impact on the environment because it creates a lot of waste and uses a lot of pesticides and antibiotics as well.

On the other hand, advocates of factory farming say that, apart from being a lot cheaper than traditional or organic farming, it provides more food for a world population that has already reached seven billion, according to the United Nations. As factory farms do not use a lot of workers, the costs are low and production is high. Moreover, the animals suffer from fewer diseases than those living outside.

That may be right, but I don't think solving the food problem while destroying the environment is beneficial for mankind.

To sum up, despite producing cheap food, factory farming is bad for the planet and for the animals themselves. In my opinion, we should try to reduce this kind of farming although we would have to pay more for our eggs and meat.

Text Builder

3 Read the essay again. Match the topics (a-e) with the paragraphs (1-5).

- | | |
|-----------------------------|-----------------------------------|
| a conclusion (your opinion) | d your opinion and reasons for it |
| b opposing opinion | e why you disagree |
| c introduction to the topic | |

4 Which of the linking expressions in red in the text do the following?

- summarise
- add new information (x 4)
- give examples
- mention sources of information
- contrast statements (x 3)

5 Choose the correct linkers to complete the sentences.

- According to/Furthermore Greenpeace, factory farming is bad for the environment.
- Although/Apart from it produces cheap food, factory farming does not create jobs.
- Despite/Apart from producing most of our meat, factory farms produce ninety percent of our eggs.
- Factory farms produce cheap meat. Furthermore/On the other hand, the conditions are cruel to the animals.
- Factory farm animals are uncomfortable. On the other hand/Moreover, they only live a few months.

6 **ЕГЭ** Write an opinion essay.

→ **SKILLS BUILDER 23**

1 Choose one of the essay titles (a-c) or choose another topic from the module.

- We should only have organic farming.
- Performing animals should be banned in circuses.
- We should not use animal products (e.g. leather and fur) in clothes.

2 Brainstorm 2-3 arguments to support your opinion and 1-2 arguments against.

3 Then write notes for your introduction and conclusion.

4 Use your notes to write your essay. Use linking expressions.

7 Work in groups. Tell your partners your opinions about the issue you wrote about. Have a discussion and then report to the class what you agree and disagree about.

We agree that organic farming is better but we don't think it should be the only sort.

Language Review Module 2

1 Talking about big issues Complete the sentences with the words below.

conservation cuts power rights speech

- 1 More should be done about human _____.
- 2 Our campaign group is against nuclear _____.
- 3 We think it is wrong to have spending _____ now.
- 4 The government is trying to stop our freedom of _____.
- 5 We must do more about wildlife _____ before some animals die out. /5

2 Past Perfect Continuous Use the cues to write questions and answers.

- 6 **Tom:** How long / you / drive / when the accident happened?
- 7 **Kate:** We / drive / for eight hours.
- 8 **David:** Simon looked tired when he arrived. What / he / do / ?
- 9 **Jack:** He / jog / .
- 10 **Mum:** Your shirt was dirty when you came home. What / you / eat / ?
- 11 **Paul:** I / eat / spaghetti bolognaise - very quickly! /6

3 EF3 Past Perfect or Past Perfect Continuous Complete the sentences with the correct form of the verbs in capital letters.

- 12 I was lucky on Saturday. It _____ RAIN all morning but the sun came out at lunchtime so I decided to walk into town.
- 13 I _____ for about fifteen minutes WALK when it started raining again.
- 14 I _____ my umbrella and I was NOT getting really wet. TAKE Suddenly, Luke and his dad stopped
- 15 for me in their car. They _____ SEE me from the other side of the road and they turned round to get me. They're so kind. /4

4 Multi-part verbs (2) Complete the sentences with a verb.

- 16 You should _____ out about this issue because it affects us all.
- 17 Don't _____ up your place in the dinner queue even if the bullies from Year 12 try to get in front of you.
- 18 When you _____ back on the campaigns you fought for in the 1990s, are you proud of what you achieved?
- 19 The organisers want to _____ forward the time of the march to midday.
- 20 You can't _____ me off the train. I've got a ticket. /5

5 as Complete the sentences with the phrases below.

as important as such as as well as as a

- 21 Animal rights are _____ human rights.
- 22 _____ student, my father joined the Labour Party.
- 23 I belong to several protest groups, _____ Greenpeace and CND.
- 24 We want freedom of the internet _____ freedom of speech.

6 Emphasis (1) Rewrite the sentences using the words in brackets.

- 25 I disagree with people who want to cut spending. (The people / ones)
- 26 We agree with the Green Party. (The party)
- 27 I don't like people who are cruel to animals. (The people / those)
- 28 I don't understand why some people are so greedy. (The thing)

7 Discussions Complete the sentences with one word in each gap.

- 29 There's no doubt _____ that our campaign is worth it.
- 30 I'm sure _____ but that's just not true.
- 31 Surely _____ that's a good thing, isn't it?
- 32 I'm a bit _____ I'm not convinced.
- 33 In my opinion _____, governments don't care.

8 Linking prepositions Complete the text with one word in each gap.

No one in my family is interested in politics except _____³⁴ me. I've joined a campaign against pollution _____³⁵ a result of a television documentary that I saw. Instead _____³⁶ sitting at home, I'm going to be more active. Apart _____³⁷ recycling, I've never done anything political but next week, in spite _____³⁸ my parents' worries, I'm going on a protest march. Because _____³⁹ our actions, we may convince other people to join our campaign and, _____⁴⁰ addition, we may even force the government to change its decisions.

Self Assessment

1.28 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise If you need practice, go to

1	Language Choice 11
2	Language Choice 7
3	Language Choice 8
4	Language Choice 12
5	Language Choice 13
6	Language Choice 9
7	Students' Book p.21 ex.11
8	Language Choice 10

EF3 USE OF ENGLISH, Task 1

EF3 ЦПРАТЕПНН УСПЕХА, с. 115

LEARNING LINKS: 1 Check Your Progress 2 → MyLab / Workbook page 21. Complete the Module Diary.
2 EF3 Exam Choice 1 → MyLab / Workbook pages 22-24.

3 THE MEDIA

Objectives: Read, listen and talk about different types of media; describe a scene; learn more about verb patterns and negation; write a review of a TV programme.

EF3 Task Focus: Listening Task 1



TOPIC TALK

1 Look at the photos (a-e) and the network. What types of media can you see?

a local radio

2 2.1 2.2 Listen and match the extracts (1-4) with the types of broadcasts (a-e). There is one extra type.

- a national news report
- b an opinion podcast
- c report in online music magazine
- d local news report
- e interview in online film magazine

3 2.3 2.4 Listen to Simon. Complete the information in the network.

My media use

To get information about my interests, I often check out ¹ _____.

Whenever I want to keep up with the latest news, I ² read/watch/listen to ³ _____.

To chill out, I ⁴ read/watch/listen to ⁵ _____.

My favourite TV programmes are ⁶ _____.

When I want to express my own opinions, I post comments on ⁷ _____.

When I'm doing research for school work, I use ⁸ _____ and ⁹ _____.

To catch up with my friends' news and give my own, I use ¹⁰ _____.

4 2.5 Pronunciation Listen to the sentences. Use the context to identify the word you hear.

- | | |
|-------------------|--------------|
| 1 whether/weather | 5 weak/week |
| 2 where/wear | 6 no/know |
| 3 our/hour | 7 site/sight |
| 4 write/right | 8 two/too |

LANGUAGE CHOICE 14: PAGE 10

5 Work in groups. Use the network to talk about your media use.

Print media

- fashion, film, men's, music, news/current affairs, sport, women's **magazines**
- daily/weekly, local/national, tabloid/quality **newspapers**

Broadcast media

- **TV programmes:** chat shows, comedy programmes, discussions, documentaries, drama series, films, game shows, reality shows, sitcoms, soap operas, the news, the weather forecast
- **Radio programmes (local/national):** discussions, documentaries, music, news, phone-ins, plays

Online media

- **Blogs:** fashion, personal, sport, travel
- **Websites:** celebrity, file-sharing, health, news, online magazines (e.g. film/music/sport), online radio, online shopping, reference (e.g. online dictionaries), school, science, social networking, video-sharing (e.g. YouTube), wikis (encyclopedias)
- podcasts, search engines

Warm Up

- 1 Your Culture Work in pairs. Ask and answer these questions.
- 1 What are the main national newspapers and current affairs magazines in your country?
 - 2 Where do you get news about films, music, sport and technology?
 - 3 How do you find out about what is going on locally?

Reading

- 2 Read the three texts. Match the summaries (1-4) with the texts (a-c). There is one extra summary.

- 1 Hurricane Irene was caused by global warming.
- 2 Hurricane Irene affected millions of people and caused severe damage in twelve states.
- 3 Hurricane Irene did not affect New York City as badly as predicted.
- 4 The US media exaggerated the dangers of Hurricane Irene.

- 3 Read the texts again. Match the sentences (a-h) with the gaps in the text 1-7. There is one extra sentence.

- a All airports in the area are now closed.
- b We now have final figures for the hurricane.
- c The hurricane was not caused by global warming.
- d 'But sometimes New Yorkers lose their heads.'
- e Okay, there was flooding and wind damage.
- f 'We all hope for the best and prepare for the worst,' he had said.
- g Then he jumped into the sea for a swim.
- h At least nineteen people were killed on Saturday as Hurricane Irene moved up the east coast.

- 4 → SKILLS BUILDER 14 Use the strategies to classify the three texts.

- unreliable and biased
- reasonably objective, fair and reliable

- 5 Vocabulary Look at the Word Builder. Match the expressions (1-6) in bold with the meanings (a-f).

- a an event whose importance is exaggerated
- b panic
- c was lucky to escape
- d not so bad after all
- e losing strength
- f is no longer worried

USA NEWS



New York breathes a sigh of relief

(2.6)

New York 'dodged the bullet' on Sunday as Hurricane Irene weakened into a tropical storm.

By Jon Swaine, New York, Sunday August 28

Gary Atlas had jogged along Coney Island seafront on each of the past 1435 mornings and he was not about to give up the 1436th because his mayor and president had ordered him to stay inside. 'I'm not going to miss a day, hurricane or no hurricane,' said Mr Atlas, 59, as the eye of Irene entered New York City directly above him. ¹ _____

As his fellow New Yorkers awoke to streets covered with leaves and puddles rather than the smashed skyscraper windows they were warned to expect, his decision seemed reasonable. But many elsewhere were not fortunate. ² _____

By the time it reached New York, however, Irene had been downgraded to a tropical storm. Some local residents thought that authorities had overreacted. 'It's not as bad as they said it would be,' said John Harris, 37. 'Where I'm from, we're used to strong hurricanes,' said Miss Sweatt from South Carolina. ³ _____

As they glanced southwards at what might have been, however, many New Yorkers were glad to have followed Barack Obama's advice. ⁴ _____

Word Builder Idiomatic language (1)

- 1 New York **breathes a sigh of relief**.
- 2 New York **dodged the bullet**.
- 3 Sometimes New Yorkers **lose their heads**.
- 4 It was **not the end of the world**.
- 5 It was more like **a storm in a teacup**.
- 6 The hurricane is **running out of steam**.

This week

STORM IN A TEACUP

DOC KEMP TALKS

In the old days, Americans used to get ready for hurricanes and think no more about it. Nowadays, the media turn every hurricane into a catastrophe 'caused' by global warming. For example, last weekend we were waiting for Hurricane Irene to hit the USA and the TV and newspapers were in a panic. What happened in the end? ⁵ _____ Unfortunately, a few people were killed. But it was not the end of the world – it was more like a storm in a teacup. This came as a surprise to a lot of people but not to me. It is clear that this government and its media friends have got used to exaggerating weather events to get more money for the criminal lie that is global warming.



- 6 Look at the Sentence Builder. Match the expressions (1-3) in bold with the meanings (a-c).

- a be familiar with something
- b did something regularly in the past
- c become familiar with something

Sentence Builder *used to*

- 1 In the old days, Americans **used to** just *get ready* for hurricanes and think no more about it.
- 2 Where I'm from, **we're used to** *strong hurricanes*.
- 3 This government and its media friends have **got used to** *exaggerating* weather events.

LANGUAGE CHOICE 16: PAGE 10

- 7 Work in pairs. Ask and answer the questions.

- 1 What did you use to enjoy at school when you were about ten or eleven?

When I was ten or eleven, I used to enjoy art classes a lot.

- 2 Are you used to spending time on your own? When are you usually alone?
- 3 Would you get used to living in the USA? What things would you not get used to?
- 4 How did you use to get to school when you were five or six?
- 5 When you first came to your present school, what things weren't you used to?
- 6 What will be difficult (and easy) to get used to when you leave school?

- 8 Imagine you work for a local newspaper. Choose an important event (real or imaginary) and write notes about:

- what the event was
- when the event happened
- where it happened
- what the consequences were
- your conclusion

- 9 Work in groups. Find out about your partners' news stories.

A: *What happened?*

B: *There was a very bad storm on 10 March.*

Your Choice

ENVIRONMENT

Hurricane Irene Updates

24/7 Weather USA

Saturday 11.00 p.m.

Operators finished shutting down the Oyster Creek nuclear reactor at 5.00 p.m. ⁶ _____ 2.3 million people have been evacuated from their homes.

Sunday 03.30 a.m.

The hurricane has hit New Jersey with 75 mph winds. Severe flooding is being reported in Philadelphia. Many homes are without power.

Sunday 07.00 a.m.

Strong winds and heavy rain are affecting New York City but the hurricane here has been downgraded to a tropical storm. It looks like Irene is running out of steam.

Monday 06.00 p.m.

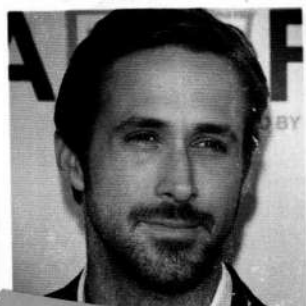
⁷ _____ Forty people have been killed, with 55 million people affected in twelve states. It will make history as the most expensive natural catastrophe in American history and could cost \$37 million.

No Comment

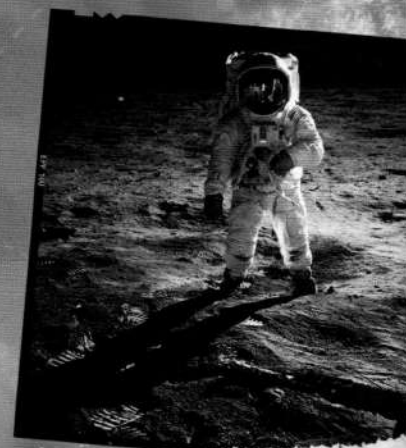
'It's amazing that the amount of news that happens in the world every day always exactly fits the newspaper.' *Jerry Seinfeld*



Obama's Historic Speech



Ryan Gosling voted the hottest star!



Neil Armstrong walks on the Moon

Warm Up

- Look at the photos and the headlines. Which of the news events do you consider important? Which will be remembered in twenty years' time? Why?
- EF3 2.7** Listen to the three people talking about the media. Which of them (1-3):
 - likes the radio?
 - thinks that the news on 24/7 TV is not presented in an effective way?
 - says that we don't have in-depth knowledge of current affairs?
- Read the text. What would be the best title for it?
 - No news is good news!
 - Think before you read (or watch)!
 - Gossip rules the media!
- Work in pairs. Discuss the news below. Which will matter in the future? Why/Why not?
 - Water has been found on the moon.
 - Bill Gates has spent a billion dollars on agricultural research.
 - Scientists have used a tiny robot to treat a tumour in a mouse.
 - A British tourist has been killed by a shark.

Verb patterns

- Read the three extracts from Exercise 5 on page 105. Put the verbs and expressions below in the correct place in the table.

can't stand want require be worth avoid
 enjoy prefer manage give up start
 not mind used to decide finish
 be used to learn

verb + infinitive	
verb + -ing form	avoid



FEATURED POSTS

(2.8)

We are literally drowning in news. Have you ever tried reading the whole newspaper, including the financial and sports pages? Or have you followed every piece of news on the front page of a news website? It's practically impossible. Reuters alone puts out 3.5 million news stories a year. And that's just one source.

And how many of these stories are actually going to matter twenty years from now? You probably remember following the news about Michael Jackson's death or Prince William's wedding but will these stories make any difference for the future? Will they change our lives? We're probably going to forget watching the last Olympics sooner than we think.

Maybe we should stop to think about which news is really important so that in the future we don't regret wasting our time on trivial things. But the amount of news is not the only problem. Unfortunately, the view of the world we get from the media is seriously distorted. Most of the news we get is local – the accident of a minor celebrity or a local society scandal is covered more extensively than important international news. Try to find out what's going on in other parts of the world – it's not easy. English-speaking networks often 'forget' to report news related to other parts of the world than their own. In the USA, the coverage of Russia, China and India together is on percent of the total news. The main reason for this is that covering your local Britney Spears or Paris Hilton is cheaper. And also, people love trashy gossip. I regret to say I'm a fan myself!

Dr John Adams, a media psychologist, suggests that 'We should stop watching or reading whatever is on. Next time you go online, turn on the TV or pick up a newspaper, remember to select something worthwhile. If there's nothing really worth watching, try turning the TV off. You can spend this time in a much more useful way.'

- 5 Some verbs can be followed by both *-ing* forms and infinitives. Match the sentences (1-10) with each pair of meanings (a-b).

- | | |
|--|---|
| 1 Try to find current news. a | a make an effort to see if you can do something difficult |
| 2 Try turning the TV off. b | b do something and see the results |
| 3 You remember watching the Oscars. | a recall a past experience |
| 4 Remember to select the news that is worth your time. | b not forget an obligation |
| 5 We should stop to think which news is worth watching. | a give up an activity |
| 6 Stop watching whatever is on. | b pause in an activity in order to do something else |
| 7 I regret to say I'm a fan myself! | a feel sorry about something you did before |
| 8 We don't regret wasting our time. | b feel sorry about something you are going to do or say |
| 9 News networks 'forget' to report the news related to other parts of the world. | a not do something because you forgot about it |
| 10 We're going to forget watching the 2010 World Cup final sooner than we think. | b do something and later forget that you did it |

Practice

- 7 Complete the sentences with the infinitive or the *-ing* form of the verbs in brackets.

- I have stopped _____ (watch) news channels: there's too much violence. I'm going to try _____ just (read) my daily newspaper from now on.
- I hated the film. My sister said it was worth _____ (watch) but she forgot _____ (tell) me it was a horror film.
- I haven't managed _____ (read) the newspaper yet. Usually I don't mind _____ (read) on the bus but there was too much noise this morning.
- Tom, did you remember _____ (buy) my newspaper?
I can't stand _____ (read) the news online.
- On the way home, I stopped _____ (talk) to a neighbour who used to _____ (work) for the local radio station.

→ LANGUAGE CHOICE 17: PAGE 12

- 8 Use the cues in brackets to continue the situations.

- I've been to one football game in my life. (remember / be bored to death)
I've been to one football game in my life. I remember being bored to death.
- My brother spends hours in front of his computer. (not stop / play computer games)
- You think television is horrible these days. (try / listen to the radio)
- There was no one interesting at the party. (regret / go there)
- Peter and Ann are at home! (forget / invite them to dinner)

- 9 Use these expressions to give your views about television, newspapers and other media.

It's not worth I enjoy I can't stand I am used to
I don't mind I used to I have given up I avoid

I enjoy listening to music on the radio but I have given up listening to political debates.

→ LANGUAGE CHOICE 18: PAGE 12

Grammar Alive

Telling people what to do

- 10 2.9 Listen to the dialogues (1-5) between two sisters, Jane and Bev. Complete the sentences.

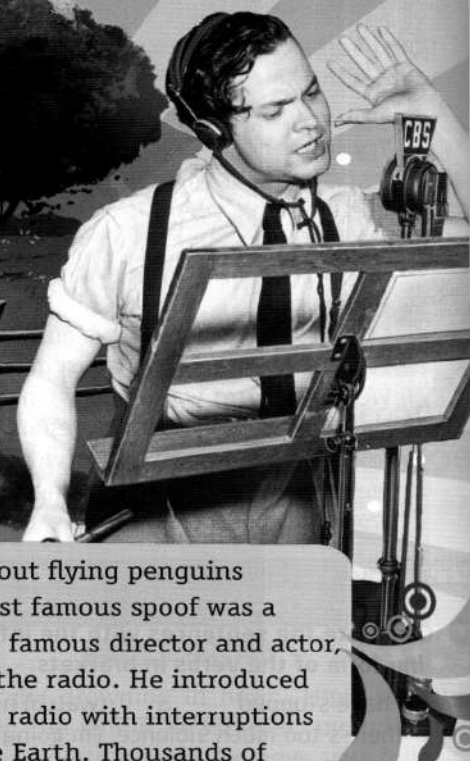
- Jane wants Bev to stop _____ rubbish.
- Bev should remember _____ Jane's laptop.
- Bev should try _____ something more ambitious.
- Bev should try _____ in politics.
- Bev needs to remember _____ the windows.

- 11 Work in pairs. Use the cues to complete the dialogues.

- I'm going out. → Okay. (remember / be back at ten)
A: *I'm going out.*
B: *Okay. But remember to be back at ten.*
- I love vampire stories. → They are horrible. (stop / read them)
- It was a great match. → Sport is so boring. (try / watch something different)
- I'm cooking pasta. → Great! (remember / add salt to the water)
- I'm going for a walk. → Okay. (Don't forget / take the dog with you)
- I can't sleep. → You go to bed too late. (stop / watch those late-night horror films)
- I'm watching the news. → It's all about crime and disasters. (try / find a good book instead)



A spoof is a deception like the BBC documentary about flying penguins or a parody like the comedy series *The Office*. The first famous spoof was a programme on Halloween in 1938. Orson Welles, the famous director and actor, adapted H.G. Wells's story *The War of the Worlds* for the radio. He introduced the play first but the rest of it sounded like real live radio with interruptions for news bulletins about the Martian invasion of the Earth. Thousands of listeners were tricked and frightened because they thought it was real.



Warm Up

- 1 **Your Culture** Work in pairs. Read the information about spoofs and answer the questions below.
 - 1 In the UK, 1 April is April Fools' Day (a time for jokes and tricks) and, in the USA, 31 October is Halloween (a time for tricks and scaring people). What similar day is there in your country? Are spoof programmes ever shown on that day? Do people believe them?
 - 2 Are there any spoof comedy programmes on TV in your country? What programmes do they make fun of (e.g. documentaries, news programmes)? How funny are they?

Listening

- 2 **2.10 2.11** Listen to three extracts from a modern spoof radio play. Order the events (a-f).
 - a A journalist and a professor go to the crater where the objects landed.
 - b Unusual activity was observed on planet Kepler-22b.
 - c Suddenly, one of the objects opens and a horrible creature comes out.
 - d They hear a strange sound coming from the round, metal objects.
 - e Five or six objects land in the desert outside the town of Alice Springs.
 - f A group of large objects move rapidly towards the Earth.

- 3 **2.10 2.11** → **SKILLS BUILDER 2** Listen again. Use the strategies to match the words (1-8) with the meanings (a-h).

- | | | |
|----------------|---|-------------|
| 1 spokesperson | g | 5 red alert |
| 2 to monitor | | 6 flash |
| 3 update | | 7 impact |
| 4 meteorite | | 8 to hum |
- a the most recent information about something
 - b a bright light that shines for a short time and then stops shining
 - c to make a low continuous sound
 - d to carefully watch and check a situation in order to see how it changes over a period of time
 - e a piece of rock or metal from space that has landed on Earth
 - f a warning that there is very great danger
 - g a person who has been chosen to speak officially for a group, organisation or government
 - h the force of one object hitting another

- 4 **Work in pairs. Ask and answer these questions.**
 - 1 Why do you think so many people believed that Orson Welles's adaptation of *The War of the Worlds* was real?
 - 2 Would people nowadays believe a spoof about an alien invasion like the radio play in Exercises 2 and 3? Why/Why not?
 - 3 What films have you seen about alien invasions? What is your favourite?

DVD Choice



5 DVD 3 Watch the spoof and the documentary. Order the things the BBC did (a-e).

- They used computer animation to make the penguins fly.
- They looked for good film of penguins in the BBC archives.
- They combined all the film and animation to make the spoof.
- They showed the spoof on April Fool's Day on national TV.
- They filmed the presenter speaking in the studio.

6 DVD 3 Watch again and answer these questions.

- What advantages would flying penguins have?
- How long has the BBC been making spoofs on April Fool's Day?
- What movements did the animators copy to get the penguins flying?
- What special effects did they use when filming Terry Jones?
- Why did they use a green screen when filming him?

7 What spoof would you like to make? What techniques would you use to make it?

Speaking Workshop

8 2.12 2.13 Listen to the dialogue. Which of these things does Colin find funny about the scene?

- the introduction about the check-in assistants
- Melody's first comment to the woman
- the story of the man and his shoe
- Melody and Keeley phoning each other
- passing over the boarding pass
- Melody telling the woman that everybody's got speedy boarding

9 Look at the Talk Builder. Match the linkers in bold with the meanings (a-e).

- the last thing to happen/after a long time (x 3)
- initially/in the beginning
- the first thing to happen in a series of events
- just at the moment that
- then

Talk Builder Describing scenes

- The scene starts off with ...
- First of all**, she ... Then ...
- At first**, the woman ...
- It's just hilarious because ...
- Anyway, **eventually** she persuades her to ...
- Unfortunately, ... so she immediately ...
- It's so funny because ...
- The next thing that happens is that** ...
- It's ridiculous because **as soon as** she gets it she ...
- In the end**, the woman doesn't look very happy at all and **finally** ...

→ SKILLS BUILDER 35

10 2.14 Pronunciation Listen to and repeat Colin's reactions.

11 Choose the correct linker to complete the sentences.

- Last year, I started playing squash. *First of all/At first* it was difficult but I'm good at it now.
- I went to the gym after school. *At first/First of all*, I got changed and warmed up.
- I started laughing *as soon as/while* that comedy programme started.

12 Describe a scene from a comedy programme or film.

1 Choose a scene.

2 Write notes about what happens in it.

- Where are the characters?
- Who is there?
- What happens first?
- What are people's reactions?
- What happens next?
- What happens in the end?

3 → SKILLS BUILDER 36 Read the strategies for describing scenes. Practise saying things about your comedy scene.

4 Work in pairs. Tell your partner about the scene.

13 What was the funniest part of your partner's scene? Tell the class.

The best bit was when she asked the woman to ...

- 1 Do you follow the news about science? What recent news reports do you remember?
- 2 Read the book description. According to the book's author, are the statements true (T) or false (F)?

The UK media report scientific studies:

- a without providing clear evidence (figures, methodology).
- b objectively.
- c as something sensational.
- d in an over-simplified way.

(2.15)

BAD SCIENCE by Ben Goldacre

In this fascinating book, Goldacre tries to explain why science in the media often seems pointless, simplistic or just wrong. Science is done by scientists but it is often written about by journalists without any science education. So people who understand nothing about science try to convey difficult new ideas to a broad audience. Goldacre classifies science stories in the media into three categories. Wacky stories, like 'Infidelity is genetic', show scientific research as pointless and absurd. Scare stories, like anti-vaccine scares, based on very little evidence, present light risk as immense danger. Breakthrough stories, like 'Pomegranate juice protects us against wrinkles', report unconfirmed and unreliable experiment results. According to Goldacre, very few science stories contain any evidence and science journalists hardly ever provide useful scientific information. There is never any crucial data: no description of experiments, no relevant facts and figures. Why? Because they think no one will understand the 'science bit' so all stories involving science must be dumbed down. They don't quote any sources but use empty phrases like 'scientists revealed' or 'scientists warn'. Goldacre's claim is that in this way the media create a parody of science. Journalists, who are usually humanities graduates with hardly any understanding of science, create an impression that science is wacky, contradictory and hard to understand. In this way, the media effectively reinforce the idea that science hardly makes sense.



- 3 Do you agree that the media present scientific research in a wrong way? Why/Why not?

Negation

- 4 Look at the negative sentences. Which of the words (1-5) in **bold**:
 - a are used with *not* and other negative words?
 - b mean 'almost no'?
 - 1 They don't quote **any** sources.
 - 2 There are people without **any** science education.
 - 3 They give **no** description of experiments.
 - 4 Very **few** science stories contain any evidence.
 - 5 Scare stories are based on very **little** evidence.
- 5 Read the pairs of sentences. Underline the phrase in the second sentence which means the same as the underlined phrase in the first.
 - 1 They think no one will understand it.
They think people won't understand it.
 - 2 They understand nothing about it.
They don't understand anything about it.
 - 3 There is never any crucial data.
There isn't ever any crucial data.
- 6 Change the words in *italics* and use the words in brackets to paraphrase the sentences.
 - 1 There *isn't anything* interesting in them. (nothing)
 - 2 We *haven't got much* time to finish. (little)
 - 3 You can't understand science *without any* science education. (no)
 - 4 Journalists *shouldn't ever* write about things they don't understand. (never)
 - 5 I *don't think anyone* believes tabloids. (no one)
 - 6 There *aren't many* facts in this book. (few)
- 7 Read the Sentence Builder. Translate the sentences into your language.

Sentence Builder *hardly*

Science journalists **hardly ever** (= almost never) provide useful scientific information.
Science **hardly** (= almost doesn't) makes sense.
Journalists are humanities graduates with **hardly any** (= almost no) understanding of science.

- 8 Use *hardly* to paraphrase the sentences.
 - 1 He almost doesn't give any scientific facts.
 - 2 I almost never read science articles.
 - 3 Almost no journalists have science degrees.
 - 4 We almost didn't understand the lecture.

LANGUAGE CHOICE 19: PAGE 12

Writing Workshop 3



Come Fly With Me BBC 1

1 With their TV series *Little Britain* (2003–2007), David Walliams and Matt Lucas became the most famous British comedians of the 2000s. Now the comedy duo has just finished a new series, *Come Fly With Me*, a spoof documentary set in a fictional British airport. Walliams and Lucas play a cast of thirty-six different characters of airport staff and cabin crew.

2 The concept is definitely a good one as modern air travel is such a good target for satire. There is some good acting and great characters, too, like the rude check-in girls, Melody and Keeley, the snobbish airline stewardess, Penny, and the xenophobic immigration official, Ian Foot. There is a real 'mockumentary' feel, too, with the voiceovers and characters talking directly to camera.

3 However, there are so many characters that you lose the sense of the story. As with *Little Britain*, there is so much repetition that you get bored with the same jokes and lines. Worst of all though are the crude racial and sexual stereotypes like the lazy West Indian coffee lady, Precious. Some of the humour is cruel and laughs at people with real problems, like the McDonald's worker who is mentally disabled.

4 To sum up, this show has some very funny bits but it does not really get off the ground and there are such a lot of bad jokes that it becomes dull. Let's hope that the second series, starting in a couple of months, is a lot better than the first one.

- 1** Quickly read the review of the spoof documentary *Come Fly With Me*. Is it positive or negative?

- 2** Work in pairs. Make a list of the good and bad things mentioned in the review of the TV series.

Text Builder

- 3** Read the review about the TV series again. Match the paragraphs (1–4) with the topics (a–d).

- a good things c bad things
b conclusion d basic information

- 4** Look at the Sentence Builder. Which of the linkers can be used with:

- a countable nouns? b uncountable nouns? c both?

Sentence Builder Result linkers (2)

- 1 There are **such a lot of** bad jokes **that** it becomes dull.
- 2 There are **so many** bad jokes **that** it becomes dull.
- 3 There is **so much** repetition **that** you get bored.
- 4 There is **such a lot of** repetition **that** you get bored.

- 5** Join the sentences using linkers from Exercise 4.

- 1 In the programme, there are thirty or forty characters. You cannot remember their names.

There are so many characters in the programme that you cannot remember their names.

- 2 The film cost a lot of money to make. The production company went out of business.

- 3 Most of the dialogues were bad. I turned off the TV.

- 4 There was a lot of traffic in the town centre. We got to the cinema late and missed the film.

- 5 There was a lot of noise in the cinema. I made a complaint to the management.

- 6** Write a review of a TV series that you have seen recently.

SKILLS BUILDER 24

- 1** Choose a TV series. Write notes about:

- basic information (subject/TV channel/main actors/when it started)
- good things about it
- bad things about it
- your personal conclusions

- 2** Write your review in four paragraphs.

- 3** Check your review for mistakes of grammar, vocabulary and punctuation.

- 7** Work in groups. Read each other's reviews. Choose the most interesting one and tell the class about it.

Language Review Module 3

1 Talking about media Complete the sentences with one word in each gap.

- How often do you check _____ what your friends are posting online?
- I find it difficult to keep _____ with all the celebrity gossip.
- Facebook is a great way to catch _____ with everyone's news.
- I spend too much time on my _____ networking site.
- I never watch reality shows or soap _____.

/5

2 Idiomatic language (1) Complete the sentences with the words below.

head sigh steam teacup world

- The runners started quickly but soon ran out of _____.
- Everyone breathed a _____ of relief when the storm passed.
- Marie lost her _____ when she heard the news and started screaming.
- Don't get so upset about losing your phone. It's not the end of the _____.
- Don't worry. It's only a storm in a _____. Tomorrow, someone else will be on the front page of the newspapers.

/5

3 used to Use the cues to write sentences.

- I / used / wake up at 7 a.m. but now I have to get up at 6 a.m.
- I'm slowly / get / used / be / a celebrity
- The British / not / used / snow
- I / not use / like / sitcoms but now I love them
- I'm in Year 12 at school so / I / used / study

/5

4 EF3 Verb patterns Complete the sentences with the correct form the verbs in capital letters.

- Buying a new computer can be very confusing if you don't know a lot about computer technology. For this reason, it's worth _____ an expert about what you need, but also try to do as much research as you can on line before you buy.
- 16 You won't regret _____ this extra time to find a good product. **ASK**
- 17 Remember _____ for a computer with a good processor and lots of memory, especially if you play games. **SPEND**
- 18 And don't forget _____ an anti-virus program to protect your new computer. Finally, make sure the computer has a guarantee, so if it suddenly stops _____, the shop will fix it for free. **LOOK**
- 19 **GET**
- 20 **WORK**

/5

5 Describing scenes Choose the correct words to complete the text.

The scene starts ²¹up/off with a company boss performing a dance for charity. The office manager is jealous and, at ²²first/firstly he tries to convince everyone that the dance is no good. That doesn't work and it's just ²³hilarious/at that moment because he does his own dance which is awful. Everyone watching is embarrassed and, as ²⁴fast/soon as the office manager has finished, they leave. In the ²⁵last/end, he says that the boss was only better because he had practised his dance. /5

6 Negation Rewrite the sentences using the words in brackets.

- There is nothing to do here. (anything)
- There was no one to talk to. (anyone)
- I never want to see you again. (don't)
- There are no great journalists anymore. (any)
- I didn't see anyone famous. (no one)
- We don't ever publish gossip. (never)

/6

7 hardly Rewrite the sentences starting with the words in brackets.

- I don't know him very well at all. (I hardly)
- I very rarely use my home phone. (I hardly)
- Almost none of my friends has a blog. (Hardly)
- There is almost no useful information on this website. (There is hardly)
- We almost never watch TV. (We hardly)

/5

8 Result linkers (2) Use the cues to write sentences.

- There / such / lot / magazines / in this shop that I don't know which one to buy
- There / so / adverts / in this newspaper that it isn't worth buying
- I've got / so / work / to do that I haven't got time to watch television
- There / such / lot / traffic / on the roads that it is quicker to walk to school than to go by car

/4

Self Assessment

2.16 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise If you need practice, go to

1	Language Choice 14
2	Language Choice 15
3	Language Choice 16
4	Language Choice 17 and 18
5	Students' Book p.31 ex.11
6	Language Choice 19
7	Students' Book p.32 ex.8
8	Students' Book p.33 ex.5

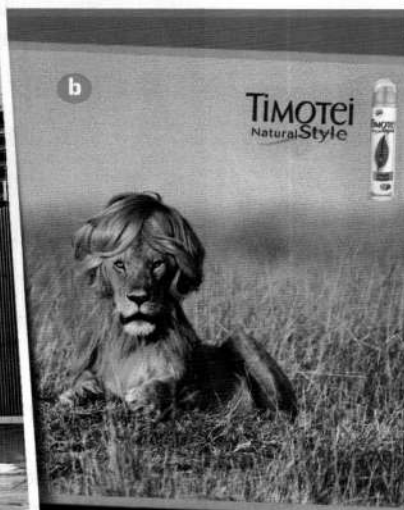
4 ADVERTISING

Objectives: Talk about advertising and shopping; read and listen to adverts and about advertising techniques; ask for help with a problem; write a letter of complaint; learn more about passives and nouns.

EF3 Task Focus: Reading Task 3; Listening Task 1

TOPIC TALK

- 1 Look at the adverts (a-c). What do you think they are for? Check your guesses on page 105. Which of them do you like the most? Why?
- 2 **2.17 2.18** Listen to three adverts. Guess which of the products in the network they are for. Which advert do you think is the most effective? Why?
- 3 **2.19 2.20** Listen to someone talking about advertising and complete the information in the network.



Advertising

I ¹ think/don't think that advertising affects everyone.

The adverts I like most are ² _____.

The ones that annoy me most are ³ _____.

For me, the best adverts are those that are ⁴ _____. I can't stand ads that are ⁵ _____.

My least favourite ones are those for ⁶ _____ but I like ads for ⁷ _____.

Whenever I buy something important, I always shop around and ⁸ _____.

billboards, celebrity endorsements, covert adverts (e.g. in films/on TV), direct mail (junk mail), email (spam), magazine/newspaper ads, radio/TV commercials, sponsoring of events (e.g. sport), text messages, website ads (e.g. pop-ups)

amusing, attractive, clever, dramatic, dull, emotional, funny, humorous, sexist, shocking, silly, tasteless, unusual, weird

clothes and accessories (e.g. gloves, jewellery, trainers)
electronic goods (e.g. hi-fi system, sat-nav, tablet computer, phone)

health and beauty (e.g. aftershave, cosmetics, perfume)

household products (e.g. washing powder)

snacks (e.g. crisps, drinks, sweets)

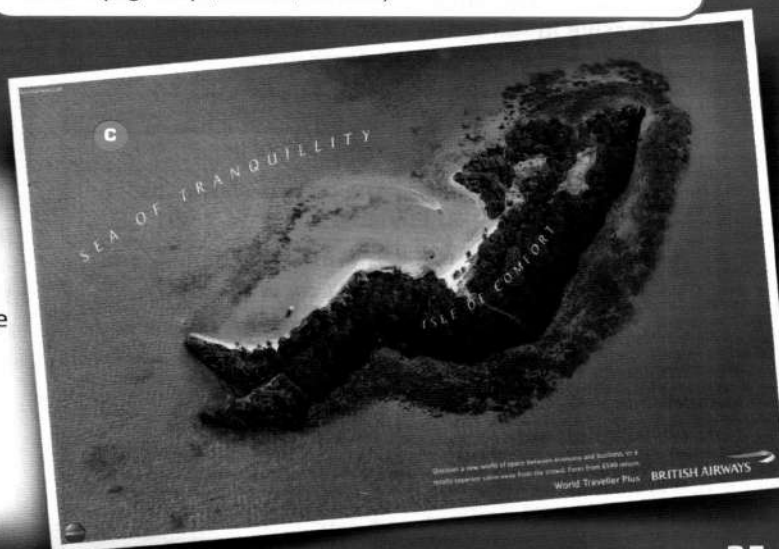
check out prices online, go window shopping, look for bargains, read product reviews, talk to friends and family, watch TV commercials

- 4 **2.21** Pronunciation Listen to the sentences. Use the context to identify which of the unstressed function words are used.

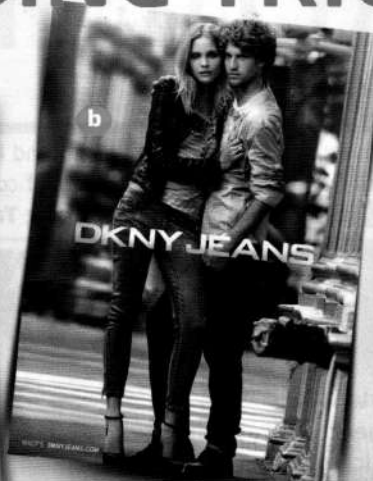
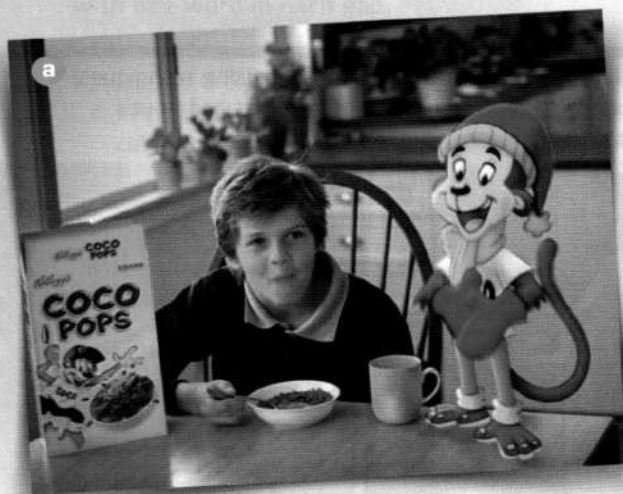
1 a/are/or 3 a/are/or 5 and/an 7 the/there
2 a/are/or 4 and/an 6 the/there

LANGUAGE CHOICE 23: PAGE 16

- 5 Work in groups. Use the network to express your opinions about advertising.



ADVERTISING TRICKS



Warm Up

- 1 Look at the photos (a-c). What products are being advertised? Which advert would encourage you to buy the product? Why?
- 2 Read the article. Which tricks (1-5) do advertisers use with children (C) and with teenagers (T)?
 - 1 using celebrities
 - 2 using cartoon animals
 - 3 presenting the product as difficult to get
 - 4 circulating news about a product by word of mouth
 - 5 suggesting that not having a product will make you lonely
- 3 Do you think you and your friends are influenced by adverts? Why/Why not?

The Passive

- 4 Complete the table with examples of the Passive in red in the text.

Present Simple	
Present Continuous	
Present Perfect	
Past Simple	<i>The ad was shown last week.</i>
Past Continuous	<i>The trick was being used by all car producers.</i>
Past Perfect	<i>It hadn't been advertised before.</i>
be going to + infinitive	
will + infinitive	
modal + infinitive	

Streetcorner opinion

(2.22)

We are being bombarded with advertisements all the time and a lot of them are targeted at young people.

Smaller children, apart from spending their own pocket money, can also influence what their parents buy, so many TV ads are created with kids in mind. For example, adverts for drinks feature cartoon animals. Then, as two-year-olds are being pushed around the shop by their parents in a trolley, they recognise the drink from the advert and ask the adults to buy it.

As children grow older, some products are marketed to them as 'must-have' items, implying that children won't be liked by their friends if they don't get them. As a result, kids are desperate to get the product and parents can be made to feel guilty if they don't buy it for their child.

Teenagers are incredibly critical of adverts, so products aimed at them have to be advertised much more cleverly. As teens are driven by the desire to be part of the 'coolest' group in their school, products need to be given a cool feel. For example, advertisers give away stickers which direct teens to a difficult-to-find website with more information about a product. In this way, naturally rebellious teens feel that they have been invited to an exclusive club and can be sold expensive products.

As teens hate being influenced by adults, marketers let them persuade each other that a certain product is cool. Since the late nineties, 'street teams' of teenagers have been employed by clothing and record companies to spread the word about a product among young people. Because teens look up to celebrities, pop stars are often sent free clothes in order to be seen wearing them. Some celebrities also admit to being paid to say nice things about particular brands in interviews. So how is the next cool gadget going to be advertised? Its profile may be set up on your social networking site so that the producer gets direct access to you and your friends. So, watch out and try not to be fooled!

- 5 Match the verb forms (1-2) in bold with the names (a-b). Find one more example of each form in the text.

- 1 As teens hate **being influenced** by adults ...
- 2 Pop stars are often sent free clothes in order **to be seen** wearing them.

- a Passive infinitive
- b Passive -ing form

- 6 Match the sentences (1-2) with the reasons for using the Passive (a-b). Find more examples using a 'by phrase' in the text.

- 1 Some products are marketed to children as 'must-have' items ...
 - 2 Children won't be liked **by their friends** ...
- a to focus on the action when we don't know or it's not important who does it
 - b to put emphasis on who does the action

Practice

- 7 Complete the sentences with the correct Passive form of the verbs in brackets.

- 1 Most TV commercials _____ (show) between 6 and 10 p.m.
- 2 Radio commercials _____ (produce) since the beginning of the radio.
- 3 At this moment, thousands of ads _____ (read) on the internet.
- 4 A new jeans ad _____ (broadcast) tomorrow.
- 5 The first advertisements _____ (create) in ancient times.
- 6 I bought this watch because it _____ (advertise) by Brad Pitt.

→ LANGUAGE CHOICE 20: PAGE 14

- 8 Complete the sentences with the correct Passive form of the verbs in brackets.

- 1 Advertisements _____ (shouldn't / show) on public television.
- 2 I hate _____ (treat) like a child by advertisers.
- 3 Advertising _____ (should / ban) from children's programmes.
- 4 Children want _____ (accept) by their friends so parents _____ (force) to buy fashionable toys.
- 5 Word-of-mouth advertising _____ (use) with teens because they don't like _____ (tell) what to wear by adults.
- 6 It's easy _____ (cheat) by ads where new products _____ (praise) by celebrities.
- 7 Some products _____ (not have to / advertise) at all.
- 8 Adverts _____ (can't trust) because they _____ (create) to make us buy something.

→ LANGUAGE CHOICE 21: PAGE 14

- 9 Complete the advert with the correct Passive form of the verbs in brackets.

Do you like ¹ being ignored (ignore)? No one does. We all want ² _____ (notice). Our new sunglasses, Bay Runs, ³ _____ (design) with you in mind. They ⁴ _____ (can / wear) all year round. They ⁵ _____ (make) of top quality materials and make you look gorgeous. You ⁶ _____ (will/admire) by all your friends. And, last but not least, your eyes ⁷ _____ (will / protect) against UV radiation.



Grammar Alive

Giving product information

- 10 2.23 Listen to the dialogue in a health food shop. What information does the customer get about the drink?

- a its effects
- b its preparation
- c its safety
- d its taste

- 11 Work in pairs. Use the cues to make dialogues.

- 1 computer → can / buy with free software and apps

A: I'd like to buy this computer. Would you recommend it?

B: Yes. It can be bought with free software and apps.

- 2 dress → have to / dry-cleaned

A: I'd like to buy this dress. Would you recommend it?

B: Not really. It has to be dry-cleaned.

- 3 pie → can / eat hot or cold

- 4 shoes → can't / wear in the rain

- 5 white trousers → have to / clean every day

- 6 cake → can / serve alone or with ice cream

- 7 cups → can't / wash in a dishwasher

- 8 watch → can / use underwater

- 12 Think of something you often use. Use modals and the passive to give information about it.

I love my jeans. They can be worn on all occasions. They don't have to be ironed after washing. The only problem is that they can't be washed in very hot water because they might shrink.

Warm Up

- 1 Have you ever been disappointed with something that you bought because it looked good in an advert?

I bought a digital camera because it looked great but it doesn't take very good photos.

Reading

- 2 Read the texts (1-2). Match the messages (a-h) with them.

- a It'll make me look more attractive.
- b It's great value for money.
- c It will solve my problem.
- d My friends will love it.
- e It looks cool.
- f It's a natural product.
- g It'll be great fun.
- h It's the only product of its type that works well.

Life's for Sharing

Does your old computer need changing? The new cool-looking ZTAB2 tablet is the perfect solution for all your needs. You and your friends will have a lot to smile about with the latest version of our famous ZTAB – and it has the stunning reduced price tag of only €300.

More power and speed

The new dual-core processor gives you all the power you need (700 MHz) so that multitasking is easier, apps load faster and everything is smoother and quicker. Faster graphics and high-definition video mean that you enjoy games and films even more.



1

ADVERTISEMENT

(2.24)

Natural Solution to Male Hair Loss

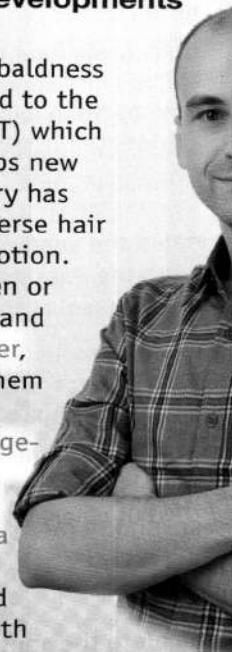
Cam Schinhan reports on new developments in the field of male baldness.

More and more men are suffering from baldness and the causes are, by and large, related to the male hormone dihydrotestosterone (DHT) which affects hair follicles and, bit by bit, stops new hair growth. The pharmaceutical industry has produced two products to delay and reverse hair loss: Finasteride tablets and Minoxidil lotion. However, both products need to be taken or zapped daily, are extremely expensive and have low success rates so, sooner or later, most men get sick and tired of taking them and stop the treatment.

Natural Hair Technologies, a Cambridge-based company, has come up with an alternative solution using 100% natural plant ingredients from the ginkgo biloba tree. This has been used far and wide in traditional medicine and has been found to contain chemicals, like flavonoids, with powerful antioxidant properties.

According to Dr Herbert Puckham of Overton University, more research is needed but some clinical studies with ginkgo biloba lotions show they have reduced male hair loss by about ninety percent and in fifty percent of cases there has been new growth. Healthy Hair*, NHT's new treatment, is inexpensive and involves hair cream which only needs to be applied now and then to stop and reverse male hair loss once and for all. Thanks to Healthy Hair thousands of men will feel more confident and attractive than before.

* No guarantee of reversal of hair loss.



Complete connectivity

With the new AYP wireless technology you can easily connect to wi-fi networks, and with 3G connectivity you can go online when you are out camping or away on holiday. At home, you can (and choose what to connect your ZTAB2 to: your TV, projector, printer or bluetooth keyboard.

Two cameras

The ZTAB2 has two cameras, so you can talk face face with a friend and film what is going on around you at the same time.

Stylish + easy to use

The ZTAB2 is twenty percent lighter, thirty percent thinner than the original ZTAB and the bigger 10 inch touch screen puts everything at your finger tips. The ZTAB2 has a longer 12-hour battery life (MP tested) so you can watch films or listen to music with your friends all night!

- 3 **EF3** Read the adverts again. Choose the best answers to these questions.

- What is not true about the baldness products in the first paragraph?
 - They need to be used regularly.
 - They have excellent results.
 - Users often do not finish the treatment.
 - They are comparatively costly.
- What is the main advantage of 'Healthy Hair'?
 - It has been used in traditional medicine.
 - It often starts hair growing again.
 - It doesn't cost very much.
 - It contains antioxidant chemicals.
- Why does the latest ZTAB2 work faster than the previous version?
 - It has better graphics.
 - It has got new wireless technology.
 - It has a more powerful processor.
 - It has got greater connectivity.
- Why has the ZTAB2 got two cameras?
 - In case one doesn't work.
 - To connect to the TV.
 - To do two things at once.
 - To film other people.
- The new ZTAB2:
 - needs its battery recharged after 12 hours' use.
 - is fifty percent larger than the previous version.
 - cannot be operated by using your fingers.
 - can only be used for viewing films.

- 4 → **SKILLS BUILDER 15** Use the strategies and the checklist to evaluate the advertisements. Which of the two adverts do you think is more informative, honest and reliable? Give your reasons.

- 5 **Vocabulary** Look at the expressions in the Word Builder. Find the expressions in blue in the adverts and match them with the meanings below.

- | | |
|----------------|--------------------------------|
| a gradually | f an increasing number of |
| b finally | g in a lot of different places |
| c occasionally | h very tired of |
| d generally | i in front of each other |
| e select | j certain to happen eventually |

Word Builder Word pairs

Repeated words: more and more, bit by bit, face to face

Opposites: sooner or later, now and then

Synonyms: sick and tired, far and wide, pick and choose

Others: by and large, once and for all

→ LANGUAGE CHOICE 24: PAGE 16

- 6 **Work in pairs. Say sentences about your plans, feelings and habits.**

- Sooner or later, I am going to ...
Sooner or later, I am going to start going to the gym every day.
- Once and for all, I am going to ...
- I am sick and tired of ...
- Now and then, I ...
- I spend more and more time ...
- By and large, I think that ...

- 7 **Look at the Sentence Builder. Which use of need (1 or 2) means that something should be done soon?**

Sentence Builder need

- Both products **need to be taken** or applied regularly.
- Does your old computer **need changing**?

→ LANGUAGE CHOICE 25: PAGE 16

- 8 **Complete the sentences with the words in brackets and need + -ing or need to be ...**

- Someone should make that bed. That bed needs making. (make)
- Those pills every six hours. (take)
- My shoes are broken. My shoes . (repair)
- Our dog against rabies every year. (vaccinate)
- Your hair is very long. Your hair . (cut)
- That face cream every night. (apply)

- 9 **Choose something that you would like to buy. Write notes about:**

- name, price, company made by
- what it does
- its advantages over other products

- 10 **Work in pairs. Ask and answer questions about your product.**

A: I'd like to buy a Zodiac Smartphone.

B: What's so good about it?

No Comment

'Advertising is the art of convincing people to spend money they don't have for something they don't need.' Will Rogers

a



COMPUTER DOCTORS

If we can't fix it, there's no fee

call 0207 73317890

b

You have won
€1 million.

Click here to
collect the money.



c

Delete Junk Reply Reply All Forward Print

From: UBA <Majorbank@org.Ugh>
Subject: great discount ends at midnight - don't miss out!
Date: 8 July 2012 10:23:26 GMT+01:00
To: Mark Symonds <Mark@telesymon.com>

Put your credit card number and your password here:

Warm Up

- Look at the computer windows (a-c). Does online advertising bother you? What do you do to avoid it? Tell the class.
- 2.25 2.26** Listen to three dialogues. Match the words (1-6) with the definitions (a-f).

1 pop-under	3 phishing	5 open-source
2 reboot	4 targeted ads	6 spyware

a programs that track online movements
b an advert that appears after you've left a website
c to start a computer again
d tricking people into giving personal information, like bank account numbers
e free software that you can modify
f advertising directed at individuals
- EF3** → **SKILLS BUILDER 3** Listen to the dialogues again. Use the strategies to match the people (1-6) with their intentions (a-g). There is one extra intention.

1 Lisa	3 Tom	5 Keith
2 Lisa's dad	4 Katy	6 Sylvie

a wants to help the other person
b wants to know all about something
c wants to talk to the other person
d wants to go out with the other person
e wants to show off knowledge about something
f wants help with something
g wants to get on with doing something

- Look at the Sentence Builder. Which expressions (1-4) express:

- what someone wants or doesn't want to do?
- what someone wants someone else to do or not to do?

Sentence Builder Preferences

- I'd prefer to go on a nice holiday.
- I'd prefer you not to get angry.
- I'd rather not turn it off.
- I'd rather you didn't interrupt me.

LANGUAGE CHOICE 26: PAGE 16

- Use the cues to complete the dialogue.

A: Hey Monica. Why don't we go out tonight?
B: Well Lucy, I'd prefer ¹_____ (doesn't want to go out). I'd rather ²_____ (wants Lucy to come to her house). We could watch a film.
A: Okay, I'll come over but I'd prefer ³_____ (wants to talk). I'd rather ⁴_____ (doesn't want to watch film). It's a nice evening and I'd rather we ⁵_____ (wants them to sit outside in the garden). We could invite Tom and Fred.
B: Good idea but I'd prefer ⁶_____ (wants Lucy to ring them) because you know them better.

- Work in pairs. Act out the dialogue in Exercise 5 and change the places, times, people and activities.

A: Hey Adam. I'd like to go to the cinema tonight.
B: Well, I'd prefer to go to ...

Speaking Workshop

- 7 Which of these computer problems have you ever had? Tell the class.

- it works very slowly
- it fails to start
- the screen goes blank
- you've spilt something on it
- it's got a virus
- problems with the power supply
- problems with the battery
- it makes a horrible noise
- the cursor freezes
- overheating



- 8 2.27 DVD 4 Listen to or watch the conversation in the repair shop. Which of the problems from Exercise 7 has the woman had?

- 9 Look at the Talk Builder. Can you leave out words in your language like this?

Talk Builder Leaving out words

- 1 Anybody there? (~~Is anybody there?~~)
- 2 Anything I can do for you? (~~Is there anything I can do for you?~~)
- 3 Of course, no problem. (~~Of course, I can have a look at it. That's no problem for me.~~)
- 4 Since when? (~~Since when has it been going slowly?~~)
- 5 Did it? (~~Did it go blank?~~)
- 6 Yes, I have. (~~Yes, I have checked the power supply.~~)
- 7 No, I haven't. (~~No, I haven't dropped it recently.~~)
- 8 You didn't! (~~You didn't drop it!~~)
- 9 Could be. (~~That could be the cause of the problem.~~)
- 10 Afraid not. (~~I'm afraid I cannot sort it out now.~~)
- 11 Don't think so. (~~I don't think so.~~)

→ SKILLS BUILDER 37

- 11 Which of the words in the dialogue can you leave out?

A: Good morning. ~~Is there~~ anything I can do to help?

B: Yes, there is ~~something you can do to~~ help.

My phone doesn't work. Do you think you could repair it now, please?

A: I'm afraid I cannot repair it now. Can you tell me what happened, please?

B: Yes, I can tell you what happened. I dropped it from my bike.

A: You didn't drop it!

B: But then it worked okay for a few days.

A: How long did it work for?

B: It worked for a couple of days. Then it started going funny.

A: Did it start to go funny?

B: Yes, it started making strange noises.

- 12 Work in pairs. Act out a situation in a repair shop.

- 1 Choose two problems with your computer or mobile phone.

- short battery life
- no connection
- works slowly
- blank screen
- a virus
- something does not work (camera/calculator/sound/games/keyboard)

- 2 Write notes about the problems.

Model: ZTAB2, tablet

Problems: doesn't start, ...

- 3 Take turns to be the customer and the computer or phone expert. Act out the dialogues.

- 13 How helpful and polite was your partner? Tell the class.

- 10 2.28 Pronunciation Listen and repeat the expressions.



Warm Up

- Look at the advert. What is being advertised? How do the advertisers make the product seem attractive?
- Read the story of a famous advertising slogan. In what way did it differ from other advertisements in those days?

(2.29)

Slogans in advertising have always been an important part of the marketing message. Companies spend large sums of money finding the right phrases to promote their brand. One of the longest-lasting phrases in the history of advertising was created in 1973 in response to sexist stereotyping. Its author, Ilon Specht, was a rebellious and unconventional 23-year-old college dropout working at a New York advertising agency. She had written a famous television commercial for an NGO, where carefree people in California were shown in contrast with depressing facts and images of children from other parts of the world.

It wasn't easy to be a young woman in advertising in the seventies: the agency staff were mainly older men and young women were called girls. Ilon's intelligence and creativity were not appreciated. On one project she worked with L'Oréal, a French cosmetics producer. The company was going to launch a campaign promoting a new hair colour, Preference. The advertising team were planning to do an ad with a beautiful woman sitting by a window, another in a series of the stereotypical ads of those days. The woman was treated like an object – she was not expected to say anything and only her looks were important. Ilon got so angry that she sat down and created a completely new advert that revolutionised advertising for women: a modern woman chooses an expensive product because she desires the best for her hair. The slogan is still used today.

- Your Culture What stereotypes can you see in current advertisements in your country?

Nouns

- Complete the table with the words in red in the text. Then add the nouns below to the correct boxes:

news police media clothes stairs te
trousers foot scissors time

uncountable nouns	history, new
nouns with regular plural	agency, fact
nouns with irregular plural	children
plural nouns with no singular form	people

- Read the pairs of sentences (1-2). Is the verb singular when we see the group of people as:

- one body, an impersonal unit?
- a collection of individuals?

- The agency **staff were** mainly older men. Our **staff is** excellent.
- The **company was** going to launch a campaign. The **company are** trying to contact their customers.

- Rewrite the text making the nouns in *italics* plural where possible and making any other necessary changes.

Those car commercials were quite original. ...

That car *commercial* was quite original. The *man* in the *advert* wasn't very attractive: his *hair* was dirty and his *clothes* were too small. His *child* was ugly and a *tooth* missing. The *police* looked dumb: the *office* was slow. In contrast, the *car* looked fantastic. A *lot of money* must have been spent on this campaign as the *ad* has been shown in all the *media*, including after the *main TV news*.

- Complete the sentences with the correct past form of the verb *be*, singular or plural.

- The news _____ rather pessimistic.
- That last series of commercials _____ quite boring.
- The ads she created _____ always original.
- The police _____ involved in car adverts.
- The money they spent on advertising _____ incredible.

- Choose the singular or plural verb form to complete the sentences.

- The commercial is good because the film crew *were* very experienced.
- The average family in the UK *is/are* smaller now than a hundred years ago.
- My family *is/are* great fans of funny adverts.
- After the game, the team usually *take/takes* showers.
- My favourite team *has won/have won* every game this season.

➔ LANGUAGE CHOICE 22: PAGE 14

Writing Workshop 4

SUNRISE SOUND STATION

The all-in-one charger, stereo, radio and alarm clock.

- crystal clear sound from top quality stereo speakers
- rapid charging for all MP3 players and mobiles
- digital radio and alarm clock with high quality LCD screen
- selection of 100 natural sounds to guarantee that you wake up



- 1 Read the advertisement. Would you like to have a product like this? Why/Why not?
- 2 Read the letter of complaint. What false claims are there in the advertisement?

Dear Sir or Madam,

1 I am writing to you about a series of problems that I have had with my new Sunrise Sound Station. I bought the sound station from your website for €120 on 30 January (product number Z49817Y) and it arrived five days later. I enclose copies of the guarantee and receipt.

2 In your advertising, you claim that the station has 'crystal clear' stereo sound. However, not only is the sound fuzzy but the volume is also extremely low. I have also had problems with the alarm clock which did not go off one morning so that I missed an important exam. Finally, three weeks ago the LCD screen went almost blank so that now you can hardly see the time and the machine is virtually useless.

3 When I phoned your customer service department, after waiting for twenty minutes I was put on to a Sunrise 'engineer'. I tried to explain the problems but the engineer told me rudely to read the instructions and hung up. Since then I have phoned your office three times but nobody has been able to sort out my problem.

4 Not only would I like you to refund my money but I would like an apology, too, for the rude behaviour of the engineer. Unless I receive a satisfactory reply within the next two weeks, I will have to take further action. I have already been in contact with my local consumer protection office and they have recommended that I take legal action if I do not get full satisfaction.

I look forward to hearing from you.
Yours faithfully,
Paul Davies (Mr)

Text Builder

- 3 Read the letter again. Write the topics for the paragraphs (1-4).
1 reason for writing/product information
- 4 → SKILLS BUILDER 16 Use the strategies to identify examples of formal language and think of the informal equivalents.
- 5 Look at the Sentence Builder. Look at the order of the subject and verb. Is it unusual in English?

Sentence Builder Emphasis (2)

- 1 Not only is the sound fuzzy but the volume is also extremely low.
- 2 Not only would I like you to refund my money but I would like an apology, too.

- 6 Rewrite the sentences starting with *Not only*.

- 1 I would like a reduction in the price plus a formal apology.
Not only would I like a reduction in the price but I would like a formal apology, too.
- 2 The sound station is poor quality and one of the speakers is broken.
- 3 The charger works slowly and it uses a lot of energy.
- 4 I am going to contact my local consumer office and write to the newspapers.

- 7 Write a letter of complaint.

→ SKILLS BUILDER 25

- 1 Choose one of these things. Think of things that could go wrong with them.
 - a mobile phone
 - an MP3 player
 - a computer
 - a hi-fi system
- 2 Write notes about these things.
 - the product
 - what went wrong with it
 - problems with customer service
 - what you want
- 3 Use your notes to write a letter of complaint.

- 8 Work in groups. Read each other's letters of complaint. Tell the class about them.

Language Review Module 4

1 EF3 Talking about advertising Complete the text with one word in each gap.

I spend a lot of time looking ¹ _____ bargains. Even when the shops are shut, I like to walk through the shopping centre just ² _____ shopping. When I find something I like, I read product ³ _____ to see what other people think and then I check ⁴ _____ the prices. I always shop ⁵ _____ until I know I'm getting the right thing at the right price.

- | | | | |
|---------------|----------|-------------|------------|
| 1 a) out | b) up | c) for | d) on |
| 2 a) window | b) watch | c) look | d) advert |
| 3 a) comments | b) pages | c) articles | d) reviews |
| 4 a) at | b) out | c) down | d) for |
| 5 a) around | b) about | c) up | d) for |

/5

2 The Passive Complete the sentences with the correct form of the verbs in brackets.

- 6 Unhealthy food shouldn't _____ (advertise) during children's programmes on TV.
- 7 I bought these trainers because they _____ (wear) by Cristiano Ronaldo in a TV commercial.
- 8 I _____ (never / influence) by a TV commercial in my life.
- 9 Stars who appear in commercials _____ (usually / pay) a lot of money.
- 10 A new form of advertising _____ (plan) now.
- 11 My boss was upset on Monday because he _____ (send) 150 emails over the weekend and 148 of them were spam.
- 12 New products have to _____ (advertise).
- 13 Our new product _____ (sell) all over the world when we have finished making it.

/8

3 Word pairs Complete the sentences with one word in each gap.

- 14 The problem is that you can't pick and _____ which adverts your children watch.
- 15 Sooner or _____, adverts will appear during programmes.
- 16 Now and _____ I buy something because of an advert but not often.
- 17 I'm sick and _____ of all this junk mail.
- 18 Make up your mind once and for _____.
- 19 By and _____ I enjoy TV commercials.

/6

4 need Rewrite the sentences using the correct form of need and the verbs in brackets.

- 20 Someone should control TV commercials. (controlled)
- 21 I should change my diet. (changing)
- 22 You should tidy your bedroom. (tidying)
- 23 Someone should organise the photos on this computer. (organising)
- 24 We have to finish this homework before tomorrow. (finished)

/5

5 Preferences Complete the sentences with the correct form of the verbs in brackets.

- 25 I'd rather we _____ (talk) face to face
- 26 I'd prefer _____ (wait) until we've read some reviews.
- 27 I'd rather you _____ (not send) me all those stupid email jokes.
- 28 I'd prefer _____ (not spend) too much money today.
- 29 I'd prefer us _____ (meet) in the shopping centre.
- 30 I'd rather _____ (not watch) adverts in the middle of a film.

/1

6 Nouns Complete the sentences with the correct form of the verbs below.

be (x 3) cause not fit go

- 31 The news from Japan yesterday _____ very worrying.
- 32 The staff here _____ all very friendly.
- 33 These trousers _____ me.
- 34 Time _____ quickly when you're having fun.
- 35 The police _____ very helpful when I was robbed.
- 36 Money _____ more problems than anything else.

/6

7 Emphasis (2) Rewrite the sentences starting with Not only.

- 37 It's really good and it's cheap.
- 38 I'd like to buy a new laptop and a new camera.
- 39 This shirt is dirty and it's the wrong size.
- 40 I would like you to stop sending me emails and also to remove me from your mailing list.

/4

Self Assessment

2.30 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise If you need practice, go to

- | | |
|---|---------------------------|
| 1 | Language Choice 23 |
| 2 | Language Choice 20 and 21 |
| 3 | Language Choice 24 |
| 4 | Language Choice 25 |
| 5 | Language Choice 26 |
| 6 | Language Choice 22 |
| 7 | Students' Book p.43 ex.6 |

Objectives: Listen and read about health, happiness and medicine; discuss health issues; write an opinion essay; learn more about future tenses and time references..

EF Task Focus: Listening Task 3; Writing Task 2

TOPIC TALK

- ① Look at the picture. Which one of these statements about the human body is false?

- Twenty percent of the body's oxygen is used by the brain.
- The heart beats 10,000 times a day.
- Our kidneys filter 1 to 2 litres of blood every minute.
- We breathe 25,000 times a day.

- ② **3.1 3.2** Listen to a talk. Check your guess from Exercise 1. What other facts did you find interesting?

The brain only uses 10 watts of electricity.

- ③ **3.3 3.4** Listen and complete the information in the network.

Health

I've ¹ _____ but I've never ² _____.

I ³ often/sometimes/never have ⁴ _____

but I've never had ⁵ _____.

I never ⁶ _____ but I do occasionally _____

⁷ _____.

To keep healthy, I ⁸ do regular exercise/have a good diet/get enough sleep.

In my opinion, the most dangerous disease in my country is probably ⁹ _____.

AIDS, cancer (e.g. breast, lung), cholera, diabetes, heart attacks, kidney disease, liver disease, lung disease, malaria, meningitis, strokes, tuberculosis (TB), typhoid

- ④ **3.5** Pronunciation Listen and repeat the medical terms in blue in the network.

→ LANGUAGE CHOICE 27: PAGE 16

- ⑤ Work in pairs. Use the network to talk about your health.

broken my ankle, arm, collarbone, finger, foot, hand, jaw, leg, nose, toe
broken a bone, rib bruised, grazed, cut myself, pulled muscle, strained tendon, torn ligament

sprained my ankle, knee, wrist
a cold, constipation, a cough, diarrhoea, earache, flu, hay fever, headaches, a high temperature, sinusitis, skin rashes, stomachache
asthma, chickenpox, hepatitis, measles, migraine, mumps, salmonella

feel anxious, depressed, down, irritable, on edge, over-tired, stressed out, under the weather have no appetite, no energy, problems sleeping

brain

jaw

collarbone

lung

heart

rib

liver

spine

kidney

wrist

ankle

heel

toe

Warm Up

- 1 Look at the pictures. Which of these do you think are the two main factors limiting maximum human speed?

- a lack of oxygen supplied to muscles
- b lack of lung capacity to get oxygen
- c lack of carbohydrates in food
- d lack of energy to power muscles

Reading

- 2 Read the article. Check your guesses from Exercise 1.

- 3 Try to work out the meaning of these words (underlined in the text).

- physiology • rate • depleted
- to run out of (something)
- exhausted • breakdown
- tissues • performance-enhancing

- 4 Read the article again. Are the statements true (T) or false (F)?

- 1 When you do intense exercise, you breathe faster and your heart goes faster.
- 2 After a few minutes, acids like lactic acid build up in the muscles.
- 3 If you make too much effort, your body stops working properly.
- 4 During exercise, the breakdown of carbohydrate and fat produces a chemical that moves muscles.
- 5 When running fast, you cannot breathe quickly enough to get enough oxygen.
- 6 You need to eat a lot of meat and other proteins to prepare for exercise.
- 7 Drugs like anabolic steroids have long-term positive effects on your health.
- 8 Cheetahs can run more than three times as fast as humans.

- 5 What do you think are the two most interesting facts in the article? Tell the class.

I think it's interesting that humans are near their limits in terms of speed.



3.6

LIMITS
TO PERFORMANCE

In 1998, the world-class Moroccan athlete, Hicham El Guerrouj, broke the 1500-metres world record with a time of three minutes, twenty-six seconds. Nearly fifteen years later, nobody has beaten that time. Have we got to the human speed limit? Dr Frances Ashcroft, Professor of Physiology at Oxford University, explains the limits of the human body during a race.

Hicham
El Guerrouj

Crack!!! As the athlete moves forward, there is an immediate jump in the rate of breathing. The heart rate goes up rapidly to its maximum level and the haemoglobin in the red blood cells provides more oxygen to the muscles.

A few seconds into the race, immediate energy stores are depleted, lactic acid begins to accumulate in the muscles and the athlete starts to run out of oxygen. The athlete's body becomes exhausted because he is unable to supply fuel and oxygen quickly enough. If the runner does not slow down, the heart rhythm becomes less regular, the oxygen content in the blood may fall and the temperature rises. The athlete becomes uncoordinated and is close to collapse.

The key to performance is the rate at which energy in the form of adenosine triphosphate (ATP) – can be generated to power muscle contraction. ATP must be replaced by the breakdown of carbohydrate or fat. Muscles contain a limited amount of carbohydrate which lasts for about an hour of exercise and oxygen is used to produce most of the ATP needed.

As everyone knows, you breathe faster and more deeply when you run and the harder you exercise

- 6 Vocabulary Look at the Word Builder. Complete the lists with the words in blue in the text.

Word Builder Compounds

Nouns

Two words: world record, ...

Adjectives

Two words with hyphen: world-class, ...

ATHLETICS

the quicker your breathing gets. What is clear, however, is that breathing does not limit exercise. In fact, most people tend to over-breathe during exercise. It may seem as if you are fighting for air but the problem is not that your lungs cannot get enough oxygen but that your heart cannot deliver it quickly enough to the tissues.

To improve performance, first-rate athletes need the right food. A top-level cyclist can burn almost 5900 calories a day. Many studies have shown that a high carbohydrate diet (for example potatoes and bread) helps prepare full-time athletes for intense exercise. Training is also vital and is the main reason why it seems much easier to cycle uphill after only a week or two of practice. The more you train the better the coordination of your muscles becomes and the stronger they get, too.

Unfortunately, some well-known athletes have also turned to performance-enhancing drugs despite the health-related dangers. The first victim was a British cyclist who died in 1896 and more recently the world-famous sprinter, Florence Griffith-Joyner, who died of a heart attack at the age of thirty-eight. She was a victim of anabolic steroids which improve speed and stamina but can have far-reaching, long-term effects on the heart, kidneys and liver.

Elite athletes, improved training, hi-tech shoes and better equipment all help improve performance but we are probably not far off the limits for humans.

We certainly will never be able to compete with many animals. A top-ranking sprinter can run 200 metres at a rate of 35 kph but dogs can race at 56 kph, antelopes at 96 kph and cheetahs at an astonishing 112 kph!

Carmelita Jeter

- 7 Complete the sentences with the compound words below.

long-term heart rate full-time
anabolic steroids world record
performance-enhancing hi-tech
world-class well-known

- Hicham El Guerrouj was a world-class athlete and still holds the _____ for the 1500 metres.
- When you start doing exercise, your _____ goes up.
- People who take _____ drugs like _____ often suffer _____ effects on their health.
- I'd like to be a _____ professional tennis player.
- Nowadays, athletes use _____ equipment from _____ brands like Nike.

- 8 Look at the Sentence Builder. When do we use the structures in bold?

- to show that one activity causes something else
- to compare two unrelated activities

Sentence Builder Comparatives

- The harder** you exercise **the quicker** your breathing gets.
- The more** you train **the better** the coordination of your muscles becomes.

LANGUAGE CHOICE 29: PAGE 16

- 9 Use the structure in the Sentence Builder to join the sentences with comparatives.

- He runs fast. His face goes redder.
The faster he runs, the redder his face goes.
- She practises tennis a lot. She gets better.
- They eat a lot of pasta. They become stronger.
- You work hard. You sleep less.
- He talks loudly. It is difficult to understand him.
- It became sunny. We spent time at the pool.

- 10 Work in groups. Write five questions about exercise, fitness and eating habits. Then ask your partners the questions.

A: What do you think is the best way of motivating people to do more exercise?
B: I think the best way to motivate people is to make it more fun, like dancing.

- 11 Tell the class some of the results of your survey.

Everybody in the group does some sport.
Two out of three people ...

No Comment

'My favourite machine at the gym is the vending machine.'

Caroline Rhea



Warm Up

- Look at the photos (a-c). Who do you think is the happiest? Which of the people:
 - thinks a lot about the past?
 - is living in the present?
 - is preoccupied with their future?
- Read two students' descriptions of themselves. Which of them do you think:
 - is going to succeed in life?
 - will be happier?
 - is going to be healthier in 30 years' time?
- Read a psychologist's analysis of Pete's and Frances's descriptions of themselves on page 49. Were your answers the same? What is a recipe for a happy and successful life?
- Who are you similar to: Pete or Frances? How often do you think about the future and the past? Are your thoughts positive or negative? Can you enjoy the present?

Future

- Match the sentences (1-7) with the uses (a-g).
 - At 9.30 tomorrow I **will be working** in the library.
 - I **have** my annual medical check-up at 9 a.m. on Monday.
 - I'm **seeing** my grandparents in the afternoon.
 - He **may get** depressed. a
 - I'm **going to work** in a newspaper.
 - He'll probably **get married**.
 - He's **going to be** a successful journalist.
 - a weak prediction
 - an intention or plan for the future
 - a prediction based on the evidence in the present situation
 - a prediction based on the speaker's opinion, knowledge or experience
 - an activity going on at a certain time in the future
 - a personal arrangement for the future
 - a fixed event in the future that we can't move

Pete:



3.7 I plan my time carefully. I always meet deadlines. I know precisely that at 9.30 tomorrow I will be working in the library and by the end of the week I will have read these two books. I have my annual medical check-up at 9 a.m. on Monday and in the afternoon I'm seeing my grandparents. When I've finished my studies, I'm going to work in a newspaper. I don't like thinking about the past: it reminds me of my failures.

Frances:



>> I've got loads of friends and I love wild parties. I usually act on impulse. I don't think about my future, I have no idea what I will be doing tomorrow or next week. I don't have a lot of money but when I finally have some, I'll spend it immediately. I like meeting my old friends and remembering our happy childhood.

- Read the sentences (1-2). Underline the time expressions. Will the activities in **bold**:
 - finish before that time?
 - start but not finish before that time?
 - By the time she's fifty, she'll **have** probably **developed** heart disease.
 - By the end of the week, I **will have read** these two books.
- Which sentence below, 1 or 2, emphasises that the activity in **bold** must be finished before the other one? Find more examples like that in the texts.
 - When **your work has been done**, focus on the present.
 - When I **finally have** some money, I'll spend it immediately.



Dr Akerman comments:

(3.8)

Pete is a future-focused person – he's got clear goals and he's prepared to work hard to achieve them. He's definitely going to be a successful journalist. He'll probably get married and have a family. He also cares about his health. He probably exercises and eats carefully. This means that when he's reached old age, he's going to be fit and healthy. But he may be too busy to enjoy life now – meet his friends or listen to music. And if he thinks too much about unpleasant past experiences, he may get depressed.

Frances is a present-focused hedonist – she is really happy right now. Her memories from the past are pleasant and the future doesn't bother her. However, if she doesn't start thinking about the consequences of her reckless lifestyle, she may regret it. It's possible that she won't have a stable family and by the time she's fifty, she'll have probably developed heart disease. Statistically, her chances for professional success are low. The happiest and most successful people are balanced – they plan for the future, enjoy the present and have happy memories from the past. So, when you have work to do, focus on the future. When your work has been done and it's time to relax, focus on the present. And find positive lessons in your past, too.

Practice

- 8 Complete the sentences with **will + infinitive**, **will have + third form** or **will be + -ing form**.

- I think Pete will have (have) a large family.
- By the time he's 35, Pete _____ (work) on five different newspapers.
- At 8 a.m. on Saturday Frances _____ (sleep) and Pete _____ (jog) in the park.
- By the end of this weekend, Frances _____ (go to) a few parties.
- Pete _____ (probably / earn) a lot of money.
- Pete _____ (publish) a book by the time he's 30.

→ LANGUAGE CHOICE 30: PAGE 18

- 9 Use the cues to write sentences. Use the **Present Perfect** and **will + infinitive**.

- Pete feel good / after / he achieve his goals
Pete will feel good after he's achieved his goals.
- As soon as / Frances pass her exams / she relax
- Frances enjoy working / when / she find a job she really love
- Pete find a job / as soon as / he graduate
- Frances start treating life seriously / after / she run out of money
- When / he do his morning jog / Pete take a shower

→ LANGUAGE CHOICE 31: PAGE 18

- 10 Complete the dialogue with correct future forms of the verbs in brackets.

F: Hi Pete. I ¹ 'm going (go) to a concert tonight. Would you like to come with me? It ² _____ (start) at seven o'clock.
P: Sorry, Frances, at seven o'clock, I ³ _____ (prepare) a presentation.
F: Maybe we could meet after you ⁴ _____ (finish).
P: I ⁵ _____ (work) for two hours. I ⁶ _____ (be) free at 8.30.
F: Great! I ⁷ _____ (meet / you) at 9.30. The concert ⁸ _____ (finish) by that time.
P: Sorry, Frances, that is too late for me. At 9.30, I ⁹ _____ (lie) in bed with Steve Jobs's biography. You should read it too – it ¹⁰ _____ (change) your life.

Grammar Alive Planning

- 11 3.9 Listen to the dialogue. Match the descriptions (a-d) with Lily and Fred.

- | | |
|------------------|------------------|
| a irresponsible | c relaxed |
| b future-focused | d a good planner |

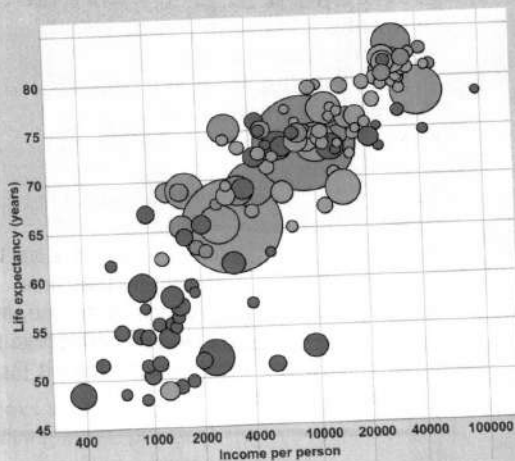
- 12 Work in pairs. Use the cues to act out dialogues.

- write that email all day? / go out in 10 minutes → finish
A: *Will you be writing that email all day? We're going out in 10 minutes.*
B: *That's okay. I'll have finished by then.*
- chat with your friends all night? / want to send an email before 10 p.m. → finish
A: *Will you be chatting with your friends all night? I want to send an email before 10 p.m.*
B: *That's okay. I'll have finished by then.*
- use the computer all evening? / have a meeting on Skype at eight o'clock → do everything
- watch TV all night? / want to watch a film at 10 p.m. → match finish
- sit here all night? / close the café in 5 minutes → drink our coffees
- look for that CD all night? / leave at six o'clock → find it

- 13 Look at the times below. Write sentences about the things you will have done by then.

By 7 p.m., I will have written an essay.

- | | |
|------------------------------|---------------|
| • 7 p.m. | • the weekend |
| • the end of the month | • tomorrow |
| • the end of the school year | |
| • the end of the lesson | |



Warm Up

- Look at the graph showing different countries' life expectancy and income and the map of world regions. Are the statements true (T) or false (F)?
 - Most of the poorest countries in the world are in sub-Saharan Africa.
 - The countries with the lowest life expectancy in the world are in sub-Saharan Africa.
 - Most mid-income countries have reasonable life expectancy.
 - The biggest country (China) has a low life expectancy.

Listening

- 3.10 3.11** Listen to a talk about world health. Complete the notes.

World health inequalities

Number of people living in poverty: ¹ over a billion
(on around ² \$_____ a day)

Life expectancy: Lesotho ³ _____ Japan ⁴ _____

Infant mortality: death of children before ⁵ _____
birthday

Preventable/curable diseases

Most important diseases:

⁶ _____, tuberculosis and ⁷ _____

Number of new drugs a year for tropical diseases: ⁸ _____

Social inequalities

Life expectancy:

men in poor area of Glasgow ⁹ _____

men in rich area of Glasgow ¹⁰ _____

Action needed

- research into ¹¹ _____
- better water supply and sanitation
- education, especially for ¹² _____

- 3.10 3.11** Listen again. Choose the best answers to the questions.

- Who is the speaker?
 - a businesswoman
 - an expert in world health
 - a teacher
- Who is she speaking to?
 - a group of primary students
 - a group of Australian students
 - a group of British university students
- Which institutions does she criticise most?
 - international drug companies
 - governments in developing countries
 - public healthcare in Africa
- Which of these statements do you think she believes in?
 - women in the world should have more rights
 - all people in rich countries are lucky
 - it is impossible to stop inequality
- What is her attitude to world health?
 - she is detached and objective
 - she feels strongly about it
 - she is depressed about it

- 4 Your Culture Work in pairs. Discuss the questions about your country.**

- Where do you think it is on the graph?
- What health inequalities are there?
- What diseases could be prevented?
- What else could the government do to improve health?
- What can people do to improve the situation?

DVD Choice



- 5 DVD 5 Watch the documentary and complete the notes.

Lifeline Express: world's ¹ _____ hospital train
 Distance it travels yearly: ² _____ km
 Patients: rural ³ _____
 Number of people treated: ⁴ _____
 Type of operations: ⁵ _____, polio, cleft lips,
⁶ _____

- 6 DVD 5 Watch again and answer these questions.

- 1 What facilities are there on the train?
- 2 What does it provide for its patients?
- 3 Who enables the Lifeline Express to function?
- 4 What is Dashrath's problem?
- 5 What is the result of the operation?
- 6 What will happen when he is fourteen?

- 7 What is your opinion of the volunteer doctors on the Lifeline Express? How do they change people's lives?

- 9 Look at the Talk Builder. Which of the two groups of expressions (1-4 or 5-8) are used after another sentence to:

- a express opinions based on facts?
- b support opinions with facts?

Talk Builder Justifying opinions

In my opinion, we should do something about ...

- 1 I think so because lifestyle ...
- 2 Actually, regular exercise ...
- 3 The fact is that ...
- 4 The reason for that is that ...

40% of cancers could be prevented.

- 5 So I think the government should ...
- 6 Therefore, I think we should ...
- 7 Because of that, we need to ...
- 8 That's why I think we should ...

→ SKILLS BUILDER 38

- 10 3.14 Pronunciation Listen and repeat the expressions.

- 11 Complete the opinions with words in bold from the Talk Builder.

- 1 I think we should ban advertising of junk food. I think _____ because it kills millions.
- 2 We should do something about TB. The _____ for that is that it kills millions but can be cured.
- 3 Millions of people die from malaria. _____, I think we should do something about it.
- 4 Junk food causes diabetes and heart disease. _____ of that, we should stop the sale of it.

Speaking Workshop

- 8 3.12 3.13 → SKILLS BUILDER 4 Listen to a classroom discussion about health and lifestyles. Use the strategies to match the opinions with the people: Isobel (I), Daniel (D) or both of them (B).

- 1 I think we need to do something to reduce the number of cancer cases.
- 2 People should be able to choose their own lifestyle.
- 3 Advertising of junk food is a bad thing.
- 4 Taxing junk food is not a good idea.
- 5 The government should spend more money on sport.
- 6 People should live in a healthy way.
- 7 It's not up to the government to make people change their lifestyles.
- 8 The government should tell people how to live more healthy lifestyles.

- 12 Work in pairs. Have a discussion about health and lifestyles.

- 1 Write notes about one of these topics.
 - what the government should do to encourage physical exercise
 - how the government could improve people's diet
 - ways of reducing smoking, drinking and drug-taking
- 2 → SKILLS BUILDER 39 Look at the strategies. Which of them are most useful for you?
- 3 Have a discussion about the topics with your partner. Use the strategies and expressions from the Talk Builder.

- 13 What did you agree on? Tell the class.



Warm Up

1 Look at the photo. What do you think makes these old people happy and healthy?

- a healthy diet • physical exercise
- family and friends

2 Read the text. What kept Rosetans healthy until the 1970s?

The Roseto Effect

(3.15)

The small town of Roseto, in Pennsylvania, puzzled doctors in the 1950s: while heart attacks were an epidemic in the USA, there was hardly a Rosetan below 65 suffering from heart disease. At that time, heart disease prevention didn't exist – cholesterol-lowering drugs were to appear many years later. Additionally, there was no suicide, no alcoholism and very little crime in Roseto. People were dying of old age.

Researchers concluded that the secret was the community itself. The town had been founded by immigrants from one area in Italy and, even years later, researchers saw a very closely-knit community where people looked after each other. Rosetans visited each other and frequently organised community celebrations. The households consisted of three generations: old people could be certain that, when they grew old, their experience would be valued and they were going to be respected.

Interestingly, their lifestyles were not ideal: the men smoked and drank alcohol and people's diet was high in fat. But the social network they had created protected them from the pressures of the modern world and its lifestyle-related diseases.

However, even in the 1960s, it was clear that younger Rosetans would not keep up this traditional lifestyle. They soon moved into typical American single-family houses on the outskirts of the town, rejecting traditional social bonds. The consequences followed quickly: the first heart attack of a Rosetan under 45 happened in 1971. Today the Rosetans' vulnerability to heart attack is the same as the national average.

Time reference in the past

3 Read the sentences. Match the verb forms (1) in bold with the time references (a-c).

- a at the same time as when the study was done
- b before the study was done
- c in the future when the study was done

- 1 Cholesterol-lowering drugs **were to appear** many years later.
- 2 The town **had been founded** by immigrants from one area in Italy.
- 3 They saw a very closely-knit community where people **looked** after each other.
- 4 Old people could be certain that when they **grew** old, their experience **would be** valued they **were going to be** respected.
- 5 It was clear that younger Rosetans **would not** keep up this traditional lifestyle.

4 Read the sentences. Did the things in bold happen:

- a later than I knew?
- b before I knew?
- c at the same time as I knew?

- 1 I knew my boyfriend **would be late** for the party.
- 2 I knew he **was waiting** for a taxi.
- 3 I knew he **had missed** his bus.
- 4 I knew he **was going to bring** a surprise present.
- 5 I knew he **liked** parties.

LANGUAGE CHOICE 32: PAGE 18

5 Complete the sentences with the correct form of the verbs in brackets.

- 1 Rosetans liked the fact that they _____ (live) in large families.
- 2 Children were aware that they _____ (have to) take care of their parents one day.
- 3 Life was predictable, people knew what they _____ (do) when they _____ (get) old.
- 4 Everyone knew what _____ (happen) in the community the day before.

6 Complete the text with the correct form of the verbs in brackets.

My grandfather was born in a small village in Poland. His family ¹_____ (live) there for generations. My granddad always knew that he ²_____ (inherit) his parents' farm one day. However, in 1938 his parents ³_____ (decide) that his sister, who ⁴_____ (marry) a local boy the year before, ⁵_____ (stay) on the farm and my grandfather ⁶_____ (go) to university. When he ⁷_____ (leave) home in 1939, he ⁸_____ (not realise) that he ⁹_____ (never / see) his parents again.

Writing Workshop 5

- 1 Look at the photos and read the opinion essay. Is the writer in favour of or against alternative medicine? What arguments does he/she list?

1 People are increasingly turning to alternative medicine, such as homeopathy, acupuncture and herbal medicine. It is becoming more and more popular as it can help millions of people with illnesses which conventional medicine cannot cure.

2 In my opinion, alternative medicine is useful. First of all, alternative medicine is 'holistic' since it deals with the whole person, whereas conventional medicine just focuses on the illness. While many conventional doctors rely on quickly prescribing drugs for most problems, alternative therapists tend to have more time to treat their patients. Secondly, treatments like acupuncture have proved successful for problems like back pain, chronic fatigue and asthma when conventional treatment does not work.

3 Critics say that there is no scientific proof that alternative therapies actually work; some opponents even claim that they are dangerous due to their side effects and because patients delay proper treatment for serious conditions.

4 I cannot agree with them. Yes, their arguments are true, but, nevertheless, there are many people whose illnesses have been successfully cured by treatments like homeopathy. In addition, alternative medicine actually has fewer side effects than most conventional treatments. Finally, alternative practitioners work with conventional doctors and not against them when dealing with serious illnesses like heart disease and cancer.

5 To sum up, although it is not the solution to all health problems, alternative medicine is useful and can help a lot of people. Because of that, I think it should be provided free to patients in this country.

- 2 Which of the arguments that you listed in Exercise 1 do you agree with?

Text Builder

- 3 Match the paragraphs (1-5) in the essay with the functions (a-e).

- a states the writer's opinion and lists reasons to support it
- b mentions arguments against
- c introduces the topic
- d says why the writer does not agree with them
- e sums up the writer's point of view

- 4 Which of the linkers in red in the essay do these things?

- a contrast two pieces of information
- b give reasons for something
- c list arguments

- 5 Use the cues and the words in brackets to write sentences.

- 1 treatment is expensive / has nasty side effects / it cures heart disease (nevertheless)
That treatment is expensive and has nasty side effects. Nevertheless it cures heart disease.
- 2 homeopath talks to me a lot / doctor never listens to me (whereas)
- 3 homeopathic pills / not expensive / no proof that they work (while)
- 4 I stopped using those pills / side effects (due to)

- 6 **ЕГЭ** Write an opinion essay about a health topic.

→ SKILLS BUILDER 23

- 1 Write about one of these statements.

- Health education should be a part of the school curriculum.
- Cigarettes should be made illegal.
- An hour of PE a day should be compulsory in schools.

- 2 Write notes for five paragraphs:

- introduction (state the problem)
- your opinion and reasons for it
- arguments against
- why you disagree
- conclusion

- 3 Use your notes to write your essay.

- 7 Work in groups. Read your partners' essays and have a discussion about the topics.

Language Review Module 5

1 Talking about health Complete the sentences with the correct form of the verbs below.

break cut do feel tear

- 1 I was making a sandwich when I _____ myself with the bread knife.
- 2 Last week my friend _____ his ankle while he was playing football.
- 3 It's important to _____ regular exercise.
- 4 Elaine _____ depressed and nothing cheers her up.
- 5 Terry _____ a muscle in his leg and was in real pain until they took him to hospital. /5

2 Compounds Complete the sentences with one word in each gap.

- 6 Sports stars who use performance-e_____ drugs should be banned for life.
- 7 The doctor listened to my heart r_____ and said it was a little too fast.
- 8 The speed l_____ here is 30 kph.
- 9 My dad thought he was having a heart a_____ but, fortunately, it was something less serious.
- 10 We don't know the long-t_____ effects of that diet.
- 11 Anna's ambition is to break the world r_____ for the 5000 metres. /6

3 Comparatives Use the cues to write sentences.

- 12 exercise / you do, / healthy / you will become
- 13 hard / you work, / good / you will do in your exams
- 14 long / you chat, / expensive / your phone bill is
- 15 late / we are, / angry / Mark will be
- 16 cheap / clothes are, / bad / quality they are
- 17 warm / it is, / happy / I feel /6

4 Future Complete the sentences with will + infinitive, will have + third form or will be + -ing form.

- 18 By the end of this film, we _____ (see) about thirty minutes of adverts.
- 19 This time next week, the operation will be over and you _____ (lie) in a hospital bed.
- 20 Don't eat so quickly. By the time the film starts, you _____ (finish) all your popcorn.
- 21 Don't buy anything here. You _____ (find) something better in a different shop.
- 22 At ten o'clock tonight, we _____ (talk) to our cousins in Australia on the internet. /5

5 Time clauses Use the cues to write sentences. Use the Present Perfect and will + infinitive.

- 23 When / I finish / this homework, / I watch a film
- 24 You not get paid / until / you for one month
- 25 After / you take these tablets, / you feel better

- 26 We go for a pizza / after / I try this dress on
- 27 I meet you / as soon as / I have my dinner /5

6 E13 Justifying opinions Complete the text with one word in each gap.

The National Health Service is great. The ²⁸ _____ for that is that it is free. However, it costs a lot of money and ²⁹ _____ of that, it needs changing. The ³⁰ _____ is that even tourists can get free treatment. That's ³¹ _____ I feel we should have a health card. Every British person would get one free. ³² _____ no one could complain that it was unfair. Tourists could buy one. It wouldn't be expensive, ³³ _____ they wouldn't mind paying for one.

- 28 a) reason b) idea c) fact d) question
- 29 a) so b) therefore c) because d) as
- 30 a) idea b) question c) information d) fact
- 31 a) when b) why c) so d) as
- 32 a) Because b) Then c) Although d) Than
- 33 a) such b) because c) so d) as /6

7 Time reference in the past Choose the correct words to complete the sentences.

- 34 I knew what you *were going to/are going to/will* say before you said it.
- 35 We knew we *would/will/are going to* have to stay at work until late at night.
- 36 I knew before kick-off that they *won't/wouldn't/aren't going to* win.
- 37 At the time, sports stars drank, ate unhealthy food and smoked. Changes to their diets *are to/will/were to* appear many years later.
- 38 It was clear that there *will/is to/would be* trouble later in the day.
- 39 I *am going to/was going to/would* take my tablet later but I forgot.
- 40 I thought you *were to/will/were going to* tidy up after the party. /7

Self Assessment

3.16 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

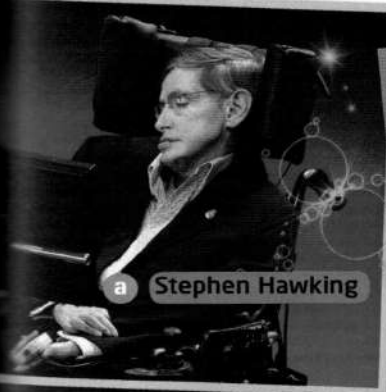
Exercise If you need practice, go to

- 1 Language Choice 27
- 2 Language Choice 28
- 3 Language Choice 29
- 4 Language Choice 30
- 5 Language Choice 31
- 6 Students' Book p.51 ex.11
- 7 Language Choice 32

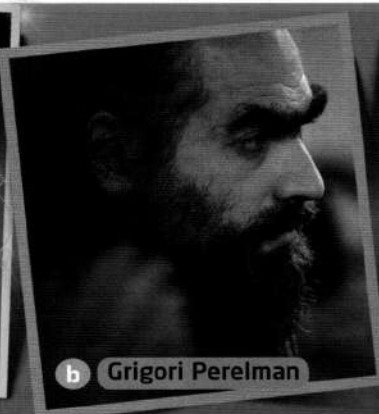
6 GENIUS

Objectives: Read, listen and talk about exceptional people; read a story extract; interview someone; write a description of a person; learn more about reference words and modality.

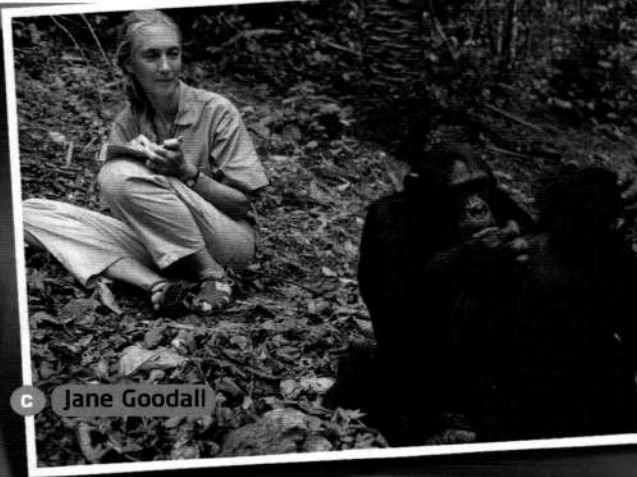
EF Task Focus: Reading Task 3; Listening Task 1



a Stephen Hawking



b Grigori Perelman



c Jane Goodall

TOPIC TALK

- ① Look at the network. What personality adjectives can describe geniuses? Add other adjectives.

ambitious, ... hard-working, ...

- ② 3.17 3.18 Listen to information about the exceptional people in the photos (a-c). What personality adjectives are used to describe them?

Jane Goodall: dreamy, driven

- ③ 3.19 3.20 Listen to a description of a person. Complete the information in the network.

- ④ 3.21 Pronunciation Listen to the adjectives and underline the schwa /ə/ sounds at the end of the words if you hear them. Then listen and repeat the words.

- | | | |
|--------------|--------------|-------------------|
| 1 ambitious | 5 eccentric | 9 relaxed |
| 2 analytical | 6 fearless | 10 self-confident |
| 3 clever | 7 idealistic | |
| 4 driven | 8 meticulous | |

➔ LANGUAGE CHOICE 36: PAGE 22

- ⑤ Work in groups. Use the network to describe a person you know well.

Describing people

At first, he/she seems rather ¹ _____ but when you get to know him/her you realise he/she's really quite ² _____.
Sometimes, he/she tends to be slightly ³ _____ but usually he/she is pretty ⁴ _____.
He/She is fairly ⁵ _____.
For example, he/she sometimes ⁶ _____ when talking to people.
He/She is very good at ⁷ _____ and ⁸ _____.

Abilities

analysing and solving problems, debating issues, doing puzzles, drawing and painting, getting on with people, making speeches, playing musical instruments, playing sport, singing, telling jokes, working with other people

Personality

absent-minded, ambitious, analytical, arrogant, articulate, balanced, bright, clever, competitive, creative, dedicated, determined, dreamy, driven, eccentric, energetic, enthusiastic, fearless, idealistic, logical, meticulous, modest, obsessive, reclusive, relaxed, reserved, self-confident, sensible, sensitive, serious, shy, single-minded, thoughtful, witty

Quirks

bites his/her lip, bites his/her nails, blinks, checks his/her mobile, fidgets, frowns, giggles, grins, shrugs his/her shoulders, taps his/her feet, touches his/her hair/nose/ear

Voyage of *The Beagle* 1831-6

Warm Up

- 1 Look at the map and the pictures. What do you know about Charles Darwin? Which of these things did he do?

- 1 studied theology
- 2 travelled to distant places
- 3 explored the Galápagos Islands
- 4 worked as a doctor
- 5 announced a theory of evolution with another scientist

- 2 Read the article. Check your guesses from Exercise 1. Why is Darwin considered a genius?

- 3 What other scientists could be called geniuses? Why?

I think Maria Skłodowska-Curie was a genius. She changed scientists' view of physics and chemistry and, being a woman, had to overcome a lot of barriers.

Reference

- 4 Look at the nouns in bold in the sentences (1-4). Match them with the uses of articles (a-d).

- 1 He witnessed **an operation** performed on a child. *d*
 - 2 One of the key arguments for natural selection came from **the birds** that Darwin collected from the Galápagos Islands.
 - 3 Darwin's theory of evolution transformed the way we understand **the world**.
 - 4 If **the changes** are great enough, they can produce a new species.
- a something unique
b something specific that is described in the same sentence, e.g. with a relative clause
c it is clear from the wider context which thing we refer to, e.g. it has been mentioned before
d one of many things and it doesn't matter exactly which one



Charles Darwin (1809–1882) developed a revolutionary theory of evolution that transformed the way we understand the world and we see ourselves. In *On the Origin of Species*, published in 1859, Darwin described the process of natural selection. The 'fittest' animals or plants – those with the characteristics best suited to their environment – are more likely to survive and reproduce. They pass on these desirable characteristics to their offspring. Gradually those features become more common, causing the species to change over time. If the changes are great enough, they can produce an entirely new species. *The Descent of Man*, published in 1871, suggested that humans descended from apes.

DID YOU KNOW?

- When Darwin studied medicine, he witnessed an operation performed on a child without anaesthetic. ¹That made him give up medical studies. He then studied theology but, instead of becoming a priest, in 1831 he set off on a five-year scientific expedition around the world. ²There he collected evidence for his future theory.
- One of the key arguments for natural selection came from the birds that Darwin collected from the Galápagos Islands. The birds were clearly the same species but ³some had large strong beaks for eating nuts while ⁴others had long thin beaks for finding worms in the ground. Darwin realised that ⁵all came from a single ancestor but, as they dispersed to different islands, they had adapted to eat the various foods available.
- Darwin developed the theory of evolution in the 1830s but he didn't announce it ⁶then. He knew his ideas were radical so he delayed publishing the theory for about twenty years while he assembled more evidence.
- The theory of evolution was actually published a year before *On the Origin of Species*. While Darwin was working on his own theory, another scientist, Alfred Wallace, had independently developed a similar ⁷one. ⁸Both announced their ideas in two joint articles in 1858: one was an extract from Darwin's future book and the other article was Wallace's paper 'On the Tendency of Species to form Varieties'. Interestingly, after 1858 Wallace never wrote about evolution. The other texts he wrote concerned mainly his explorations in Indonesia and Malaysia.





Galápagos finches

- 5 Look at the words (1-8) in red in the text. Find the phrases in the text that they refer to.

1 That - witnessing an operation performed on a child without anaesthetic

- 6 Read the sentences 1-4 below. Which of the phrases in bold talk about:

- a one from a pair?
- b the remaining ones?
- c one of many/one more?
- d not the ones already mentioned but different ones?

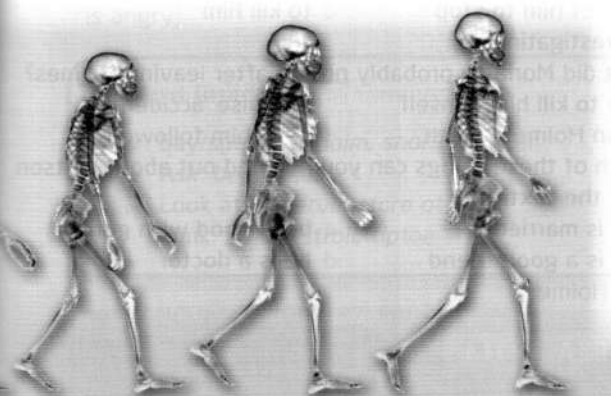
- 1 **Another** scientist, Alfred Wallace, had independently developed a similar theory.
 2 One was an extract from Darwin's future book and **the other** article was Wallace's paper.
 3 **The other** texts he wrote concerned mainly his explorations in Indonesia and Malaysia.
 4 His ideas were unfamiliar to **other** scientists.

Practice

- 7 Choose the correct words to complete the sentences.

- Darwin had ten children but *some/another* died when they were very young.
- Scientific discoveries are often hard to understand and *all/other* require years of research.
- Darwin was *a/the* theologian. *There/This* didn't help him in his studies on evolution.
- My grandfathers are scientists - *another/one* is a physicist and *other/the other* is a chemist.
- I have to do *another/the other* experiment to complete my research.
- The/All* dog breeds come from wolves.

LANGUAGE CHOICE 33: PAGE 20



- 8 Complete the text with the words below.

an (x-2) the (x 2) there this
 another the other other both

Alfred Wallace was ¹ an explorer. He travelled to South America. ² _____ he studied and catalogued plants and animals and developed his ideas about evolution. On the way back to England, his ship sank, together with his notes and collections. ³ _____ forced Wallace to take ⁴ _____ trip, this time to Indonesia, to collect more data. In 1858, Wallace sent ⁵ _____ article outlining his theory to Darwin and it was published alongside Darwin's own theory. Even though ⁶ _____ developed the theory of natural selection at the same time, only one of them, Darwin, is famous to this day while ⁷ _____ is seldom remembered. However, Alfred Wallace was happy with ⁸ _____ recognition he received in the scientific community. He made ⁹ _____ contributions to the development of evolutionary theory, such as ¹⁰ _____ concept of how animals adapt to using bright colours to warn off predators.

LANGUAGE CHOICE 34: PAGE 20

Grammar Alive

Talking about more than one person

- 9 3.23 Listen to the interview. Match the scientists (1-4) with the facts (a-d).

- 1 Wallace 2 Lamarck 3 Mendel 4 Watson and Crick
 a described DNA
 b came to the same conclusions as Darwin
 c came up with a theory of evolution earlier than Darwin
 d developed the concept of genes

- 10 Use the cues to make dialogues.

- Copernicus and Galileo / work in the same period?
 • die 1543 / born 1564
 • important scientist in Galileo's times?
 • Johannes Kepler, a German astronomer and mathematician

A: Did Copernicus and Galileo work in the same period?

B: No, one died in 1543 and the other was born in 1564.

A: Were there other important scientists in Galileo's times?

B: Yes, a German astronomer and mathematician, Johannes Kepler.

- Michelangelo and Leonardo da Vinci / interested in science?
 • mainly a painter and sculptor / an artist and scientist
 • great artist in their times?
 • lots / e.g. Hieronymus Bosch (the Netherlands), Hans Holbein (Germany)
- Louis Pasteur and Robert Koch / French?
 • French / German
 • important microbiologist in 19th century?
 • Ferdinand Cohn, German scientist, classified bacteria

3.24

I had not seen Holmes for some time when he strode calmly into my consulting room on the night of April 24th. I observed him and he looked even more pallid and thinner than usual.

'Can I close the shutters?' My rather eccentric friend tiptoed round the wall and closed them.

'You are afraid of something!' I exclaimed.

'No, I am not a nervous man but one must recognise danger when it is near. I must apologise for calling so late,' he said quietly, 'and I must beg you to allow me to leave your house by climbing over your back garden wall.'

'But what does it all mean?' I asked. I saw that his hands were bruised and bleeding.

'You have never heard of Professor Moriarty?' said he.

'Never.'

'He is the Napoleon of crime. Nobody knows the criminal world like I do but I have found out that Moriarty is the organiser of half of the crime in London. He is the first enemy I have met who is my intellectual equal.'

He is a brilliant mathematician and an ex-university professor. He is a genius, a philosopher. He does little himself, he only plans and organises. Sometimes his agents are caught but he always escapes. I have been working for months to try to capture Moriarty and I am close. In three days' time, the professor and his gang will be in the hands of the police. But this morning Professor Moriarty came to see me. His appearance was familiar to me. He is extremely tall and thin, has a high forehead and sunken eyes. He looks

like a harmless professor but his face moves from side to side like a reptile in a sinister way. He stared at me with great curiosity.

'Please take a chair,' I said.

'You must give up your persecution of me, Mr Holmes,' he whispered.

'After Monday,' I replied.

'Tut, tut! Now I have only one alternative and that is to kill you.'

'I am afraid,' I said, 'I have things to do.'

'You will never beat me. And if you destroy me, I will do the same to you,' he snarled viciously and went out of the room.

Holmes

Warm Up

- 1 Work in pairs. Look at the stills of Holmes, Watson and Moriarty from *Sherlock Holmes: A Game of Shadows*. Make guesses about the personalities of the three film characters.

I think Holmes looks outgoing and self-confident. He doesn't look like a genius.

- 2 Read the descriptions of the film characters on page 105. Check your guesses from Exercise 1.

Reading

- 3 → SKILLS BUILDER 17 Read the extract from *The Final Problem* by Arthur Conan Doyle. Use the strategies to match the adjectives below with the characters, Holmes, Watson and Moriarty.

brave brilliant calm dangerous
eccentric evil helpful kind likeable
loyal sinister threatening

Holmes: brave ...

- 4 EF3 Read the extract again. Choose the best answers to these questions.

- Why did Holmes close the shutters?
a he was frightened c Moriarty was outside
b someone might try to kill him d it was dark outside
- What was Holmes' attitude towards Moriarty?
a he liked him c he admired his behaviour
b he was afraid of him d he wanted to catch him
- What is Moriarty's occupation?
a a gang leader c a professor
b a murderer d a philosopher
- Why did Moriarty visit Holmes?
a to get to know him c to threaten to kill him
b to get him to stop investigating d to kill him
- What did Moriarty probably not do after leaving Holmes?
a try to kill him himself c organise 'accidents'
b plan Holmes' death d have him followed
- Which of these things can you not find out about Watson from the text?
a he is married c he is good with guns
b he is a good friend of Holmes d he is a doctor

Watson

Moriarty

I knew then that I was in terrible danger. At midday, I was in Oxford Street when I was nearly run down by a carriage. Then, as I strolled down Vere Street, a brick came down from a roof and shattered at my feet. Now, on my way here, I was attacked by a thug with a stick. I knocked him down and the police have arrested him.'

'You will spend the night here?' I inquired.

'No, my kind friend, you might find me a dangerous guest. I would like you to come with me to the Continent.'

'I have not got many patients and my wife is away,' I said. 'So I should be glad to come and help.'

'And to start tomorrow morning?'

'If necessary.'

'Oh, yes, it is most necessary.'

Holmes gave me instructions for meeting him and then left over the garden wall.

5 Vocabulary Look at the Word Builder. Match the words in red in the text with the meanings (a-j).

- a walk quickly with long steps *stride*
- b ask someone for information
- c watch someone carefully
- d walk slowly for pleasure
- e walk on your toes
- f ask for something in a way that shows you need it badly
- g look at something for a long time without moving your eyes
- h say something loudly when you are surprised
- i say something very quietly
- j say something aggressively (like an animal when it is angry)

Word Builder Word families

- 1 Say/speak: *exclaim, snarl, whisper*
- 2 Ask: *beg, inquire*
- 3 Look at: *observe, stare at*
- 4 Walk: *stride, stroll, tiptoe*

LANGUAGE CHOICE 37: PAGE 22

6 Use words from the Word Builder to rewrite the dialogue below in a more interesting way. Replace the expressions in *italics*.

When Williams *walked quickly* into my office, I *carefully watched* him - he seemed very angry and nervous.

'I've got a terrible problem, Smith. Can I speak to you?' he *asked desperately*. 'We've got a spy and I know who it is!' he *said very quietly*.

'A spy!' I *said loudly* and *looked at him for a long time*.

'Don't speak so loudly!' he *said very aggressively*.

'Can I possibly *ask* who it is?' I said.

'It's the boss!' Williams replied.

7 Look at the expressions (1-2) in **bold** in the Sentence Builder. Which of them express:

- a the reason for doing something?
- b how something is done?

Sentence Builder *by/for + -ing*

- 1 Please let me leave your house **by climbing** over your back garden wall.
- 2 Holmes gave me instructions **for meeting** him.

LANGUAGE CHOICE 38: PAGE 22

8 Match the sentence beginnings (1-5) with the endings (a-e).

- 1 Holmes avoided being killed in Watson's house by
- 2 When he arrived, Holmes made preparations for
- 3 Moriarty always escapes arrest by
- 4 After leaving, Moriarty made plans for
- 5 Moriarty's men tried to kill Holmes by
- a killing Holmes.
- b leaving through the garden.
- c closing the shutters.
- d getting others to commit crimes.
- e running him over with a carriage.

9 Work in pairs. Choose a brilliant hero or villain from a film, comic or book. Write notes about:

- his/her personality
- his/her abilities
- what he/she did

10 Work in groups. Tell your partners about your character.

No Comment

'The world is full of obvious things which nobody ever observes.' *Sherlock Holmes*



a Benjamin Grosvenor



b Evgeny Kissin



c Maria João Pires

Warm Up

- 1 Your Culture Work in pairs. Look at the photos (a-c) and discuss these questions.
- 1 Who do you think are the greatest musicians ever from your country?
 - 2 Why were/are they great?

- 5 Look at the Sentence Builder. Look at the auxiliaries in **bold**. Which sentence expresses surprise?

Listening

- 2 **EF3 3.25** Listen to seven answers (1-7) from an interview about the lives of concert pianists. Match them with the questions (a-h). There is one extra question.
- a What sort of workloads do they have?
 - b What does it take to be successful?
 - c What sort of pay and conditions do they have?
 - d What's the best age for starting?
 - e Do concert pianists get nervous before concerts?
 - f How many of them actually become successful?
 - g What's it like preparing to perform a new piece?
 - h What are the lives of young pianists like?

- 3 **3.26 3.27** → **SKILLS BUILDER 5** Listen to the full interview. Use the strategies to make notes about three of the topics mentioned in Exercise 2.

best age for starting: 6-8 - why? to develop physical capacity

- 4 Work in pairs. Take turns to use your notes to tell your partner about concert pianists.

The best age for starting to play the piano is very young - between the ages of six and eight.

Sentence Builder Emphasis (3)

- 1 Most people recommend starting between six and eight but some pianists **do** begin a lot earlier.
- 2 He loves playing in public but he **does** find it exhausting.
- 3 Wow, he **did** start young!

LANGUAGE CHOICE 39: PAGE 22

- 6 Work in pairs. Use the cues to talk about your musical interests. Use the auxiliaries **do**, **does** and **did** for emphasis.
- 1 I / not very keen on (type of music) / like (a group)
*I'm not very keen on rap but I **do** like Snoop Dogg.*
 - 2 (name of singer) not my favourite singer / have some good songs
 - 3 last year / not go to any (type of concert) / go to (a type of concert)
 - 4 I usually dislike listening to that (group/singer) / like their/his/her latest record/album
 - 5 our school / not got (big orchestra/jazz group) / have (choir/rock group)

Speaking Workshop



- 7 **3.28 DVD 6** Listen to or watch the interview with a rock musician. Complete the sentences.

- 1 This is the first time Suzy has worked as a music journalist.
- 2 Billy Ray used to be the _____ of a rock group.
- 3 The group chose their name after their _____ during a storm.
- 4 The group had _____ in the USA.
- 5 They gave up the group because they were tired of _____.
- 6 Suzy thinks that the group should start _____.

- 8 Look at the Talk Builder. Match the expressions (1-4) with their uses (a-d).

- a explaining or commenting on something you have already mentioned
- b checking information
- c asking the other person to clarify
- d checking the other person has understood

Talk Builder Clarifying

- 1 Is that right? / So that means ... , right? / So, just to recap, you ... , right?
- 2 What do you mean by that exactly? / I don't quite get that. Could you explain what you mean exactly?
- 3 Do you see what I mean? / Do you follow me?
- 4 To put it another way, we ... / In other words, ... / As I said before, there ... / What I mean to say is ...

➔ SKILLS BUILDER 40

- 9 **3.29** Pronunciation Listen and repeat the expressions.

- 10 Complete the dialogue with expressions from the Talk Builder.

- A: I am a semi-professional musician. In ¹ _____, I have a day job, too.
- B: So that ² _____ you work evenings and weekends?
- A: Yes, that's right. ³ _____ said before, we play every Saturday night in a club. We play 'dance punk'.
- B: I don't quite ⁴ _____. Could you ⁵ _____ you mean exactly?
- A: Well, it's a mixture of dance music and punk. To put it ⁶ _____, we play electronic disco music but with a punk element in it. It's great for dancing. Do you ⁷ _____?
- B: I think so. So, just to ⁸ _____, you're in a five-piece dance punk band, ⁹ _____? And you're a local band, too.
- A: Yes, and we've just made our first album. Some of the music critics like it but most people haven't heard of it. ¹⁰ _____ I mean to say is that it hasn't got onto the radio or anything like that.

- 11 Work in pairs. Interview a famous musician.

1 Both choose a real or an imaginary musician (e.g. a composer, singer or guitarist). Find out or make up information about these things:

- his/her important albums/songs
- how he/she started off
- how he/she became successful
- what he/she enjoys most
- how often he/she plays live
- plans for the future

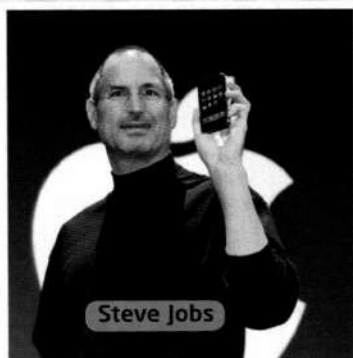
2 ➔ SKILLS BUILDER 41 Use the strategies in the Skills Builder to write down five of your most common mistakes when speaking.

3 Take turns to interview your partner using expressions from the Talk Builder.

- 12 Tell the class two or three interesting things about your partner's musician.

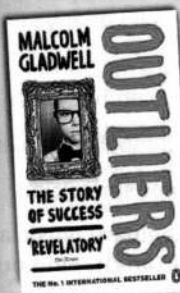
She's a folk singer from Scotland who started off playing in clubs in London.





Warm Up

- 1 What do you know about the person in the photo? In what way was he successful?
- 2 Read the book synopsis. What are the necessary ingredients for success? Which, in your opinion, is the most important?



(3.30)

We tend to assume that people like Shakespeare or Darwin owe their success to their genius. In his new book, *Outliers*, Malcolm Gladwell suggests that the truth may be more complex.

Of course, all successful people are bound to have some natural gifts. But the true ingredients of success are most probably hard work, opportunity, and the

environment you grow up in.

First, you need about 10,000 hours of practice before you get really good at something. Mozart's early work was certainly not great or original. He composed his first true masterpieces when he was 21. By that time, he must have spent about ten years composing concertos.

But hard work is not enough, you have to get your chance. Most Silicon Valley tycoons, like Bill Gates or Steve Jobs, were born around 1955. When the personal computer revolution came twenty years later, they were at a perfect age to lead it. Besides, in their teens they enjoyed unlimited access to computer terminals, unlike their less fortunate peers. So by 1975, they had definitely done their necessary 10,000 hours of programming.

Finally, success seems to be easier if you come from a culture that promotes hard work, diligence and industriousness. It can't be a coincidence that Asian children are better at maths than anyone else and Japanese cars are supposed to be the best in the world. Did you know that Japanese kids go to school over 240 days a year whereas the American school year is only 180 days long?

Uncertainty

- 3 Look at the sentences (1-4) and compare them to the factual statements in brackets. Do the words in **bold** make the statements sound:

a stronger? b less certain?

- 1 We **tend to** assume that people owe their success to their genius.
(We assume that people owe their success to their genius.)
- 2 Japanese cars **are supposed to** be the best in the world.
(Japanese cars are the best in the world.)
- 3 Success **seems** to be easier if you come from a culture that promotes hard work.
(Success is easier if you come from a culture that promotes hard work.)
- 4 All successful people **are bound to** have some natural gifts.
(All successful people have some natural gifts.)

- 4 Look at the sentences with modals (1-3). Which sentence refers to the past? Write corresponding statements of fact.

- 1 The truth may be more complex.
The truth is more complex.
- 2 He must have spent ten years composing concertos.
- 3 It can't be a coincidence.

LANGUAGE CHOICE 35: PAGE 20

- 5 Rewrite the sentences using the words in brackets.

- 1 Perhaps he's got a musical talent. (may)
- 2 I don't believe they failed the exam. (can't)
- 3 He is most probably working now. (bound to)
- 4 I think they enjoy studying. (seem)
- 5 Everybody says that he is the best student at his college. (supposed)
- 6 Asian kids study more than European schoolchildren. (tend)
- 7 I'm certain he received a lot of support from his family. (must)
- 8 Successful people are confident. (seem)
- 9 Children spend a lot of time doing things they love. (tend)
- 10 Good students study hard. (bound)

Writing Workshop 6



- 1 Look at the picture and read the description. Find three differences.

1 The first thing you notice about Tom is his height. He is 1.90 m but looks even taller because he is pretty solid. The next thing that strikes you about him is his long, dark hair, which is thick and shiny, and his dark, expressive eyes.

2 When you first meet Tom, he seems shy and serious but you soon realise that he has got a great, dry sense of humour. He has that witty ability to say the right thing at the right time which makes everyone fall about laughing.

3 Of course, Tom has his faults. He tends to be bad-tempered early in the morning and he also fidgets and taps his feet a lot, which can be irritating. However, Tom always has time for other people; he is especially good with young children and works as a monitor in a summer camp. He is brilliant at telling stories and jokes and kids love that.

4 Tom hates dressing up and shopping for clothes and he usually wears black jeans, a heavy metal T-shirt and a denim jacket. He does not feel the cold as most people do so you hardly ever see him wearing a scarf or coat, even in the middle of winter.

5 To sum up, Tom is one of those people who do not seem to care much about what people think of him but who is actually very thoughtful and kind to others. For me, he is someone special because he makes me feel happy and relaxed when I am with him.

- 2 Read the description again. What are Tom's talents, quirks and good qualities?

Text Builder

- 3 Match the topics (a-e) with the paragraphs (1-5) in the description.

- | | |
|----------------------------|--------------|
| a opinion about the person | d appearance |
| b habits/behaviour | e clothes |
| c personality | |

- 4 Find words or expressions in the description which mean:

- | |
|---|
| a to see something (paragraph 1) |
| b to appear (paragraph 1) |
| c to make a clear impact on you (paragraph 1) |
| d to appear (paragraph 2) |
| e to understand something that you had not noticed before (paragraph 2) |
| f is often (paragraph 3) |
| g to put on special clothes (paragraph 4) |

- 5 Complete the sentences with words from Exercise 4.

- One thing you immediately _____ about her is her long, dark hair.
- Another thing that _____ you is her lovely, soft voice.
- She is about thirty but she _____ much younger.
- At first, she _____ quite outgoing and sociable but then you _____ that she is quite shy.

- 6 Use the cues to write sentences with relative clauses.

- long / dark / shiny / thick / **hair**
He has got long, dark hair which is thick and shiny.
- pale / round / friendly / expressive / **face**
- large / blue / sinister / cold / **eyes**
- soft / deep / attractive / relaxing / **voice**
- strong / muscular / tattooed / sun-tanned / **arms**

- 7 Write a description of someone special that you know.

SKILLS BUILDER 26

- Choose a person and write notes about his/her:
 - appearance • personality
 - habits/behaviour/talents • clothes
- Use your notes to write the description.
- Check your descriptions for mistakes of spelling and grammar.

- 8 Work in pairs. Read your partner's description. Give it a mark from 1 to 5 for:

- interest • organisation • language

Language Review Module 6

1 EF3 Describing people Complete the description with one word in each gap.

At first my friend Roman ¹ _____ quite insecure and shy, but when you get to know him, you ² _____ that he's really quite outgoing. Sometimes he ³ _____ to be a bit absent-minded. He is ⁴ _____ modest but he knows that he is very ⁵ _____ at most school subjects.

- 1 a) thinks b) seems c) finds d) feels
2 a) realize b) find c) seem d) look
3 a) wants b) thinks c) tends d) believes
4 a) purely b) fairly c) mainly d) only
5 a) great b) bad c) poor d) good /5

2 Describing people Match the beginnings (6-10) with the endings (a-g).

- 6 Elaine always bites her a problems.
7 Tom often shrugs his b jokes.
8 My dad hates making c speeches.
9 I'm very good at solving d shoulders.
10 My mum often tells e nails. /5

3 Reference Complete the sentences with the words below. There are two extra words.

a all another both other the the other

- 11 If you don't like this idea, I've got _____ one that you might think is better.
12 There were two people at the meeting. One was very enthusiastic but _____ one wasn't.
13 We interviewed two people. They were _____ excellent.
14 I'm in _____ maths competition at school.
15 _____ final is next week. /5

4 Reference Complete the text with one word in each gap.

We're doing ¹⁶ _____ project at school on geniuses. ¹⁷ _____ genius I'm writing about is Judit Polgar. She's from Hungary and she became ¹⁸ _____ chess grandmaster at the age of just fourteen. She's got two sisters and ¹⁹ _____ of them are great chess players, too. ²⁰ _____ three of them can also speak several languages and have got great educational qualifications. /5

5 Word families Choose the correct words to complete the sentences.

- 21 'Thank goodness!' she *begged/exclaimed*.
22 'Please help me,' she *inquired/begged*.
23 Darren *tiptoed/snarled* quietly out of the room.
24 'Do you know who is in charge here?' she *observed/inquired*.
25 I spent ten minutes *staring/observing* at the book but I couldn't concentrate on the words. /5

6 Emphasis (3) Complete the dialogue with the correct auxiliaries.

- A: Jane is in the final of the piano competition.
B: Well, she ²⁶ _____ play really well. You play the piano, don't you?
A: I ²⁷ _____ have a few lessons but I gave up.
B: You ²⁸ _____ give up a lot of things! What do your parents say?
A: My mum ²⁹ _____ get upset sometimes but I ³⁰ _____ do judo for for a whole year before I gave that up! /5

7 Clarifying Complete the dialogue with one word in each gap.

- A: There should be a special school for people like me.
B: What do you ³¹m _____ by 'people like you' exactly?
A: Well, to ³²p _____ it another way, people of above average intelligence.
B: I don't quite ³³g _____ that.
A: Well, as I've said ³⁴b _____, geniuses can get bored at normal schools. Do you ³⁵f _____ me?
B: I understand that, but you came nineteenth in the class in our last exams! /5

8 Uncertainty Choose the correct words to complete the sentences.

- 36 Which exercise *are we supposed/are we bound to do we seem* to be doing now?
37 I don't know Carole very well but she *seems/tends/is bound* to be nice.
38 The maths test next week *may/is bound to/must* be difficult. They always are.
39 Ask Paul about your mobile. He *tends to/can't/may* have seen it when he was tidying up.
40 I *can't/must/seem to* have made so many mistakes. Could you check again, please? /5

Self Assessment

3.31 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise If you need practice, go to

1	Language Choice 36
2	Language Choice 36
3	Language Choice 33 and 34
4	Language Choice 33 and 34
5	Language Choice 37
6	Language Choice 39
7	Students' Book p.61 ex.10
8	Language Choice 35

Objectives: Read, listen and talk about different kinds of communities; make suggestions and evaluate plans; write a story about a personal experience; learn more about conditional sentences and the use of *it* and *there*.

EF3 Task Focus: Reading Task 3; Listening Task 1

TOPIC TALK

- 1 Look at the photo. What sort of place do you think it is?
 - 2 4.1 4.2 Listen to three people describing their communities. Which place would you like to live in?
 - 3 4.3 4.4 Listen again to the first person. Complete the information in the network.
 - 4 4.5 Pronunciation Listen and write down the pairs of words. Mark the word stress.
1 *photo*; *photography*
- LANGUAGE CHOICE 40: PAGE 22
- 5 Work in groups. Use the network to describe your local community.



My community

I've lived here for a couple of years and I know ¹ a lot of/quite a few/a few people.

The best thing about living here is that ² _____ and ³ _____. Another positive thing is that ⁴ _____.

The worst thing about my area is that ⁵ _____ and ⁶ _____.

My area would be better for young people if there were ⁷ _____. It would also be good if we could ⁸ _____.

- more free activities for teens, places for teens to hang out in, better sports facilities (e.g. skate parks), nightclubs for teens
- take part in making decisions about local issues, have a say in the local council, vote in local elections

- people are friendly, you don't need to lock your front door, there is a sense of community, you can trust people, people help each other out, the streets feel safe at night, children can go out on their own
- **there are good/lots of** hospitals, libraries, local clubs, local events, parks, playgrounds, schools, shops, sports facilities, volunteer groups
- **there is** a lot of cultural diversity, good public transport, very little crime

- the people are nosy/unfriendly/rude, nobody knows their neighbours, people keep to themselves, there is no privacy
- **there is a lot of** begging, crime, drug abuse, graffiti, heavy traffic, homelessness, litter, pollution, poor housing, poverty, public drinking, unemployment, vandalism
- **there are a lot of** abandoned cars, boarded-up shops, burglaries, burnt-out buildings, muggings, murders, riots, street gangs, traffic accidents
- **there aren't any** good shops, green spaces
- **there is a lack of** clean drinking water, decent sanitation

Warm Up

- 1 Look at the photos and read the first paragraph. Would you like to spend time with an indigenous people? Why/Why not? Tell the class.

I would like to live with the Bedouins in the Arabian desert because ...

Reading

- 2 → SKILLS BUILDER 18 Read the travel book extract and use the strategies to answer the questions.

- 1 What is the situation in the extract – the place, the people involved, what they do?
- 2 What do you think will happen next to the people?
- 3 What are the relationships between the people?
- 4 How do they react to events and to each other?
- 5 What can you guess about their attitudes to life?

- 3 EГ Read the extract again. Choose the best answers to the questions.

- 1 What was Bruce Parry's situation in Batbayer and Puruhan's family in the Darhad community?
 - a He visited them every day. c He worked for them.
 - b He lived exactly as they did. d He observed and filmed them.
- 2 What were the attitudes of the Darhad towards Bruce?
 - a They were unfriendly towards him.
 - b They treated him as a special guest.
 - c They treated him as another member of their team.
 - d They made him the centre of attention.
- 3 What did he notice about the Darhad?
 - a They were very efficient at moving.
 - b They gave a lot of importance to ceremonies.
 - c They were not very hard-working.
 - d They had a modern system of communication.
- 4 Why were the Darhad moving somewhere else?
 - a Because they liked moving.
 - b Because they didn't have enough food.
 - c Because they needed to be near a lake.
 - d Because their animals needed grass.
- 5 What did Bruce think of the Darhad people?
 - a They were romantic and sentimental.
 - b They were better than the people in the West.
 - c They had an easy lifestyle.
 - d They had a great sense of community.
- 6 Which of these adjectives does not describe Bruce's habits and lifestyle at home when compared to that of the Darhad?
 - a busy b generous c selfish d stressful



In his fascinating book, *Tribe*, the journalist Bruce Parry describes his experiences with indigenous people in Amazonia, Africa and Asia. In Mongolia, Bruce stayed in a ger with Batbayer and Puruhan and their family and saw them make the autumn migration.

I joined in with the daily routine, waking at five in the morning for a breakfast of milky tea, bread and very hard cheese. Then it would be out to help where I could. It was an interesting contrast to my earlier trips, where I'd always been the centre of attention with people watching and hanging around wherever I went. Here, they didn't give a damn; I was there to help so they showed what to do and I got on with it.

Even as the regular daily work went on, preparations were being made for the big move. Finally, the day came when we were ready to leave. The mysterious system of communication in the steppes was at work again as we were joined at dawn by numerous helpers from other gers. Very quickly the tents came down and were stacked away. At last, totally without ceremony, we were off, a huge herd of mixed animals heading in a straight line along the edge of the mountains.

During the first few days, Bruce watched the animals swimming across a dangerous river and every day observed the mountains getting whiter. Batbayer was worried about snow during the crossing but they were lucky.

The track along the top of the pass was the most treacherous part. Now we horsemen were working hard, cantering off to the sides to bring in stray cattle, helping others who had got stuck in the mud. We were in the saddle for much longer that day, but finally we came to the end of the pass and saw down to the other side. There were the snow-free brown grasslands of the winter pastures. We rode down the gentle slope and into the valley and made camp at the base of the mountains for the last time.

Sadly, in the morning we were going our separate ways; Batbayer, Puruhan and the others heading on down to set up their gers by the lake; the crew and I going back over the pass, then driving back to Ulaanbaatar, before flying home.

Batbayer had said that I looked sad as I rode, and it would be a lie to say I didn't feel more than a few pangs of melancholy leaving my wonderful hosts in that beautiful place. I won't get sentimental and say I don't enjoy my hectic existence at home, but there is a deeply enviable serenity about their lives. I tried desperately not to over-romanticise, but I couldn't help but think that some aspects of their community and its wonderfully generous habits, their hospitality and way of sharing, put my cynical materialistic lifestyle to shame.

'What makes you happy?' I asked Batbayer, in our final chat on camera before we headed back. He smiled. 'It's very simple: there's the work I have to do, and the peace in my mind.'

'Stress-free living?' I suggested, then listened to the interpreter struggling to translate 'stress'. But he couldn't. It seemed he didn't know if the word even existed in Mongolian.

4 Vocabulary Look at the Word Builder. Match the words in bold with the meanings (a-i).

- | | | |
|-------------------------------------|---------------------|-----------------|
| a just continue doing (an activity) | c be unable to move | g leave |
| b wait with no particular purpose | d be not finished | h put in a pile |
| | e be taken down | i put up |
| | f move towards | |

Word Builder Multi-part verbs (3)

- 1 There were people **hanging around** and looking at me.
- 2 I **got on with** the work.
- 3 The tents **came down** and were **stacked away**.
- 4 At last, we **were off**.
- 5 The journey **was not over** yet.
- 6 They had **got stuck** in the mud.
- 7 The others were **heading on to** the lake.
- 8 They **set up** their gers.

LANGUAGE CHOICE 41: PAGE 22

5 Look at the Sentence Builder. Which of the sentences (1-2) describes observing a completed action?

Sentence Builder: Verbs of perception + infinitive or -ing form

- 1 Bruce **saw** them **make** the annual migration.
- 2 Bruce **observed** the mountains **getting** whiter.

LANGUAGE CHOICE 42: PAGE 22

6 Choose the correct verbs to complete the sentences.

- 1 I watched Mary *play/playing* tennis this morning - she won in the end.
- 2 I noticed Fred *arrive/arriving* at school yesterday because he was wearing a weird new T-shirt.
- 3 When I get back home, I can often smell my dad *cook/cooking* in the kitchen.
- 4 I often hear my neighbours *talk/talking* when I am studying.

7 Your Culture Work in pairs. Choose an annual event in your local community. Write notes to describe it.

8 Work in groups. Tell your partners about your event.

In May, there is always a rock 'n' roll marathon in our town.

Your Choice

No Comment

'One's destination is never a place but a new way of seeing things.' Henry Miller



Warm Up

- 1 Look at the photos (a-c). Which activities are typical of men and which of women?
- 2 Read the text. Why does the author think the world would be better if women ran it?
- 3 Do you agree with the main idea of the text? Why/Why not?

Conditionals

- 4 Match the conditional sentences (1-5) with their meanings (a-e).
 - 1 If we now had a matriarchal society, conflicts between nations would look entirely different. *a*
 - 2 If women run the world, it will be better and a lot less expensive.
 - 3 If you said something like that, both of you would feel terrible.
 - 4 History would have been better if women had been the dominant sex.
 - 5 If you own more land, you have to look after it.
 - a unreal present situation
 - b imaginary past situation
 - c hypothetical future situation
 - d possible situation in the future
 - e a rule describing a permanent reality
- 5 Read the conditional sentence from the text. What verb form (*was*, *am* or *had been*) could be used instead of *were* to mean the same but sound less formal?

If I were a man, I would vote for a woman, too.
- 6 Read the 'mixed' conditional sentences (1-2). Which of them talks about:
 - a an imaginary **past** event or situation and its hypothetical **present** consequences?
 - b an imaginary **present** situation and its hypothetical consequences in the **past**?
 - 1 If roles **had been formed** differently, armed aggression **would not occur**.
 - 2 If women **were** in charge, the telephone **would have been invented** right after the wheel.

Viewpoint

History would have been better if ...

In my opinion, history would have been better if women had been the dominant sex. History is men getting into trouble. History, as recorded by men, has traditionally been a chronology of wars. But would events have taken the same turn if history had been made and recorded by women? Most certainly not. If we now had a matriarchal society, conflicts between nations would look entirely different. Instead of going to war and killing your enemies you would hurt their feelings – perhaps you would make remarks about the children in the other country: 'Your children are ugly and have bad table manners.' If you said something like that, both of you would feel so terrible that you wouldn't talk about it. There'd be a lot of communication. Naturally, if women were in charge, the telephone would have been invented very, very early – right after the wheel.

I am not saying a matriarchal society would be perfect. I am saying it would be much more peaceful. No society run by women would send its sons and daughters to be slaughtered by the sons and daughters of another society run by women.

In fact, if roles had been established differently, armed aggression would simply not occur, partly because no one would want anyone else's land. After all, why would you want someone else's land? You can visit. If you own more land, you have to look after it.

Women historians would certainly not define crucial moments in history by events on the battlefield. If they had their way, instead of 'Our glorious victory over XYZ', Chapter 12 of your history book might be 'When We Learned That If You Wash Your Hands You Get Sick Less.' That would start an era.

So when the next election comes, remember: if women run the world, it will be better and a lot less expensive. If I were a man, I would vote for a woman, too – it's time they got their chance.

- 7 Look at the sentences in Exercise 6. Complete the table with the correct verb forms for 'mixed' conditionals.

	imaginary condition	hypothetical consequence
in the past	Past Perfect	would +
in the present		



Practice

- 8 Write unreal and past conditional sentences about imaginary situations based on these facts.

- Women are different from men so the world is an interesting place.
If women were similar to men, the world wouldn't be so interesting.
- Men run the world and there are a lot of international conflicts.
- The world isn't perfect so not everyone is happy.
- There have been a lot of wars in the world and a lot of people died in them.
- A woman is not the president of the USA so I don't believe there are equal opportunities for men and women.
- Napoleon wasn't a woman so he started a lot of wars.

→ LANGUAGE CHOICE 43: PAGE 24

- 9 Use mixed conditionals to answer the questions.

- What would be the situation now:
 - if your parents hadn't met?
If my parents hadn't met, I wouldn't be here.
 - if mobile phones hadn't been invented?
 - if the continents hadn't separated?
- What would have happened in the past:
 - if people were less aggressive?
 - if all people spoke one language?
 - if the Earth was closer to the Sun?

- 10 Choose the feature from each sentence that describes you. Write three conditional sentences about how these features influenced your past life.

- I am a boy/a girl.
If I were/was a boy, I would've played more with cars.
- I am assertive/shy.
- I like/don't like new experiences.

→ LANGUAGE CHOICE 44: PAGE 24

Grammar Alive Hypothesising

- 11 4.8 Listen to a dialogue. Why does Annie think she didn't get the job?

- 12 Work in pairs. Use the cues to make dialogues.

A: Are you rich?

B: No, I'm not. *If I was rich, I would've gone to study abroad.*

A starts

- you / rich
- your girl/boyfriend / assertive
- you / good at languages

B answers

- go to study abroad
- get the job at restaurant
- fail my English exam

B starts

- your football team / good
- you / interested in politics
- you / feminist

A answers

- lose the last game
- take part in yesterday's demonstration
- join a feminist organisation

- 13 4.9 Listen to another dialogue. Answer the questions.

- What would make Annie happy?
- Why does Jim have to work so hard?

- 14 Work in pairs. Use the cues to make dialogues.

A: Did you find a job?

B: No, I didn't. *If I had found a job, I would have some money.*

A starts

- you / find a job
- your parents / strict
- your dance lessons / good

B answers

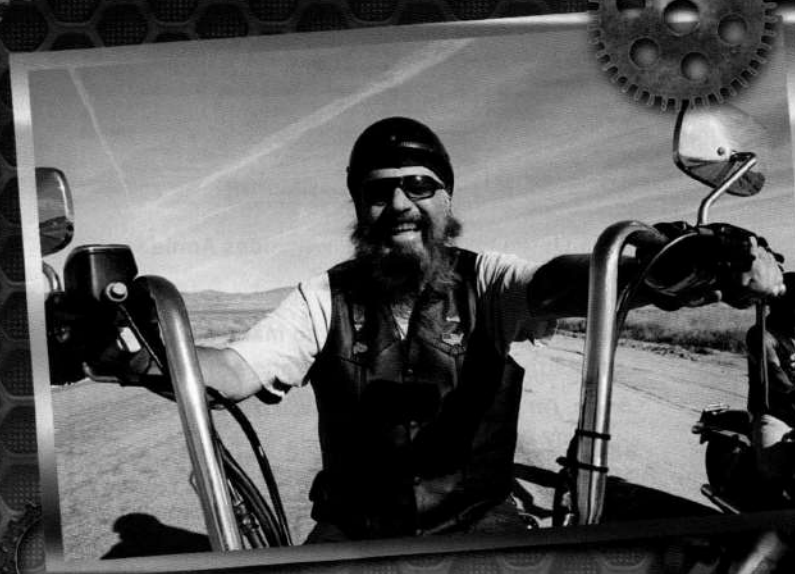
- have some money
- be a more organised person
- can dance to this rock 'n' roll

B starts

- you / pass your driving test
- you / learn English in primary school
- you / have a lot of friends as a child

A answers

- can give you a lift
- speak perfect English
- be more sociable



Warm Up

1 Your Culture Work in pairs. Look at the photos. Answer the questions.

- 1 How popular are motorbikes in your country? What races and biker events are there?
- 2 Is there a 'biker community'? Do bikers have a special style of clothes/tattoos, etc.?
- 3 Would you like to have a motorbike? Would your parents like you to have one?

Listening

2 EF9 4.10 4.11 Listen and match the people (1-5) with the statements (a-f). There is one extra statement.

- a Non-bikers will never understand us.
- b I have two completely separate identities.
- c I just love riding really fast.
- d There is a sense of community amongst bikers.
- e I spend all my social life with other bikers.
- f Being on my bike makes me feel that I'm really living.

3 4.10 4.11 → SKILLS BUILDER 6 Look at the informal expressions in the Skills Builder. Then listen again and list which of them you hear.

Biker 1: Sure; Go ahead; ...

DVD Choice



4 DVD 7 Watch the documentary about the woman in the photo and answer the questions.

- 1 How is Sasha different from the typical biker?
- 2 How does she make a living?
- 3 How does she get away from her small flat?
- 4 Why has she called her bike 'Tiger Lily'?
- 5 How do people react when they find out she is a biker?
- 6 What problems does she have out on the street?

5 DVD 7 Watch again. Work out the meaning of these statements.

- 1 A whole world rolls on two wheels.
- 2 Let's go and get a big bite out of the Big Apple!
- 3 An afternoon at the office with Sasha isn't quite what you'd expect.
- 4 You have to have eyes at the back of your head.
- 5 Liberty is what it's like to be on the open road.

6 Would you like to ride a motorbike in New York? Why/Why not?

Speaking Workshop



- 7 4.12 4.13 Listen to the dialogue. Complete Lucy's diary.

Saturday 11 April

Go to Mortimer Forest with ¹ _____.

Leave at ² _____ and go there in

³ _____. Tom's dad to pick us up at

⁴ _____.

Have a picnic at ⁵ _____ place.

Invite: ⁶ _____, ⁷ _____,

⁸ _____ and ⁹ _____.

Go on the ride to the ¹⁰ _____.

- 8 Look at the Talk Builder. Which of the reactions (a-h) disagree with the suggestions 1-8?

Talk Builder Making arrangements

Suggestions

- 1 I thought maybe we could ...
- 2 I think we'd better ...
- 3 So what about the idea of ... ?
- 4 What if we asked ... ?
- 5 ... we could maybe ...
- 6 Why don't we invite ... ?
- 7 I suggest we do ...
- 8 I'd rather we did something a bit ...

Reactions

- a That's a good idea but it means we'd have to ...
- b Why not?
- c That'd be great but I'm not so sure about ...
- d Cool! That way we ...
- e That's fine by me but I'd rather you ...
- f Okay, I'll see if he wants to come.
- g That would be nice but ...
- h Okay, let's do that.

➔ SKILLS BUILDER 42

- 10 Complete the dialogue with words from the Talk Builder.

A: I'm organising something for next Sunday.

I ¹ thought maybe we could go to a concert and have lunch somewhere.

B: That's a good ² _____ but it sounds expensive.

I think we'd ³ _____ go to the rock marathon. It's free.

A: Okay. So what about ⁴ _____ lunch in a café?

B: ⁵ _____ 'd be great but I'm not so sure about going to a café. What ⁶ _____ we took a picnic?

A: Cool! That ⁷ _____ it wouldn't cost very much.

B: And ⁸ _____ don't we invite Judy?

A: Okay. I ⁹ _____ we meet at my place at eleven o'clock. What do you think?

A: I'd ¹⁰ _____ we met in the centre.

B: Okay, let's do that.

- 11 Work in pairs. Act out a similar dialogue. Change the times, places and activities.

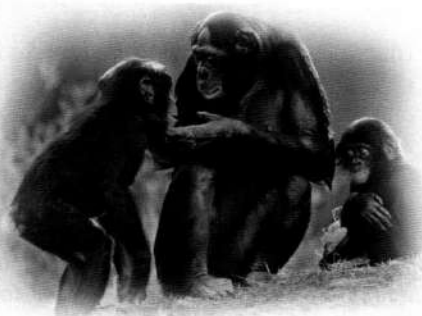
- 12 Work in groups. Make arrangements for a group outing.

- 1 Choose an activity to do with a group of friends. Write notes like those in Exercise 7 about your plan.
- 2 ➔ SKILLS BUILDER 43 Use the strategies to evaluate your plan and think of alternatives.
- 3 Act out the role-play and agree on a plan.

- 13 Tell the class what you finally agreed on and why you discounted other alternatives.

We decided to go on a day trip to the coast to go swimming and ... We decided not to go by train because it's so expensive.

- 9 4.14 Pronunciation Listen and repeat the expressions from the Talk Builder.



Warm Up

- 1 Look at the chimpanzees in the photo. In what ways are they similar to people?
- 2 Read the article. What examples of empathy among animals does the author give?

(4.15)

We tend to assume that it is natural for people to be selfish and violent. It is often said that altruism is self-interest in disguise. But there is evidence from research on social animals like elephants, dolphins and chimpanzees that there are many species that survive thanks to empathy and cooperation. Humans are social animals. There is no doubt that since the appearance of *Homo sapiens*, empathy and solidarity have held human groups together. It is true that in both animals and humans empathy is biased: it is always stronger for one's own group than for strangers. However, it can't be denied that compassion is as natural for us as aggression.

Simple empathy begins with our bodies: a chimpanzee yawns when it sees another chimpanzee yawning. It is easy to notice similar behaviour in people: when we see pictures of angry faces, we frown; when we see happy faces, we smile.

The highest level of empathy is the ability to think like someone who needs help and offer the kind of help that's required. Humans do this all the time but there are also a lot of examples of such behaviour in animals. An elephant can accompany a dying friend for days, even if it is tempted to leave by the chance of getting food. If a chimpanzee has lost her child, other chimpanzees spend a lot of time looking after the mother.

So maybe it's time to build our society on cooperation and kindness instead of competition. Let's hope it's not too late.

- 3 Do you believe that most people are generally:
 - a violent and competitive?
 - b kind and sympathetic?

it and there

- 4 Read the sentences. Find the word or phrase that *it* refers to. Is it possible in each case? Then choose the correct words to complete the rule.

- 1 A chimpanzee yawns when it sees another chimpanzee yawning.
- 2 It is true that in both animals and humans empathy is biased.
- 3 Empathy is biased: it is always stronger for one's own group than for strangers.
- 4 It's time to build our society on cooperation

In English, every sentence *must/needn't* have a subject. In *all/some* sentences the subject has no meaning.

- 5 Read the sentences below. Which of them states that something exists?

- 1 **There** are a lot of examples of such behaviour in animals.
- 2 It's not too late.

- 6 Translate the sentences in Exercise 5 into your language. How do you translate *it* and *there*? Are these words necessary in your language?

- 7 Complete the sentences with *it* or *there*.

- 1 _____ is clear that some animals feel empathy.
- 2 _____ is a species of monkey that doesn't care about its children.
- 3 _____ is a social hierarchy among chimpanzees.
- 4 _____ has been observed that chimpanzees adopt orphaned chimpanzees.
- 5 _____ are apes that form matriarchal communities.
- 6 _____ is interesting that chimpanzees and humans differ by only one percent of their DNA.

LANGUAGE CHOICE 45: PAGE 24

- 8 Use the cues to write sentences beginning with *It ...* or *There ...*.

- 1 possible / observe various forms of communication among animals
It is possible to observe various forms of communication among animals.
- 2 chimpanzees / in most zoos in the world
- 3 common / for animals to help one another
- 4 always an alpha male / in a chimpanzee community
- 5 true / people's behaviour is quite similar to chimpanzees'
- 6 little violence / among bonobos

Writing Workshop 7



- 1** Look at the picture and read the story. Find three differences between them.

1 While walking down the long corridor I could see inside the classrooms and people were turning their heads to see who the head teacher was with. I felt as if I was going to my execution, not starting my first class at the Instituto Antonio Machado.

2 As I was opening the door, the students looked up and stared at me. The class teacher, a kindly-looking elderly man with a moustache like a Mexican bandit's, stood up smiling. 'Ah, Chris! Welcome!' He then spoke to the class but I only understood the words 'English' and 'new student' and I felt like a zoo animal standing there in front of everyone. Mr Salazar pointed to a desk and I went to sit down but unfortunately my bag caught on a chair and everything in it fell out onto the floor. I went as red as a beetroot while various students helped me pick up my things, including photos of my girlfriend, my parents and my pet rat, Clarence.

3 The rest of the lesson lasted hours but my partner Jorge, a small, pale boy with glasses, explained things to me. During the class, a group of older boys kept pointing at me and laughing, especially a boy in a Real Madrid T-shirt. Afterwards we were outside when Jorge suddenly shouted 'Watch out!' A football was coming fast towards my head. I am not a great footballer but that day I was lucky. Having headed the ball to the ground, I immediately kicked it hard towards the goal. Luckily, the ball went straight through the Real Madrid boy's feet into the goal. Everyone laughed.

4 'Now everything's going to be fine,' Jorge said to me and smiled. And everything was after that. It was the start of one of the best years of my life.

- 2** Work in pairs. Answer the questions about the story.

- 1 How did the boy feel before going into class? Why?
- 2 What was embarrassing for him about his first lesson?
- 3 Who was nice to him on his first day?
- 4 Which people were not friendly towards him?
- 5 What made him feel better?

Text Builder

- 3** Write the topics for the paragraphs (1-4).

1 *setting the scene: the situation*

- 4** Look at the Sentence Builder. Do the sentences mean the same thing or something different?

Sentence Builder Sequence linking

- 1 **Having headed** the ball to the ground, I kicked it towards the goal.
- 2 **After heading** the ball to the ground, I kicked it towards the goal.
- 3 **After I (had) headed** the ball to the ground, I kicked it towards the goal.

- 5** Rewrite the sentences using the three forms in the Sentence Builder.

- 1 I went into the classroom and then spoke to the class teacher.
- 2 They sat down and then they started doing their projects.
- 3 He got home and then he turned on the TV.
- 4 We left the classroom and then went to the playground.

- 6** Write a story beginning with the words: *One of the most embarrassing experiences for me was when I ...*

→ SKILLS BUILDER 27

- 1** Write notes about:

- the situation - where you were, what was happening, your feelings
- what happened and how you felt
- how people reacted and how you felt
- how you feel about it all now

- 2** Use your notes to write the story.

- 3** Check your story.

- 7** Work in groups. Read out your stories. Decide which stories are:

- the funniest
- the most embarrassing
- the best written
- true
- not true

Language Review Module 7

1 Talking about communities Complete the description with one word in each gap.

In the countryside you can trust people and you don't need to ¹_____ your front door. Everybody knows each other and people help each ²_____ out when they have problems. For families with young children, it's great that the streets feel ³_____ at night and the children can go out on their ⁴_____ to play during the day, but when those children are older, it's better for them to have somewhere more interesting to ⁵_____ out. /5

2 Multi-part verbs (3) Rewrite the sentences replacing the underlined words with the correct form of the verbs below. There are two extra verbs.

be off be over get on with get stuck
hang around head on to set up

- 6 People were standing there doing nothing.
- 7 We need someone who will do their work even when nobody is there to tell them what to do.
- 8 We stopped for a drink but the others continued to the beach.
- 9 We were late because we couldn't move in the heavy traffic.
- 10 We didn't realise at the time that our troubles hadn't finished. /5

3 Verbs of perception + infinitive or -ing form Use the cues to write sentences.

- 11 I saw / Tom / drive / his dad's car yesterday.
- 12 Yesterday we listened to / our teacher / talk / about his ideas for a class project.
- 13 While he was playing a computer game, Paul heard / his parents / discuss / his school report.
- 14 Have you seen / Brian / draw / people's portraits? He's brilliant.
- 15 We watched / some people / swim / while we were eating our sandwiches on the beach. /5

4 E9 Unreal and past conditionals Complete the sentences with the correct form of the verbs in capital letters.

- In the past, people left their villages to
- 16 look for work in cities. If they _____ NOT BE
to find work, they wouldn't have gone ABLE
there.
- Also, if they had stayed in villages, their
- 17 children _____ the opportunity to go MISS
to school. Nowadays, the situation is
changing. Many families would move to
 - 18 the countryside if they _____. CAN
One reason is safety. If cities were safer,
 - 19 people _____ there, but they have STAY
become dangerous. Another reason
is the environment. If the air in villages
 - 20 _____ clean, people would not want NOT BE
to live there. /5

5 Mixed conditionals Complete the conditional sentence from the notes.

- 21 people don't believe government now - lied last
If the government _____
- 22 council always listen us - voted for them again
If the council _____
- 23 safe town - we decided to move here
If this town _____
- 24 late for work last week - unemployed now
If I _____
- 25 mum not like motorbikes - dad sold his
If my mum _____ /5

6 Making arrangements Complete the dialogue with the phrases below. There are two extra phrases

but it means I'd rather we I suggest we
maybe we could what if I why don't we let's do

- A: I thought ²⁶_____ go to the new shopping centre.
B: That's a good idea, ²⁷_____ we'd have to get the bus.
A: ²⁸_____ asked my dad to take us?
B: Cool. ²⁹_____ invite Sam and Kevin, too?
A: Okay, ³⁰_____

7 it and there Complete the sentences with It or There

- 31 _____ is true that bulls are colour-blind.
- 32 _____ are many animals that can't be tamed.
- 33 _____ is amazing that red ants and large blue butterflies work together.
- 34 _____ have been many attempts to reintroduce wild animals, like the wolf, to the UK.
- 35 _____ has been proved that cows 'moo' in a different accent in different parts of the world.

8 Sequence linking Rewrite the sentences starting with the words in brackets.

- 36 After I had read the book, I saw the film. (Having)
- 37 After resting, we set off for the camp. (After)
- 38 After talking to my friend, I felt better. (After)
- 39 After waiting for an hour, I went home. (Having)
- 40 After going to the zoo, I felt sad. (After)

Self Assessment

4.16 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise If you need practice, go to

- | | |
|---|----------------------------|
| 1 | Language Choice 40 |
| 2 | Language Choice 41 |
| 3 | Language Choice 42 |
| 4 | Language Choice 43 |
| 5 | Language Choice 44 |
| 6 | Students' Book p.71 ex. 10 |
| 7 | Language Choice 45 |
| 8 | Students' Book p.73 ex. 5 |

Objectives: Read and listen about places and natural and man-made landmarks; learn more about making suggestions and discussing arrangements; write a description of a place; learn more about relative clauses.

EF9 Task Focus: Reading Task 2; Listening Task 2

TOPIC TALK

a The Jurassic Coast



b Stonehenge



- Which of the places in the photos (a-c) would you like to visit?
- 4.17 4.18 Listen to the description. Where are the places (a-c), how old are they and why are they important?
- 4.17 4.18 Listen again. Complete the information in the network.

Landscape

In my country, there are mainly ¹_____ and ²_____ in the ³south/north/east/west/centre, although there are ⁴_____ in the ⁵south/north/east/west/centre.

Where I live there ⁶is/are also ⁷_____.

The area I like most is the Jurassic Coast because it has got beautiful ⁸_____ and ⁹_____.

My favourite natural landmark there is Durdle Door which is a ¹⁰rock arch/mountain peak.

One of my favourite man-made landmarks is Stonehenge, a ¹¹_____.

I also like the Gherkin, a ¹²_____ made of ¹³_____ and ¹⁴_____ with 5500 ¹⁵_____.

Types of landscape

deserts, farmland, forest (coniferous/deciduous), grassland (prairie/savanna/steppes/pampas), moorlands, mountains, plains, rainforests, river valleys, tundra

Landscape features

bays, beaches (sandy/shingle), caves, cliffs, estuaries, fjords, glaciers, gorges, hills, lagoons, lakes, marshes, mountains, ponds, rivers, springs, streams, volcanoes, waterfalls

Man-made landmarks

aqueduct, bridge, castle, cathedral, church, lighthouse, palace, skyscraper, stone circle

Materials

brick, concrete, glass, metal, marble, stone, wood

Architectural features

arches, columns, domes, glass panels, stained glass windows, statues, towers

c The Gherkin



- 4.19 Pronunciation Listen to the sentences (1-3) twice. Underline the stressed words each time. Match the stressed words with the meanings (a-b).

- I think the design's really cool.
a it's the design I like b that's my personal opinion
- One of my favourite man-made landmarks is Stonehenge.
a not natural landmarks b I like lots of them
- One day, I'd like to visit the restaurant at the top.
a not the one at the bottom b in the future

➔ LANGUAGE CHOICE 49: PAGE 26

- Work in groups. Use the network to talk about landscapes and landmarks in *your* country.

Volcanoes are dangerous and unpredictable, which makes them terrifying and fascinating at the same time. Here are some famous volcano sites to visit!

4.20



Mount Vesuvius, Italy

Mount Vesuvius, **whose** last eruption occurred in 1944, is located just east of Naples. The most tragic was its eruption in AD 79, **during which** volcanic ash buried 3360 Romans in the nearby town of Pompeii. The ash helped to preserve everything **that** it fell on, including people and animals. The archaeological site **that** was opened in Pompeii gives an insight into the daily life of the people **whose** lives were ended by the eruption.

Warm Up

- 1 What volcanoes have you heard about? What are they known for?

Mount Fuji is the highest mountain in Japan. It's an active volcano.

- 2 Read the text. Which of the volcano sites:

- a has a tradition associated with it?
- b has recently influenced people in Europe and North America?
- c has caused death and destruction?
- d looks dangerous but isn't?

- 3 Which of the volcano sites would you like to visit? Why?

Relative clauses

- 4 Read the sentences (1-2). **Underline** the words to which the clauses in **bold** refer. Which clause in **bold**, 1 or 2, gives:

- a information that we need to identify the people or things that we are talking about (defining relative clause)?

Kilauea, Hawaii

Kilauea, **which** is one of the largest volcanoes in the world in width, has been actively erupting since the early 1980s and is an excellent destination for visitors **who** want to see hot lava pouring from a volcano. Although it seems scary, it is one of the safest active volcanoes you can visit. From there, you can go to Mauna Loa, **which** is the world's largest volcano in terms of volume and area covered.



Mount Bromo, Indonesia

Mount Bromo, located in East Java, is an active volcano **that** last erupted in 2000. An old legend says that Princess Roro Anteng, **who** was blessed by the gods with twenty-four children, was required to sacrifice her twenty-fifth child to the volcano. Nowadays, once a year, local people make offerings to the mountain gods by throwing food and flowers into the mouth of the volcano. Then, some people climb down into the crater to retrieve the gifts, which is supposed to bring them good luck.



- b extra information about the people or things that we have already identified (non-defining relative clause)?
- 1 Kilauea is an excellent destination for visitors **who want to see hot lava pouring from a volcano.**
- 2 Princess Roro Anteng, **who was blessed by the gods with twenty-four children,** was required to sacrifice her twenty-fifth child to the volcano.

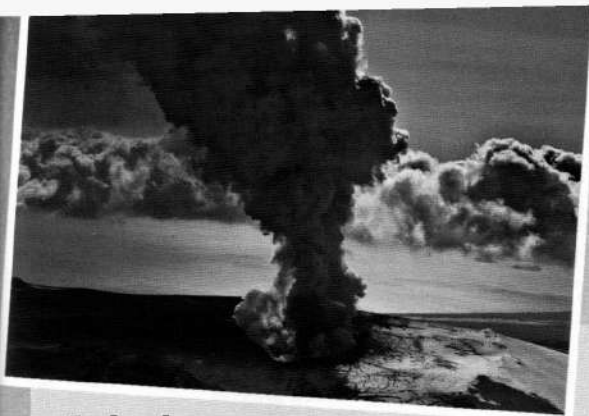
- 5 Look at the sentences (1-3). Which **underlined** relative clauses are defining (D) and which are non-defining (ND)? Find more examples of both types of clauses in red in the text. Which clauses:

- a use commas?
- b don't use *that* as a relative pronoun?
- c can take no relative pronoun?

- 1 Kilauea, which is one of the largest volcanoes in the world in width, has been actively erupting since the early 1980s.
- 2 Mount Bromo is an active volcano which/that last erupted in 2000.
- 3 It is one of the safest active volcanoes you can visit.

- 6 Look at the sentences (1-2) below. Which type of clause, defining (D) or non-defining (ND), can have a preposition at the end of the clause?

- 1 The most tragic was its eruption in AD 79, during which volcanic ash buried 3360 Romans.
- 2 The ash helped to preserve everything it fell on. = The ash helped to preserve everything on which it fell.



Iceland

Iceland, where there are about thirty active volcanoes, is a volcanologist's paradise. In 1783, the eruption of Laki created dust clouds and obscured the sun over most of Europe and North America for months, which destroyed the crops and caused widespread famine. In the spring of 2010, when Eyjafjallajökull erupted, air travel in the northern hemisphere was disrupted for weeks because the volcanic ash could damage plane engines.

Practice

- 7 Join the sentences using relative pronouns *where* necessary. Which clauses are defining (D) and which are non-defining (ND)? Use commas where necessary.

- Visiting Pompeii is an experience. You will never forget it.
Visiting Pompeii is an experience you will never forget. D
- Popocatepetl has erupted more than twenty times since 1519. It is Mexico's second highest peak.
- Johannes Kepler thought volcanoes were 'ducts for the Earth's tears'. His main interest was astronomy.
- Mount Fuji is currently considered a dormant volcano. It last erupted in 1708.
- There are a lot of travel agencies in Iceland. You can buy trips to Iceland's volcanoes there.
- 1902 saw the worst eruption of Mount Pelée. Over 36,000 people were killed in it.

LANGUAGE CHOICE 46: PAGE 26

- 8 Use the cues to write sentences with non-defining relative clauses.

- Mount Fuji - the highest mountain in Japan / 60 miles from Tokyo
Mount Fuji, which is the highest mountain in Japan, is 60 miles from Tokyo.
- Amsterdam - there is the famous Van Gogh museum there / my favourite city in Europe
- Stonehenge - built 4500 years ago / probably used as a burial site
- Mount Everest - Tibetan name is Chomolungma / has claimed the lives of over 200 people
- Istanbul - 13 million inhabitants / the only big city situated on two continents

- 9 Look at the Sentence Builder. Which relative pronoun is used? What do the underlined clauses do?

- add more information about or comment on the fact/event mentioned in the first part of the sentence
- help identify a person or thing

Sentence Builder Sentential relatives

Volcanoes are dangerous and unpredictable, which makes them terrifying and fascinating at the same time.

In 1783, the eruption of Laki created dust clouds and obscured the sun for months, which destroyed the crops and caused widespread famine.

LANGUAGE CHOICE 47: PAGE 26

- 10 Add comments or extra information about these facts.

- Volcanic eruptions disturb air travel, which ...
- Popular landmarks are visited by tourists, which ...
- More people travel to distant locations, which ...

Grammar Alive Adding comments

- 11 4.21 Listen to the dialogue. How does the woman feel about:

- her holiday plans this year?
- her holiday two years ago?
- the archaeological site in Pompeii?
- not being able to walk down Vesuvius's crater?

- 12 Work in pairs. Use the cues to make dialogues.

A: *Where did you go last year?*

B: *I visited Pompeii. I went there with my Italian friends, which was fantastic.*

A starts

Where did you go last year?

B answers

- Pompeii / go there with my Italian friends / be fantastic
- Iguazu Falls / produce incredible noise / make it impossible to talk there
- Kilimanjaro / climb to the very top / make some people sick

B starts

Where did you go last year?

A answers

- Egypt / the pyramids be 4500 years old / be hard to believe
- China / stay with a Chinese family / help me learn a lot about the culture
- Paris / we not go up the Eiffel Tower / disappointed my sister

Warm Up

- 1 Describe the situation in the drawings (a-b) of New York. What do you think might have happened?

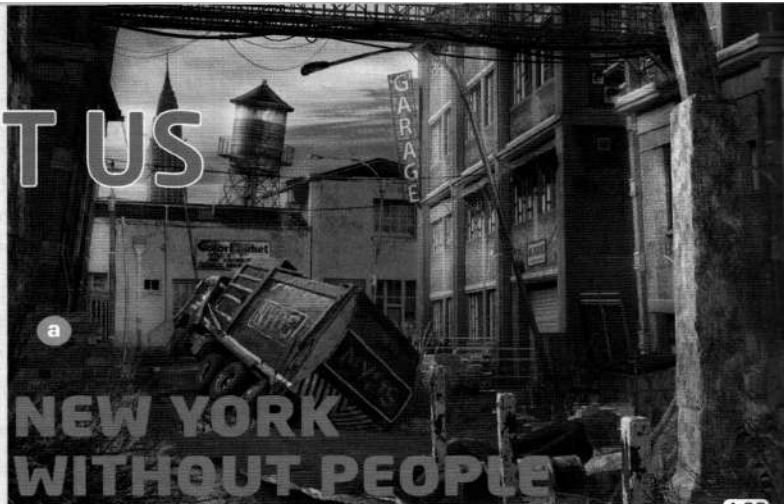
Reading

- 2 EF3 Read the chapter summary. Match the parts of sentences (a-h) with the gaps in the text (1-7). There is one extra sentence.

- a as their foundations are weakened by the underground rivers
- b the money inside them will be safe but totally worthless
- c will start to fall down in the next two or three years
- d if there were no humans to take care of it
- e there will be a reddish layer of minerals made up of the metals from the city
- f trees will have started their colonisation of the streets
- g railway bridges will resist a lot longer
- h and they are still there under the streets

- 3 Read the article again. Are the sentences true (T) or false (F) or not stated (NS)?

- 1 New York City would disappear more quickly than we think.
- 2 Plants would take a long time to start growing in the streets.
- 3 Fire as well as water would help to destroy buildings.
- 4 New York's railway bridges would last for five hundred years.
- 5 Cats will go wild and develop into a new species.
- 6 The city would probably be completely destroyed by the ice age.



What would happen to our planet if humans were to suddenly disappear? This is the basic hypothesis behind Alan Weisman's book *The World Without Us*. Weisman examines how long it would take for humankind's mark on Earth to disappear. In one chapter, there is an analysis of how New York would survive ¹_____.

The size and solidity of New York is such that the very idea that nature could just swallow it up seems absurd. However, New York's vulnerability is greater than it appears and it would take less time for nature to get rid of humanity's terrible impact on the planet than we think. New York's principal weakness is underground. Before the arrival of people there were marshes, lakes, streams and springs ²_____. According to New York City engineers, without power to run the pumps the city's subway system will flood within 36 to 48 hours and small ponds and streams will appear on the surface.

Within a few years of the disappearance of people, craters will appear and streets like Lexington Avenue will become rivers again. Plant growth will start immediately and, after five years, ³_____. After five years with no maintenance, the deterioration of buildings will have begun. With no firefighters either, fires will spread throughout the city and damage even big skyscrapers.

After several decades, creepers will have climbed up the sides of the decaying buildings. After a few more decades, even the highest skyscrapers will start to fall ⁴_____. New York's bridges will also start to suffer with nobody to look after them. First, exposure to hot summers and cold winters will crack concrete and damage the metal structures, which will also be attacked by rust. The car bridges will only last two centuries but, because of their strength, ⁵_____.

After 500 years, most of the city will be a forest and coyotes, wolves and foxes will have killed off the last of the city's pet dogs which survived the first few days. However, the city's cat population, having gone wild, will survive a lot longer. Some of the last human structures will be the underground vaults of Manhattan's banks because of the thickness of their walls; ⁶_____. However, the paintings in museums like the Metropolitan will have been destroyed by fungi and beetles. Only the ceramics and the bronze statues will be preserved – that is one of the reasons that we know about the Bronze Age.

New York's great symbol, the Statue of Liberty, is made of bronze and its survival is guaranteed, although it will probably have dropped to the bottom of the harbour. That might be the safest place though, as after about 15,000 years the advance of a glacier will probably have crushed everything underneath it. After the departure of the ice, ⁷_____.

The next toolmaker to arrive on the planet might discover and use it but, by then, there would be nothing to indicate who put it there.

b



- 4 → **SKILLS BUILDER 19** Work in pairs. Use the strategies to write notes about what might happen to *your* town or city without people. Tell the class your predictions.

If humans disappeared from our town, we think that the first thing to happen would be the flooding of the area near the river.

- 5 **Vocabulary** Look at the Word Builder. Complete it with words in blue from the article and the sentences in Exercise 2.

Word Builder Noun endings

-sis: hypothesis, _____
 -ity: solidity, _____, _____
 -al: arrival, _____, _____
 -ance: disappearance, _____, _____
 -th: growth, _____
 -ation: colonisation, _____, _____, _____
 -ure: exposure, _____
 -ness: thickness, _____

LANGUAGE CHOICE 50: PAGE 28

- 6 Rewrite the sentences making the verbs and adjectives in **bold** into nouns.
- That building might not **survive** because there are problems with the roof.
*The **survival** of that building is not very certain because there are problems with the roof.*
 - The **weak** part of that skyscraper is its foundations.
 - Because the bridge is so **solid**, it will last for hundreds of years.
 - After humans have **disappeared**, the planet will go back to its original state.
 - Manhattan has changed a lot since humans **arrived**.

- 7 Look at the questions in the Sentence Builder. Which of them emphasise the unlikely nature of a future situation?

Sentence Builder Conditionals

- What would happen to the planet if humans **were to disappear** suddenly?
- What would happen to the planet if humans **disappeared** suddenly?
- What would happen if our planet **were to become** uninhabitable?
- What would happen if our planet **became** uninhabitable?

LANGUAGE CHOICE 51: PAGE 28

- 8 Work in pairs. Discuss what would happen in these unlikely situations.
- aliens arrive on the planet
A: What would happen if aliens were to arrive on the planet?
B: I think they would probably be friendly and ...
 - a large-scale nuclear war breaks out
 - time travel becomes possible
 - we discover a source of cheap energy
 - humans stop having wars
 - everybody on the planet has enough to eat

- 9 Choose two of the 'wonders of the world' on page 130 and read about them. Write notes about them.

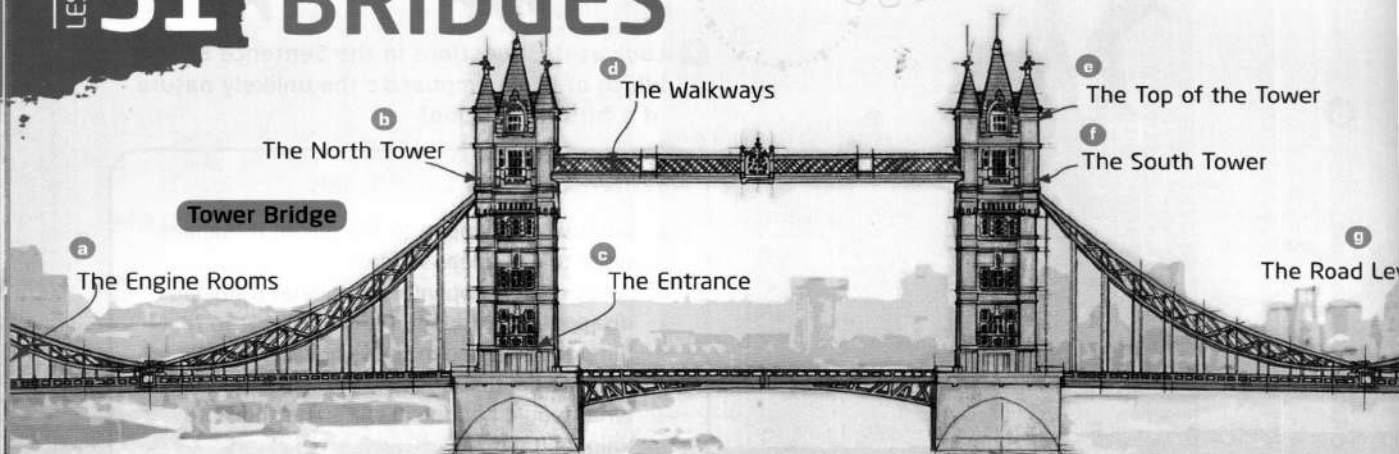
Khufu Pyramid - Great Pyramid of Giza - built in 2560 BC as a tomb for the Pharaoh Khufu

- 10 Work in pairs. Ask and answer questions about the places.
- When was it built?
 - Who built it?
 - Why was it built?
 - What is it made of?
 - How long would it last without human maintenance?
 - Why would it (not) last a long time?

No Comment

'Nature is indifferent to the survival of the human species, including Americans.'

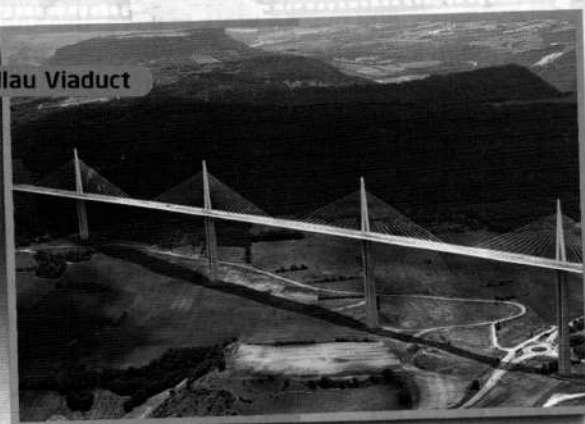
Adlai E. Stevenson



Ponte Vecchio



Millau Viaduct



Warm Up

- 1 What do you know about the bridges in the picture and the photos? Check your guesses on page 130.

Listening

- 2 **4.23 4.24** Listen to a tour guide showing people around Tower Bridge. Match the explanations (1-6) with the places on the diagram (a-g). There is one extra place.
- 3 **EF3 4.23 4.24** Listen again. Are the sentences true (T) or false (F) or is there no information given (NI)?
- The towers are built around a wooden structure.
 - The two walkways were used by foot passengers for seventy years.
 - From the western walkway you have good views of the London Eye.
 - The central parts of the bridge are lifted less often than in the past.
 - The steam engines pressurised water for the hydraulic system.
 - The diesel and electric engines are a lot more powerful than the old engines.

- 4 Look at the Sentence Builder. Which of the expressions in **bold**:

- a recommend doing something?
b discourage someone from doing something?

Sentence Builder Expressions + infinitive or -ing form

- There's no point in** carrying them around the exhibition.
- It's worth** spending some time here and enjoying the views.
- It's a good idea to** use the panels to identify the buildings.
- It's important to** look right when crossing the road.

→ LANGUAGE CHOICE 52: PAGE 28

- 5 **Your Culture Work** in pairs. Use the structures in the Sentence Builder to make recommendations about a place in your country.

It's worth going to the castle.

It's a good idea to wear good walking shoes.

Speaking Workshop



4.25 DVD 8 Listen to or watch a dialogue with a tourist information officer near Tower Bridge. Match the places (1-5) with the descriptions (a-f). There is one extra description.

- | | |
|------------------------|---|
| 1 the Monument | a a good place for lunch |
| 2 the Tower of London | b you can buy jewellery there |
| 3 HMS Belfast | c good views but you need to be fit |
| 4 All Hallows Church | d quick to visit but quite expensive |
| 5 St Katharine's Docks | e a fantastic visit but takes a lot of time |
| | f nearby and free to visit |

4.25 DVD 8 → SKILLS BUILDER 7 Look at the strategies for listening actively. Listen or watch again. Which of them can you hear or see in the dialogue?

Look at the Talk Builder. Which structures are new for you? How do you say them in your language?

Talk Builder Tourist advice

- | | |
|--|---|
| 1 Can you recommend places to visit near here, please? | a I'd advise you to go to ... but it's important to ... |
| 2 Could you suggest something else to do, please? | b I don't think you should ... |
| 3 What else would you advise us to do? | c If I were you, I'd go to ... |
| 4 Is there anything else you would suggest doing? | d It's really worth visiting ... |
| 5 Is there anywhere that you'd recommend for lunch? | e And you mustn't miss ... |
| | f There's no point in ... |
| | g It's a good idea to visit ... |
| | h I think you'd better go to ... |
| | i I suggest you go to ... |
| | j I'd recommend going to ... |

SKILLS BUILDER 44

10 Use the words in brackets to rewrite the sentences.

- What else would you advise us to do? (suggest)
What else would you suggest we do?
- I'd advise you to go to the Design Museum. (recommend)
- I wouldn't advise you to go to the HMS Belfast. (think / should)
- If you haven't got much time, I recommend going to the London Eye. (think / 'd better)
- I suggest you visit the Tate Modern. (if / were)
- I'd recommend visiting the Tower of London. (good idea)

11 Work in pairs. Act out role-plays asking for and giving tourist advice.

- Choose five places for visitors in your town. Write notes with reasons for going there and possible problems.
the old market: free, lots of interesting stalls - very crowded at this time of year
- Use the strategies for active listening from Skills Builder 7 to practise the gestures, sounds and phrases in the dialogue.
- Take turns to ask for and give advice about places to visit in your town.

12 What are the best places for a tourist to visit in your town? Have a class vote.

We think that the best places to visit are the castle and the old bridge.



4.26 Pronunciation Listen and repeat the questions.

THE PANTHEON

Warm Up

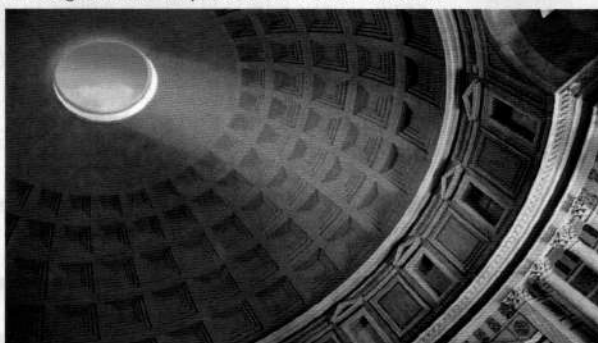
- 1 Look at the photo below. When do you think this building was built? What is unusual about it?
- 2 Read about the Pantheon. Why is it an interesting building? How does the author feel about it?
- 3 What is your favourite building?

My favourite building

4.27

In Rome, I saw lots of fantastic squares, fountains, buildings and shops in which you can buy whatever you want. But what I'm going to remember best is the Pantheon.

The Pantheon was built two thousand years ago and has survived intact to this day. Unlike most ancient buildings, it's not rectangular but round. It is not that striking from the outside but what makes an unforgettable impression is the interior.



Its dome is the largest unsupported concrete dome in the world – over 43 metres in diameter. To make the structure lighter, it is partly made of pumice and the stones get thinner closer to the top. What strikes you most is the oculus, a round open hole in the middle of the dome. It is about 9 metres in diameter and the main source of light. The sunlight coming in through the oculus is projected onto the walls and works as a sundial. When it rains, raindrops fall right on the floor and the water is taken away by an ancient Roman drainage system. I can imagine that, on a clear night, you can see all kinds of stars through it.

The immense structure with a round window high above your head makes you feel small and insignificant. I think it reminds us of what we should always be aware of – that we are just a tiny part of the universe. I think the atmosphere here is absolutely magical. Do what you want in Rome but you must not miss the Pantheon!

Emphasis: nominal relatives

- 4 Read the examples. Is *what* used to:
 - a mean 'the thing that'?
 - b signal a question?

*It reminds us of **what** we should always be aware of.*
*Do **what** you want!*
- 5 Read the sentences (1-2). Which sentence has an unusual word order and is emphatic? Find two similar examples in the text.
 - 1 What strikes you most is the oculus.
 - 2 The oculus strikes you most.
- 6 Read the sentences (1-2) below. Which phrase in **bold** is more emphatic and can be paraphrased as *everything/anything you want*? Translate the sentences into your language.
 - 1 You can buy **whatever you want**.
 - 2 You can buy **what you want**.
- 7 Rewrite the sentences replacing the words in *italics* with *what* or *whatever* and making any other necessary changes.
 - 1 I'm going to get you *the things* you need.
 - 2 You can say *anything that* comes to your mind.
 - 3 You have to buy *things that* suit you.
 - 4 You are healthy, you can eat *anything that* you want.
 - 5 Choose *the thing that* looks best.
 - 6 I don't read *everything* you advise me to.
 - 7 I'm not interested in *the things* you do.
 - 8 You can't buy *everything* you like.
- 8 Rewrite the sentences to emphasise the underlined words. Start with *What*.
 - 1 The oculus makes the greatest impression.
What makes the greatest impression is the oculus.
 - 2 People don't know that the Pantheon dome is thinner at the top.
 - 3 Tourists don't realise that there is no glass in the oculus.
 - 4 You need a good guide.
 - 5 I don't remember the weather on that day.
 - 6 I really want to have a good time.
 - 7 You must see the Forum Romanum.
 - 8 I don't like sightseeing in the rain.

Writing Workshop 8



- 1 Look at the photo and read the description. List three of the main reasons why the writer likes the city so much.

1 Playing football on the beach, samba dancing at night, relaxing with a ¹delicious ice-cold fruit juice in an outdoor café, meeting sociable, hospitable people: this is what I think of when I remember the beautiful city of Rio de Janeiro.

2 Rio is called 'The Marvellous City' for a good reason. It is in an extraordinary location in Guanabara Bay, surrounded by spectacular mountains and by impressive sandy beaches facing south onto the Atlantic. The views from virtually anywhere in the city are breathtaking.

3 There is something to do in Rio 24/7. In the morning, you can visit the centre with its museums and picturesque, historic churches or go up Mount Corcovado to see the eye-catching statue of Christ with its stunning views. In the afternoon, you can relax on the beach and watch the world go by or join in a football game with the welcoming, good-natured locals. Or you can go to the striking Maracanã stadium to watch the professionals play. At night, there is music and dancing everywhere. Even if you are not a brilliant samba dancer, you will have an amazing time.

4 Of course, Rio does have problems. There are enormous areas of depressing slums (favelas) on the hills around the city and violent crime can be a problem, though the situation has improved recently. However, for me Rio is one of the most fascinating places in the world and the Cariocas the warmest people, so I cannot wait to go back!



- 2 Would you like to go to Rio? Why/Why not?

Text Builder

- 3 Match the paragraphs (1-4) with the topics (a-d).

- a the city's landscape c memories of Rio
b opinion of the city d what to do in Rio

- 4 Match the adjectives in blue in the text with the meanings (a-c). Which of the adjectives do we use to describe people and which to describe food?

- a very attractive to look at c friendly and pleasant
b fantastic or very good

- 5 Replace the adjective *nice* with the adjectives below. There is no one correct answer.

picturesque amazing beautiful breathtaking
delicious fascinating stunning spectacular
warm welcoming

One of my favourite cities is Verona in northern Italy. It is a ¹very nice city and is in a ²really nice location with ³nice views of mountains in the distance. The ⁴nice old part of the city is full of ⁵nice buildings, like palaces and churches. The people are ⁶very nice and friendly and are always ⁷nice when you talk to them. Of course, the food is ⁸very nice too! To sum up, Verona is a ⁹very nice place with a ¹⁰very nice atmosphere.



- 6 Write a description of one of *your* favourite places.

→ SKILLS BUILDER 28

- 1 Choose one of your favourite places. Make a list of things that you want to describe.

- a city or town
- a famous landmark
- a place in the country

- 2 Write notes for four paragraphs.

- introduction
- physical description of the place
- what to do there
- conclusion

- 3 Use your notes to write your description.

- 7 Work in groups. Read each other's descriptions. Which place would you most like to visit?

Language Review Module 8

1 Talking about landscapes Complete the description with one word in each gap.

My town is in a river ¹v _____. The most famous ²n _____ landmark is a cliff which is very popular with climbers. There are a few ancient stone ³c _____ but they aren't as big or famous as Stonehenge. The most famous man-made landmark is the local cathedral which has beautiful ⁴s _____ glass windows. There are also some old stone ⁵b _____ which cross the rivers. /5

2 Relative clauses Complete the sentences with a relative pronoun. Add a comma where necessary.

- 6 The walks here _____ are short and quite easy, are excellent for inexperienced walkers.
- 7 The king _____ lived in this castle was very unpopular.
- 8 Oceanus _____ statue can be seen at the Trevi Fountain in Rome, was a Roman god.
- 9 There is a small gift shop at the top of Mount Vesuvius _____ you can buy postcards.
- 10 In 122 BC _____ Mount Etna erupted, many roofs in Catania were destroyed.
- 11 Mount Etna, under _____ Zeus trapped the monster Typhon, is in the north-east of Sicily. /6

3 Sentential relatives Rewrite the sentences as one sentence using a sentential relative clause.

- 12 4500 years ago, the Santorini volcano erupted. It destroyed the Minoan civilisation.
- 13 Scientists believe that a part of the Canary Islands may fall into the sea. This could cause a giant tsunami.
- 14 A large asteroid hit the Earth 65 million years ago. It might have killed the dinosaurs.
- 15 In 2005, the USA was hit by Hurricane Katrina. It caused 81 billion dollars of damage.
- 16 In 2010, about 15 centimetres of snow fell on London. It caused Heathrow Airport to close.
- 17 In January 1963, England had a very cold winter. It caused the River Thames to freeze. /6

4 EF3 Noun endings Complete the sentences with the correct form of the words in capital letters.

- The island of Mauritius, in the Indian Ocean, was home to the dodo, a bird
- 18 that could not fly. Its _____ was not threatened because there were no mammals on the island to hunt it. The SURVIVE
 - 19 _____ of the trees was not affected GROW
 - 20 and the _____ of the island's forests provided the birds with plenty of fruit that fell from the trees. However, THICK
 - 21 the _____ of Portuguese sailors in the 1500s was a disaster. They killed dodo birds for food and cut down the forests. ARRIVE
 - 22 The _____ of the dodo began to drop POPULATE
 - 23 and in the 1600s came the _____ of the dodo when the last one was killed. DISAPPEAR /6

5 Expressions + infinitive or -ing form Use the cues to write sentences.

- 24 worth / read / this guidebook before you go. You don't want to miss anything important.
- 25 good idea / get / some fresh air and see somewhere different.
- 26 point / wait / any longer. They aren't going to come now.
- 27 important / take / the right equipment when walking in the mountains.
- 28 point / worry / about your exams now. Wait until we get our results.
- 29 worth / visit / the amusement park. It's great. /6

6 Tourist advice Complete the tourist advice with the correct form of the verbs in brackets.

- I've got three days in London but I'm not sure what I should and shouldn't do. Any help appreciated.
- 30 I'd advise you _____ (go) on the London Eye.
 - 31 It's important _____ (not try) to do too much in one day.
 - 32 It's worth _____ (see) Greenwich.
 - 33 There's no point in _____ (stand) in a queue at Madame Tussauds.
 - 34 You'd better _____ (take) a lot of money - it's an expensive city.
 - 35 I'd recommend _____ (buy) a ticket on one of the tour buses. /6

7 Emphasis: nominal relatives Rewrite the sentences to emphasise the underlined words. Start with What.

- 36 You must get a good map.
- 37 I always worry about missing my plane.
- 38 People don't understand how the stones got here.
- 39 I don't like long guided tours.
- 40 The first thing you notice is the amazing artwork. /5

Self Assessment

4.28 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 49
2	Language Choice 46
3	Language Choice 47
4	Language Choice 50
5	Language Choice 52
6	Students' Book p.81 ex.10
7	Language Choice 48

9 BUSINESS

Objectives: Read, listen and talk about business and work; watch an extract from a reality TV programme; persuade someone to buy something; write a report; learn more about reported speech and infinitives.
EF3 Task Focus: Reading Task 3

TOPIC TALK

① **Your Culture** What are the most important companies in your country?

② **5.1 5.2** Listen to a local radio business report. Complete the notes.

- 1 Big UK company profits up by about _____ %
 2 Local youth unemployment: _____ to _____ %
 3 UK video game sales: _____ by _____ %
 4 Blue Rock profits: _____ by _____ %

③ **5.3 5.4** Listen and complete the information in the network below.

④ **5.5 Pronunciation** Listen to the words below in sentences. Underline the stress. Where does the stress fall for verbs and nouns: the beginning or the end of the word?

- 1 update 3 present 5 decrease 7 export
 2 update 4 present 6 decrease 8 export

LANGUAGE CHOICE 53: PAGE 28



⑤ **Work in pairs.** Tell your partner your opinions about companies *you* like and dislike, *your* work experience and *your* ambitions.

Business and work

I think most ¹_____ give good value for money but a lot of ²_____ offer poor ³services/products.
 My favourite company is Funk because its ⁴products/services are ⁵_____ and ⁶_____.
 I dislike Alpha Telecom because its ⁷products/services are ⁸_____ and ⁹_____.
 There are ¹⁰a lot of/few/hardly any job opportunities for young people now.
 I ¹¹have done/would like to do ¹²_____.
 My ambition is to ¹³_____.

banks, bus/train companies, cafés, cinemas, clubs, clothes/computer/computer game/phone manufacturers, internet/mobile phone network providers, publishers, shops (chain stores/corner shops/department stores/discount stores/hypermarkets)

Products: (un)attractive, (in)efficient, hi-tech, good value for money/overpriced, good/poor quality, (un)reliable, (un)safe, well-made

Services: (in)efficient, (in)expensive, good value for money/overpriced, (un)punctual, (un)reliable, (un)safe

be a civil servant, be self-employed, set up my own business/company, work for a family business/multinational company/small company, work for an NGO (non-governmental organisation)

part-time work as a shop assistant, waiter/waitress
 summer/holiday work as a life guard, monitor
 voluntary work: abroad, community service, environmental
 work experience in a company as a programmer, secretary



Warm Up

- 1 Look at the photos of famous entrepreneurs and try to answer the questions. Check your guesses on page 130.

- 1 What kind of business did he/she start?
- 2 When did he/she start his/her business?
- 3 Why was it successful?

Reading

- 2 → **SKILLS BUILDER 20** Use the strategies to think of five questions to ask about the magazine profiles. Then read the profiles and try to answer them.

- 3 Work in pairs. Ask and answer your questions from Exercise 2 about the people.

- 4 **EG** Read the text again. Choose the best answers to the questions.

- 1 What new thing did Vanessa think she could offer parents?
 - a More advice about teens.
 - b Useful advice from teens.
 - c Online advice from parents.
 - d A blog with her own advice.
- 2 Why has she been successful?
 - a She has built a well-known brand.
 - b She knows her customers personally.
 - c She employs a lot of people full-time.
 - d Parents like her website's advice.
- 3 What new thing did Jamal offer music lovers?
 - a Videos of rappers singing and dancing.
 - b Professionally produced videos and interviews.
 - c Videos and interviews of a new style of music.
 - d Live concerts broadcast online.
- 4 Why has Jamal been successful?
 - a He produces exciting material.
 - b He has only filmed famous singers.
 - c He has gone into record production.
 - d He has become a media mogul.

YOUNG ENTREPRENEURS

Growing up in Los Angeles, **Vanessa Van Petten** got into trouble so often that her mother and father began buying parenting advice books. During one of her frequent groundings, Van Petten glanced through several of the books and spotted what she considered two major problems. First, the books provided useless advice. More importantly, they were written by adults with no input from teenagers.

That's when Van Petten decided to take matters into her own hands. At the age of sixteen, she wrote a book for parents from the teenage perspective: *You're Grounded: How to Stop Fighting and Make the Teenage Years Easier*. By the age of twenty-one, she had created RadicalParenting.com, an online community for parents and teens. That's where, with two full-time employees, Van Petten's 120 bloggers aged twelve to twenty answer questions from parents. The site generates revenue through advertising and sponsored links to other websites.

Vanessa's advice:

Get advice and help: 'Everyone said I was too young to start a company but I used online resources, read books, attended conferences and got advice from people I know. That's how I learnt about the business so quickly.'

Reach new audiences: 'Social media is a great way to get in touch with new users – that's why we went on sites for mums and personally emailed videos to big users in each community.'

Do something that works: 'Most importantly, we offered advice that actually works. Parents increasingly began spreading our quirky and sometimes controversial articles by word of mouth. We want to build a brand that is not only interesting but also life-changing.'

5 **Vocabulary** Look at the Word Builder. Match the expressions (1-8) with the meanings (a-h).

- | | |
|-----------------------------|---------------------------------|
| a reach a particular number | f later in the future |
| b has a good result | g there were good opportunities |
| c by someone telling you | h stop you seeing clearly |
| d do something yourself | |
| e can't go out | |

Word Builder Idiomatic language (2)

- You're **grounded**.
- She decided to **take matters into her own hands**.
- They spread it **by word of mouth**.
- The **door was wide open**.
- His attitude is **paying off**.
- The channel has **clocked up** 50,000 subscribers.
- It will **cloud your vision**.
- It is bad for you **in the long run**.

LANGUAGE CHOICE 54: PAGE 28

After **Jamal Edwards** got a video camera for Christmas, he filmed foxes in his west London garden, uploaded the film and got 1000 views. *That's what got him started* as a film-maker and, at the age of sixteen, Jamal began SBTv, an online broadcaster of music promos, video interviews and live performances from the UK rap scene.

At the time, grime music, a hybrid of hip hop and UK garage, was just starting. You wouldn't find grime on mainstream TV channels, so artists put videos of their work on YouTube. The door was wide open for an online channel dedicated to grime music.

Edwards started filming London rappers freestyling (improvising) on the street, backstage at gigs or in the back seats of cars. The performances, delivered straight to camera and posted online within days, are raw and thrilling. But Edwards didn't want to restrict himself to local unsigned talent or the grime scene so he has filmed other singers. Recently, he and his eight-strong team have been filming the likes of Ellie Goulding, Nicki Minaj, Bruno Mars and even Justin Bieber. Jamal's attitude appears to be paying off for the channel. Jamal says that SBTv has clocked up 50,000 subscribers and a total of 39 million video views. Last month, he signed a deal with Sony RCA to create his own imprint within the label. Suddenly, the bio on Edwards's Twitter account – 'media mogul' – doesn't seem like an exaggeration.

Jamal's advice:

Don't copy the competition: 'Chase your dream not the competition, because looking at the competition will cloud your vision and be bad for you in the long run.'



6 **Look at the Sentence Builder. Find the expressions in red in the text. What situations do they refer to?**

- 1 *when she realised that parental advice books were no good*

Sentence Builder Reference

- That's when** Van Petten decided to take matters into her own hands.
- That's where** the bloggers answer questions from parents.
- That's how** I learnt about the business so quickly.
- That's why** we went on sites for mums.
- That's what** got him started.

LANGUAGE CHOICE 55: PAGE 28

7 **What experiences have influenced you? Write five sentences about them and their effects. Tell the class.**

Once I was ill after eating seafood. That's why I hate it!

8 **Your Culture Work in pairs. Choose two of the questions to discuss.**

- What famous entrepreneurs are there from your country? What business did they start?
- What personal qualities do you think entrepreneurs in your country need to have?
- Do you think you would be a good entrepreneur? Why/Why not?
- What would be a good sort of business to start in your town or city? Why?

9 **What did you agree about? Tell the class.**

We agreed that you need to be hard-working and have initiative to start your own business.

No Comment

'I work for myself, which is fun. Except when I call in sick, I know I'm lying.'

Rita Rudner



Warm Up

- Look at the photos (a-b). Which job would you like to do?
- Read the short article. Answer the questions.
 - What problem does it describe?
 - What solutions are offered?
 - What is the employers' opinion?
- Read the comments about the article. Whose experience is positive and whose is negative?

Reporting

- Complete the table with the original sentences.

Reported sentence	Original sentence
1 They said they didn't need any new staff.	
2 They warned me that they wouldn't pay me.	
3 They said they had been looking for a job for weeks.	

- Read the sentences. Why has the tense in the underlined part not been changed to the past tense? Match the sentences (1-3) with the explanations (a-c).

- My grandfather always said that any job is better than no job.
 - They think I'm unsuitable.
 - They said they usually hire people with some experience.
- a the reporting verb is in the present tense
 b we report a general truth
 c we report a statement that is still true at the moment of reporting

Youth unemployment is on the rise. The number of 16 to 25-year-olds without a job is reported to have reached 1 million last week. It is believed that the situation is not going to improve soon.

The government is trying to ease the problem by creating training programmes. Unpaid apprenticeships and work experience schemes are expected to help young people gain necessary professional experience. However, some employers are sceptical. 'Young people today are known to have very high expectations. It's often said that they want to work less and earn more,' says Mark Harmon, chairman of West London Shopkeepers' Union.

5.8

Comments

I want to become a hairdresser. My teachers advised me to look for an unpaid apprenticeship and I found a job in a hair salon, though they said they usually hire people with some experience. They warned me that they wouldn't pay me but at least I'm learning some practical skills.

Ian Dawson, 18, London

I did some work experience in a restaurant. When I inquired when they were going to pay me, they threatened to fire me. A lot of my friends admit they can't afford to work for free so they can't get any work experience.

Tom McLane, 20, Norwich

The media accuses young people of being lazy but that's not true. I recently employed three young people on unpaid work experience. They said they had been looking for a job for weeks. They work so hard that I've offered to pay them.

Alex Harrison, 52, Liverpool

I went to an interview once but when I said I don't have any GCSEs they said they didn't actually need any new staff. People think I'm unsuitable just because I don't have English and maths GCSEs!

Lizzie Moore, 19, York

I graduated in Public Relations. At first, I applied for jobs I really wanted but my grandfather always said that any job is better than no job so I looked for casual jobs. Yesterday, there were 60 applicants for one job behind a bar and the manager jokingly suggested anyone less attractive than Brad Pitt should give up.

Mike Mitchell, 24, Newcastle

6 Match the statements (1-8) with the reporting verbs in red in the text.

- 1 You should look for an unpaid apprenticeship.
- 2 If you don't look like Brad Pitt, give up.
- 3 I'll pay you.
- 4 Young people are lazy.
- 5 We can't pay you.
- 6 When are you going to pay me?
- 7 Be careful, we can fire you.
- 8 To be honest, I can't afford to work for free.

➔ LANGUAGE CHOICE 56: PAGE 30

7 Look at the sentences below. Do they report:

- a a general/impersonal opinion/statement?
 - b the words/opinion of a particular person?
- 1 It is **believed** that the situation is not going to improve.
 - 2 It's **often said** that they want to work less and earn more.
 - 3 Work experience schemes **are expected** to help young people.
 - 4 Young people today **are known** to have very high expectations.
 - 5 The number of 16 to 25-year-olds without a job **is reported** to have reached 1 million.

8 Look at sentences 3-5 from Exercise 7. Answer the questions.

- a Are the verbs in **bold** passive or active?
- b Do they describe an opinion held in the present or the past?
- c What verb form in red are they followed by: a tense, an infinitive or an *-ing* form?
- d Which verb form in red refers to an opinion about the past and which about the present or the future?

Practice

9 A businessperson lost all his money yesterday. Report what he said last week. Where do you not need to change the tense?

- 1 'My name is Michael Wallenberg.'
He said his name is Michael Wallenberg.
- 2 'I'm rich.'
- 3 'Money doesn't bring happiness.'
- 4 'I'm going to give £5 million to charity.'
- 5 'I have three children.'
- 6 'My business is in perfect shape.'

10 Use the beginnings to rewrite each sentence in two ways.

- 1 Everyone supposes that banks will give fewer loans.
Banks are supposed to be giving fewer loans.
It is supposed that banks will give fewer loans.
- 2 Experts expect that unemployment is going to rise.
Unemployment _____
It is _____
- 3 Everyone knows that economic problems started a long time ago.
Economic problems _____
It is _____
- 4 People believe that good education gives better job opportunities.
Good education _____
It is _____
- 5 People say that colleges have stopped teaching practical skills.
Colleges _____
It is _____

➔ LANGUAGE CHOICE 57: PAGE 30

Grammar Alive Impersonal reporting

11 5.9 Listen to the news item. Complete the sentences with things reported in the programme.

- 1 A hundred new businesses are reported to be registered every week.
- 2 It is reported that young businesspeople are _____.
- 3 It is believed that the most successful businesses _____.
- 4 It is supposed that the new trend _____.
- 5 The IT business is expected to _____.

12 Use the cues to write short news items.

- 1 Inflation / report / reached 5% last month - expect / will go up to 8% next year
Inflation is reported to have reached 5% last month.
It is expected that it will go up to 8% next year.
- 2 Steve Jobs / believe / was the biggest visionary in business - say / his company is not going to be so creative without him
- 3 know / employers look for experienced workers - work experience programmes / expect / help young people find jobs - hope / a lot of teenagers will benefit from them
- 4 Bill Gates / know / started his business as a teenager - his company / believe / earned billions of dollars throughout the years - Gates / know / given a lot of money to charity

Warm Up

- 1 Work in pairs. Look at the network. Which of the stages do you think is the most difficult? Which activities would you find most interesting?



Listening

- 2 **5.10 5.11** Listen to a phone-in programme about starting up a business. Order Sir George's underlined advice in Exercise 1.

1 list unique selling points

- 3 **5.10 5.11** Listen to the programme again. Complete the sentences.

- Sir George Pitcher appears on TV and is a businessman from East London.
- You need to think about how your product is different _____.
- A sales talk should explain how your product is useful for your _____.
- You should prepare your presentation well, _____ and be enthusiastic.
- A prototype is a _____ of your product that you can test out and improve.
- You can either make a prototype yourself or pay for the _____.
- To find a possible area for a new business, identify situations where _____ don't work very well.
- When doing market research, it's important to _____ the competition.

- 4 What part of Sir George's advice do you think is the most useful? Tell the class.

I think his most useful advice is to decide how your product is different from the rest.

DVD Choice



- 5 **DVD 9** Watch the documentary without sound. Are the sentences true (T) or false (F)? Watch the documentary again with sound and check your guesses.

- Junior Apprentice* is a reality show about a business competition.
- The participants' task is to design and sell a product for university students.
- Hannah and the boys develop a trolley and sled for music festivals.
- Adam and the girls design a plastic storage unit for games.
- Adam's team get slightly fewer sales than Hannah's team.

- 6 **DVD 9** Watch again and answer the questions.

- What sort of person is Lord Sugar looking for as a winner?
- What kind of person is Lord Sugar?
- Which of the two teams works better? Why?
- What are the unique selling points of the two products?
- What reason is given by the final shop for not making an order?

- 7 Would you buy either of the products? Why/Why not?

Speaking Workshop



- 8 **5.12 5.13** Listen to a dialogue about the product in the photo above. What are its main advantages? Would you buy one? Why/Why not?

- 9 **5.12 5.13** → **SKILLS BUILDER 8** Listen to the dialogue again. Use the strategies to decide whether the statements about the situation are true (T) or false (F).

- 1 Danny and Mrs Atkinson don't know each other very well.
- 2 The dialogue takes place in the school hall.
- 3 Danny is selling things to get money for himself.
- 4 Danny is outgoing and likes selling things.
- 5 Mrs Atkinson is convinced by the T-shirts from the start.
- 6 Mrs Atkinson's children are called Angela and Tommy.
- 7 She is in a hurry to go somewhere else.

- 10 Look at the Talk Builder. Do the structures in **bold** make the sentences more or less emphatic?

Talk Builder Convincing someone

- 1 **That's what** makes them so special.
- 2 And **even better is** the guitar T-shirt.
- 3 **What's brilliant about them is** that you can ...
- 4 They're great ... because **all you need is** ...
- 5 **Another thing that's fantastic about them is** that ...
- 6 **What's also good is** that they're ...
- 7 But **it's the price that** will just amaze you!
- 8 They don't ... but they **do have** ...

→ **SKILLS BUILDER 45**

- 11 **5.14** Pronunciation Listen and repeat the sentences.

- 12 Complete the description with words from the Talk Builder. Would you like to use the app?

This is a great new mobile phone app to study English with. ¹ _____ fantastic about it is that it has lots of interactive exercises. ² _____ thing that's great is the recording facility - ³ _____ what makes it great for improving your speaking. ⁴ _____ also good is the dictionary with translations in twenty languages. And ⁵ _____ better is the automatic language checker which tells you your mistakes and gives you the correct version. The app can't show films but it ⁶ _____ have lots of things to listen to. But it's the material ⁷ _____ you'll love - it's fun and up-to-date. Now ⁸ _____ you need is your mobile phone and you can study English anywhere!

- 13 Work in pairs. Act out a role-play to sell something.

- 1 Imagine you are selling something to raise money for a good cause (e.g. cancer research). Choose a second-hand or new object to sell. Write notes about:

- what it is
- what it does
- its advantages
- its price
- possible questions about it

- 2 → **SKILLS BUILDER 46** Look at the strategies for playing for time. Which is the most useful in your opinion?

- 3 Act out the role-plays. Take turns to sell your object.

- 14 Did your partner convince you? Why/Why not? Tell the class.

Anna really convinced me about her ...



Warm Up

- 1 Read the article. Which strategy is more effective in decision-making: relying on intuition or analysing a lot of data?

We believe that in order to take the right ^(5.15) decision we need to collect as much information as possible. Imagine you want to buy a computer: you analyse the advantages and disadvantages of tens of models and finally buy one. You may have chosen thoughtfully but, surprisingly, you could have made an even better decision without so much thinking. George Soros, a famous businessman, is known to have been helped by intuition in many of his successful investments. Similarly, experienced stockbrokers often 'know' what is the right thing to do even before they see the available data. How is that possible?

We don't need loads of information to make the right decision – but we need the right kind of information. When we have to go through a lot of data, we waste time. Instead, the key information can be selected intuitively from our experience and can help us make an absolutely correct choice. When decisions have to be made fast, our first impressions can give us very effective guidelines, especially if we have had a lot of experience in this field. The more experience we have had, the more correct our intuitive judgment is.

Experiments suggest that conscious analysis of all the pros and cons makes sense when our decision is relatively straightforward, such as choosing between two T-shirts in a shop. But when the choice is complex, like whether to marry someone or not, snap decisions can be more effective. So when your intuition seems to be telling you to do something, it may be a good idea to take it seriously.

- 2 How do you make choices? Are you a quick or a slow decision-maker?

Infinitives

- 3 Look at the infinitives in red in the sentences (1-5). Are they simple (S), passive (PS), continuous (C) or perfect (PR)? Look at other infinitives in red in the text and describe them in a similar way.

- 1 They know what is the right thing to do.
- 2 You may have chosen thoughtfully.



- 3 George Soros is known to have been helped by intuition in many investments.
- 4 Decisions have to be made fast.
- 5 Your intuition seems to be telling you to do something.

- 4 Look at sentences 2 and 5 in Exercise 3. Which infinitive talks about something that:

- a happened earlier, before other events?
- b is/was going on at the time of other events?

- 5 Read the sentences (1-5) and match them with the situations (a-e).

- 1 They seem to employ students here.
- 2 They seem to be employing some students here.
- 3 They seem to be employed here.
- 4 They seem to have employed some students here.
- 5 They seem to have been employed here before.
- a They probably employed students in the past.
- b They are probably employing students.
- c They are probably employed here.
- d They were probably employed here.
- e They probably employ students.

LANGUAGE CHOICE 58: PAGE 30

- 6 Use the beginnings provided and the correct infinitives to rewrite the sentences.

- 1 It seems that we took a very good decision.
We seem to _____.
- 2 It's possible that his fortune was acquired illegally.
His fortune may _____.
- 3 I don't like it when people question my decisions.
I don't like my decisions _____.
- 4 I think they are thinking about a new strategy.
They could _____.
- 5 I'm happy that I'm working here.
It's good to _____.

- 7 Complete the text with the correct infinitive form of the verbs in brackets.

The world seems ¹_____ (dominate) by famous labels. Every teenager wants ²_____ (have) designer shoes and jeans. But it's good ³_____ (know) how these products are made. You may ⁴_____ (dream) about the expensive computer on your desk for years but remember that it could ⁵_____ (produce) by Chinese or Indonesian teenagers. They may ⁶_____ (work) all day in horrible conditions. They may ⁷_____ (pay) so little that they can hardly survive. And they may never ⁸_____ (use) a computer in their life.

Writing Workshop 9

1 Which of the following **paid** jobs do you think young people (aged 18-25) can get abroad?

- work on nature conservation projects
- cleaner in a hotel
- work in a hospital
- group leader or monitor of children
- bar or restaurant worker
- work with disabled children
- language teacher
- grape picker
- sports instructor
- life guard

2 Read the report and check your answers from Exercise 1.

Summer Jobs Abroad

- 1 The objective of this report is to list summer jobs abroad for young people from 18 to 25 in full-time education. To produce the report, research was carried out on the Net and ten people with experience of working abroad were interviewed.

Resort jobs

- The most common jobs are in holiday resorts, hotels and campsites in European countries, especially France and Spain. Bar, restaurant and hotel jobs can be found for applicants with a reasonable level of the local language. Another alternative is being a monitor organising free-time activities but it is vital to have qualifications for working with children.

Summer camp

- Group leaders, monitors and life guards are wanted for summer camps, particularly in the USA. Moreover, there is work for qualified instructors in outdoor pursuits like climbing and horse-riding. First-aid qualifications are essential.



Other jobs

- Grape picking in France is a popular job although it is hard work and does not pay well. Teaching English on summer courses is another option providing you have done a basic one-month course.

Volunteering

- Provided that you do not need the money and can pay for your trip, you can do 'voluntourism': travel and work on community projects, help disabled children, work with endangered animals or help out in hospitals.

Useful tips

- For European jobs, only your passport is needed. However, you have to get a working holiday visa as well for jobs in the USA and Australia.
- It is important to get a job before you go abroad. The best places to find jobs are websites, like www.seasonworkers.com.
- Never lie in your application and do not apply unless you have the right qualifications.

Text Builder

3 Find this information in the report.

- a the methods used to get the information *lines 3-4*
- b the purpose of the report
- c advice about getting jobs
- d the list of possible jobs
- e holidays with voluntary work

4 Find expressions in blue in the text meaning:

- a the purpose of
- b necessary (x 3)
- c a different choice (x 2)

5 Find linking words in red in the text that have the same meaning as:

- a if (x 2)
- b but (x 2)
- c in addition to that
- d in particular (x 2)

6 Write a report about jobs or courses.

SKILLS BUILDER 29

1 Choose one of the topics below. Make a list of information you want to find out.

- part-time and summer jobs for young people in your area
- courses for learning English abroad
- courses in your area (fitness, outdoor pursuits, arts and crafts)

Jobs for young people: what kind? pay? hours and conditions?

2 Use your questions from Stage 1 to look for information on the Net and interview people. Write more notes.

3 Use your notes to write a report. Use headings and organise it in this way:

- introduction: objective/methods used to collect data
- list options and alternatives
- useful advice/tips

4 Check your report for spelling, vocabulary and grammar.

7 Work in groups. Read each other's reports. Tell the class the most interesting information you have learnt.

Language Review Module 9

1 EF3 Talking about business and work Complete the text with one word in each gap.

When I left school, there weren't many job ¹ _____ for people like me without many qualifications. I did some ² _____ work in a local hospital and I got a ³ _____ - time job in a restaurant but I really wanted to work in fashion. At school, we had done some work ⁴ _____ in a department store and I really enjoyed it. In the end, I set up my own internet clothes shop. I offer good ⁵ _____ for money and the shop is doing well. My cousin works for me. She is full of ideas and always ⁶ _____ for work and for meetings.

- 1 a) services b) chances c) opportunities d) places
- 2 a) free b) self-employed c) fair d) voluntary
- 3 a) part b) partly c) self d) month
- 4 a) service b) experience c) activity d) training
- 5 a) price b) cost c) value d) product
- 6 a) reliable b) good c) punctual d) efficient

/6

2 Idiomatic language (2) Replace the underlined part of the sentences with an idiomatic expression including the correct form of the word in brackets.

- 7 News of our website has spread by people talking about it to each other. (mouth)
- 8 I was very pleased when my blog was visited by its 1000th visitor. (clock)
- 9 Eventually this job will lead to great opportunities. (run)
- 10 Her positive attitude to work is leading to good things for her. (pay)
- 11 Don't rely on other people. You should do things for yourself. (matters)
- 12 Inventors shouldn't worry about anything which will make things less clear for them. (vision) /6

3 Reference Complete the sentences with *That's + when, why, where, what or how*.

- 13 I worked as a shop assistant last summer. _____ I didn't go on holiday.
- 14 There's a new clothes shop in the town centre. _____ I bought this dress.
- 15 My friend had a great idea for an internet business. _____ he made his fortune.
- 16 My friend worked on a farm in Italy last year. _____ I'd like to do next year.
- 17 Last week I helped my aunt in her shop. _____ I realised that I didn't want to be a shop assistant. /5

4 Reporting verbs Report the sentences using the verbs in brackets.

- 18 'You are late,' said Mr Davies to Mark. (accuse)
- 19 'I overslept,' said Mark. (admit)
- 20 'I'll get someone else,' said Mr Davies. (threaten)
- 21 'You should get more sleep,' said Mr Davies. (advise)

- 22 'I'll be watching you,' said Mr Davies. (warn)
- 23 'I can work late,' said Mark. (offer) /6

5 Reporting Complete the sentences with the correct form of the words in brackets.

- 24 (It / known) _____ that success is difficult.
- 25 (It / believe) _____ that young people are lazy.
- 26 Unemployment (expect / become) _____ worse.
- 27 (It / say) _____ that shops will disappear.
- 28 Prices (report / rise) _____ by six percent this year. /5

6 Convincing someone Complete the text with the words below. There is one extra word.

also another better it's need
that's what's

²⁹ _____ great about these shoes is that they are totally practical. ³⁰ _____ thing ³¹ _____ brilliant is that they actually help your feet to breathe and they ³² _____ have a five-year guarantee. You'll love them but ³³ _____ the price which will astound you. They are a complete bargain at only £20. Even ³⁴ _____, if you buy one pair, you can get a second pair half price. /6

7 Infinitives Rewrite the sentences using the words in brackets and an infinitive.

- 35 I work during the holidays so that I can save money. (I / in order)
- 36 My ambition is to become very rich. (I / want)
- 37 I enjoy working for myself. (It / good)
- 38 It's possible that Mark lost his job last week. (Mark / may)
- 39 It appears that we were employed to do the boss's shopping. (We / seem)
- 40 We know this money was stolen. (This / known)

Self Assessment

5.16 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise If you need practice, go to

- 1 Language Choice 53
- 2 Language Choice 54
- 3 Language Choice 55
- 4 Language Choice 56
- 5 Language Choice 57
- 6 Students' Book p.91 ex.12
- 7 Language Choice 58

10 DESIGN

Objectives: Read, listen and talk about design, fashion and technical problems; discuss problems and solutions to them; write a formal letter of inquiry; learn about expressing regrets and learn more about modality.

EF3 Task Focus: Reading Task 1; Listening Task 3

TOPIC TALK

- ① Work in pairs. Look at the photos (a-d) and the network. Describe the objects and say what you think about them.

I think the coffee pot is impractical because ...

- ② **5.17 5.18** Listen to the dialogue. Write down five opinions that you agree with.

1 Things should be good quality.

- ③ **5.17 5.18** Listen again. Complete the information in the network for Brian.

Style

I think things should ¹ _____ and ² _____.

My favourite object is my ³ iPhone/bracelet/watch because it ⁴ _____ and ⁵ _____.

What I don't like is stuff that ⁶ _____ and ⁷ _____.

I ⁸ am/am not very style-conscious ⁹ and/ but I like clothes that are ¹⁰ _____.

The clothes that suit me best are ¹¹ _____, ¹² _____ ¹³ trousers/jackets/shirts/dresses/tops/jerseys.

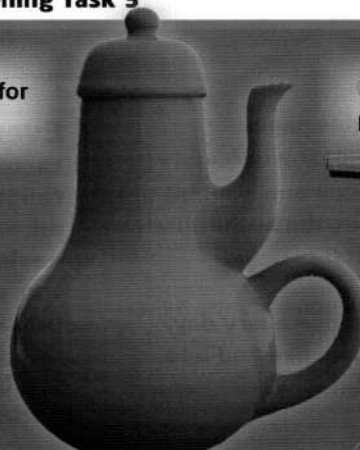
- ④ **5.19 Pronunciation** Listen to how these words are pronounced in the sentences. Listen again and repeat the sentences.

- | | | |
|-------------|-------------|--------------|
| 1 by a | 5 you know | 9 aren't you |
| 2 be odd | 6 don't you | 10 do you |
| 3 there are | 7 suit you | |
| 4 not into | 8 blue and | |

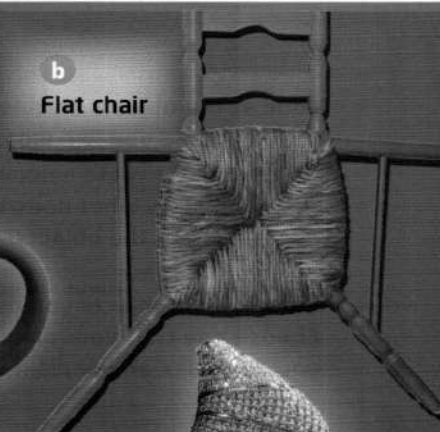
→ LANGUAGE CHOICE 62: PAGE 34

- ⑤ Work in groups. Use the network to talk about *your* style.

a
Coffee pot for masochists



b
Flat chair



Good features

look(s) appealing, classy, elegant, original, simple, sleek, sophisticated, striking, stylish, trendy, up-to-date

be (is) durable, environmentally friendly, functional, good quality, innovative, long-lasting, practical, useful, user-friendly, valuable

Bad features

look(s) bizarre, cheap, dated, dull, old-fashioned, ordinary, ostentatious, tacky, tasteless, unoriginal, weird

breaks easily, costs a fortune, doesn't last, doesn't work properly, is impractical, is poor quality, is useless

Clothes adjectives

casual, colourful, cute, different, elegant, feminine/masculine, outrageous, rebellious, smart, stylish

checked, flowery, plain, striped

beige, burgundy, chocolate, cream, crimson, dark blue/green, etc., gold, light blue/green, etc., purple, scarlet, silver, turquoise

baggy, close-fitting, loose, tight

long/short-sleeved, round-necked, V-necked

corduroy, cotton, denim, leather, linen, silk, velvet, wool

c
'Le Million' mobile phone



d
Gold Collection dress



a Jonathan Ive -
classic iPod



b

Philippe Starck -
citrus fruit juicer



Warm Up

- 1 Look at the objects on this page. Which one do you like most? Why?
- 2 Read the blog. What does the author like about each of the objects?
- 3 Think of the objects you use every day. Choose one that you really like and one you don't like and explain why.

Regrets

- 4** Read the sentences (1-4) and match them to the meanings (a-b). Translate the sentences into your language.

- 1 I **could have bought** it at a good price (but I didn't).
 - 2 I **could have asked** her to save it for me (but I didn't)!
 - 3 He **should have got** a Nobel Prize.
 - 4 I really **should have got interested** in design earlier.
- a we are talking about a missed opportunity in the past
b we are talking about a mistake made in the past

- 5** Read the sentences below and answer the questions. Then complete the table.

- 1 I **wish** my school canteen **had** these chairs.
 - a Does my school canteen have Arne Jacobsen chairs?
 - b Am I happy about it?
- 2 I **wish** he **had designed** all my other gadgets.
 - a Did Jonathan Ive design my other gadgets?
 - b Am I happy about it?

Time	Tense
regret about the present	wish + _____
regret about the past	wish + _____

Everyday objects shape our tastes and habits. Well-designed and functional things fill us with positive emotions and make everyday activities easier. Yet we often don't know the people behind the beautiful and practical things around us. I wish the designers' names were put on everything we buy.

(5.20)

Today, I pay tribute to some of them.

1 I'm sure you recognise this classic chair. The Danish architect Arne Jacobsen, who designed it in 1955, should have got a Nobel Prize for it. It's light, comfortable and has universal appeal. I wish my school canteen had these chairs instead of the white plastic monsters.

2 The man who designed the iPod, Jonathan Ive, is a genius. I wish he had designed all my other gadgets. The iPod is easy to navigate and the size is perfect, it fits your hand like nothing else. And it's beautiful.

3 This desk lamp, created by Michele De Lucchi and Giancarlo Piretti in 1986, is an icon of modern Italian design, a favourite with designers and architects. It's simple and elegant. It makes you want to sit down and start working. I wish I had had one on my desk when I was studying for my exams.

4 It's hard to believe Philippe Starck's futuristic-looking elegant tripod is a fruit juicer. No surprise it's a cult object among design freaks. I could have bought it at a good price when I was in Italy but I didn't realise then that it was so famous. I really should have got interested in design earlier. The only problem with Starck's designs is the price – they are usually quite expensive.

5 Le Corbusier, the famous French architect, designed a few chairs, too. This comfortable armchair was created in 1929 but the design still looks very fresh and has been repeatedly copied. My grandmother used to have one of his armchairs but she gave it away when she sold her house. I could have asked her to save it for me!

e

Arne Jacobsen -
chair 3107





c
Le Corbusier -
LC2 armchair



d
Michele De Lucchi and
Giancarlo Fassina -
Artemide Tolomeo desk lamp

Practice

6 Choose the correct paraphrase.

- 1 I regret I am not an industrial designer.
 - a I wish I had been an industrial designer.
 - b I wish I wasn't an industrial designer.
 - c I wish I was an industrial designer.
- 2 I regret I didn't buy that armchair.
 - a I shouldn't have bought that armchair.
 - b I wish I hadn't bought that armchair.
 - c I could've bought that armchair.

7 Use the words in brackets to rewrite the thoughts of a famous designer.

- 1 I didn't become an architect. (could)
- 2 I didn't get my children interested in design. (should)
- 3 I haven't designed any toys. (could)
- 4 I have always worked too much. (should)
- 5 I've never worked with other designers. (should)
- 6 I didn't create my own school of design. (could)

→ LANGUAGE CHOICE 59: PAGE 32

8 Use *I wish* and the correct tense to rewrite the sentences.

- 1 I regret I don't have any designer objects in my room.
I wish ...
- 2 I regret I spent so much money on this carpet.
- 3 I hate my school building! It's so ugly.
- 4 I regret I didn't visit the Museum of Modern Art when I was in New York.
- 5 It's a pity there aren't many interesting designers in my country.
- 6 What a pity that we haven't been taught art and design at school.

→ LANGUAGE CHOICE 60: PAGE 32

9 Use *I wish* to write sentences about three objects you don't like in your town, school or home.

I wish the lampposts in my town weren't made of concrete. I wish they had been designed by someone creative.

Grammar Alive Expressing regrets

10 5.21 Listen to two dialogues. Complete the table with Donna's and Louise's regrets about the past and the present.

	present	past
Louise regrets that she	doesn't have a bike like Donna's	
Donna regrets that she		

11 Work in pairs. Use the cues to make dialogues.

A: *I love your bag.*

B: *I bought it in Milan.*

A: *I wish I had gone to Italy with you last year.*

A starts

- 1 • bag
• I / go to Italy with you last year
- 2 • headphones
• my headphones / better
- 3 • notebook
• I / go shopping with you

B answers

- 1 bought it in Milan
- 2 comfortable
- 3 bought it yesterday

B starts

- 4 • mobile
• I / not lose my old mobile
- 5 • umbrella
• my umbrella / bigger
- 6 • pen drive
• I / get some nice presents at Christmas

A answers

- 4 old
- 5 very big
- 6 a Christmas present

12 Use *wish* to write about three things you regret about the present and three things you regret about your past.

I wish I didn't have to share a room with my brother.

I would have more room for my gadgets.

I wish I hadn't bought that ugly lamp. It was really expensive and I don't like the colour anymore.

Warm Up

- 1 Work in pairs. Look at the photos (a-c) and the words below. Describe the vehicles and make guesses about them. Then check your guesses on page 130.

- city car, racing car, sports car
- motorbike, skateboard
- diesel/electric/hydrogen/petrol engine

It looks like a racing car with a ...

Reading

- 2 **ЕГЭ** → SKILLS BUILDER 21 Read the review of the EN-V. Use the strategies to match the paragraphs (a-g) on page 99 with the gaps (1-6). There is one extra paragraph.

- 3 Read the article again. Answer the questions about Mike Rutherford's attitudes and opinions.

- 1 Did he enjoy testing the EN-V? Why/Why not?
- 2 What does he think of electric cars?
- 3 What are his conclusions about the EN-V?
- 4 Do you think he is interested in new technology? Why/Why not?
- 5 What sort of car do you think he probably drives?

- 4 Work in pairs. Would you like to own or drive an EN-V? Why/Why not?

I'd love to have one and come to school in it.

- 5 **Vocabulary** Look at the Word Builder. Find more examples of words in blue with these prefixes in the article and the paragraphs (a-g) on page 99. Then match the prefixes (1-8) with the meanings below.

- not enough 8
- not (x 2)
- again
- too
- before
- very
- on its own

Word Builder Prefixes

- 1 autopilot, _____, _____
- 2 insecure, _____
- 3 overambitious, _____, _____
- 4 pre-charged, _____
- 5 reinvent, _____
- 6 ultra-modern, _____
- 7 unsure, _____
- 8 underused, _____

→ LANGUAGE CHOICE 63: PAGE 34

a EN-V



GM's clever EN-V concept is a two-wheeled, 1-seater solution to urban transport. *Telegraph Motoring's* Mike Rutherford has a preview and takes it for a spin.

1 _____

That's because of the nature of the EN-V. Last week I drove one of these, though it was more like flying a small plane than driving. In terms of wackiness, originality, smiles per mile and fun at the controls (I can't say behind the wheel because I didn't touch one, or any pedals come to that) it gets 11 out of 10 from this sceptical fan of electric vehicles.

2 _____

Sure, it's an effective mobility machine for one or two people travelling around cities. But it's far less like a car than the Renault Twizy which has four wheels and needs a fully-qualified car driver.

3 _____

When I asked the company last week, GM said it was unsure what legal category it will be in. I'd call it a 'Personal Urban Mobility Pod'. It's less than 60 inches* in length, as wide as it is long, able to drive itself or be driven, has a 25 mph top speed, a range of 25 miles, and is supposed to be uncrashable thanks to its sensors.

4 _____

While they are doing homework en route, an insecure parent can watch thanks to the on-board CCTV facilities. Then, after delivering its human cargo, driving itself back home and parking itself neatly, it would be time for one or more of the parents to climb in for the morning commute to the office. After that, the EN-V can recharge its batteries, a process that takes only two to six hours.

5 _____

GM insists that today's typical car, with its five seats and internal combustion engine, is 'inefficient' and an 'over-engineered' for city driving, even if it is very green. A conventional car capable of doing 100 mph plus is underused and expensive for customers, millions of whom live in overcrowded cities with average speeds of 8-12 mph.

6 _____

*1 inch = 2.5 cm

b DTV Shredder

a So, what's the problem with the ultra-modern EN-V? Why does it fail in its mission to reinvent the automobile? That's because, er, it's not a car.

b How much cheaper? GM says the price for EN-V cars will 'only be about £10,000'. Personally, I enjoyed driving the EN-V and would like to own one. Even so, I would not buy an EN-V for that price.

c Alternatively, EN-Vs could be described as ultra-efficient butlers. A typical day for a family of EN-V owners in the future might start like this: at 7.45 a.m. a parent might put their kids inside and put the pre-charged vehicle into autopilot mode before sending them to school.

d General Motors claims that it is completely reinventing the automobile. However, it has failed to achieve this overambitious goal with its new product, the EN-V (Electric Networked Vehicle).

e Having said that, the EN-V is not a motorbike with a roof either. A motorcycle tends to have one wheel in front of another, rather than side by side, EN-V-style.

f GM thinks we underestimate how much future city vehicles will change and that they will be a lot smaller, lighter and less expensive. 'EN-Vs will be much less costly than conventional cars.'

g With all this in mind, when the owner is at work they could allow the EN-V to earn money by hiring it out as a sort of automated taxi. EN-Vs will be better value for money because of low running costs, lower parking fees and cheaper insurance due to their low maximum speeds and collision avoidance systems.

c Electric Super Car

- 6 Look at the linkers in the Sentence Builder. Which of them can be used instead of *although* and *nevertheless*?

Sentence Builder *even*

- 1 The traditional car is inefficient, **even if** it is very green.
- 2 EN-Vs will be less expensive, **even though** it's not clear how much cheaper.
- 3 Personally, I enjoyed driving the EN-V and would like to own one. **Even so**, I would not buy an EN-V for that price.

LANGUAGE CHOICE 64: PAGE 34

- 7 Work in pairs. Complete the sentences about the advantages and disadvantages of the vehicles. Think about these things:

- expensive/cheap to buy/to run
- fast/slow
- (un)safe
- quick/slow to recharge
- (un)comfortable
- (in)efficient
- clean/polluting

- 1 Hydrogen cars have very efficient engines and are very clean. Even so I wouldn't buy one because they are expensive and difficult to recharge.
- 2 Sports cars _____. Even so, I wouldn't drive one because they are _____.
- 3 Electric cars _____ even though they _____.
- 4 Motorbikes _____ even if they _____.
- 5 Large utility vehicles, like Range Rovers, _____ even if they _____.

- 8 Work in pairs. Choose a car that you know and write notes about it. Use the Net to help you if necessary.

Skoda Yeti Greenline

Size: length 4.2 metres, height 1.6 metres

Advantages: efficient engine, good on bad roads, good for a family

- 9 Work in groups. Tell your partners about your car.

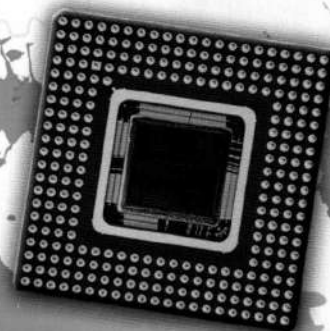
We've chosen the Skoda Yeti Greenline. It's a great car because it's

No Comment

'Somebody actually complimented me on my driving today. They left a note on the windscreen. It said, "Parking Fine".'

Tommy Cooper

a

Intel Pentium
chip, 1993

Warm Up

- 1 What technical glitches have you had with the machines you use? Were they caused by design faults or because you used them wrongly? Tell the class.

I have problems with my bike because of the gears.

Listening

- 2 5.23 5.24 → SKILLS BUILDER 9 Look at the photos (a-b) and listen to the documentary. Read the Skills Builder. In what ways (1-4) does the speaker organise information? How clear is her explanation?

- 1 chronologically (time)
- 2 by topic or sub-topic
- 3 by place or people
- 4 by importance (e.g. less important to more important)

b

Stock Exchange
crash, 1987

- 3 EF3 5.23 5.24 Listen to the documentary again. Choose the best answers to the questions.

- 1 What causes most technical problems?
 - a computer glitches
 - b design faults
 - c inappropriate use
- 2 Why does the speaker think there are more glitches now?
 - a we have more technology
 - b trains use more technology
 - c computers always make mistakes
- 3 What kind of problem did the Pentium chips have?
 - a they made mistakes dividing some numbers
 - b some of them didn't work at all
 - c they couldn't do a lot of mathematical calculations
- 4 What did not cause Black Monday?
 - a automatic selling by computers
 - b dealers buying shares
 - c computers crashing

- 4 Which of the glitches do you think is the most interesting or worrying? Why?

- 5 Look at the Sentence Builder. Match the sentences (1-2) with the situations (a-b)

- a Our appointment is in half an hour. We've to leave now.
- b You haven't been looking well for week should go to the doctor.

Sentence Builder *It's time ...*

- 1 **It's time** (that) *you went* to the doctor
- 2 **It's time** *to go* to the doctor.

LANGUAGE CHOICE 65: PAGE 34

- 6 Use the cues to write sentences.

- 1 It's 8.00 a.m. It's time / get up / go to
It's time to get up and go to school.
- 2 It has been really difficult to log on to internet at school for ages. It's time / the wi-fi at school
- 3 It's been freezing at school for days.
It's time / repair the school central he
- 4 It's one o'clock. It's time / have lunch
- 5 You have put on a lot of weight recer
time / stop eating so many snacks
- 6 It's midnight. It's time / go home / go

Speaking Workshop



7 **5.25 DVD 10** Look at the photo. What is the situation? What has just happened? What are they going to do? Listen or watch and check your guesses.

8 **5.25 DVD 10** Listen or watch again. Match the sentences with the people: Beth (B), Tina (T).

- 1 Thinks they will win the competition.
- 2 Thinks the problem could be the controls.
- 3 Suggests trying a different battery.
- 4 Doesn't want to take it to pieces.
- 5 Suggests building a new motor.
- 6 Manages to repair the car.

9 Look at the Talk Builder. Which of the sentences (1-12) talk about the problem and which talk about possible solutions to it?

Talk Builder Problem-solving

- 1 So, what do you think the problem is?
- 2 It might be a problem with the ...
- 3 Whenever you try to ...
- 4 That could be the cause of the problem but I doubt it. Another issue is the ...
- 5 We could try ...
- 6 That might work but we should ...
- 7 The problem with doing that is ...
- 8 One solution would be to ...
- 9 Another option would be to ...
- 10 Maybe, but it might take a long time to do that.
- 11 It would be good to ...
- 12 What do you think would be the best thing to do?

→ SKILLS BUILDER 47

10 **5.26 Pronunciation** Listen and repeat the sentences.

11 Rewrite the sentences using the words in brackets.

- 1 What should we do now (best thing)
What do you think is the best thing to do now?
- 2 A possible problem is the fuel. (might be)
- 3 It makes a strange noise as you turn it on. (whenever)
- 4 What about changing the battery? (one solution)
- 5 We could also try buying new controls. (another option)
- 6 But that would cost a lot. (the problem with that)

12 Work in pairs. Act out a problem-solving role-play.

- 1 Imagine you are designing something for a competition and it does not work. Choose the object (e.g. a rocket, plane, robot).
- 2 Write notes about:
 - what the object is
 - the problems with it
 - the possible solutions
- 3 Act out the problem-solving role-play. Agree on the solutions.

13 Tell the class about:

- what you wanted to design
- what problems you had
- what solutions you decided on

Our design was a robot house cleaner. The problem was that it kept falling over. We decided to change the design and use wheels instead of legs.

No Comment

'To make mistakes is human, but to really foul things up you need a computer.'

Paul Erhlich



Warm Up

- 1 Look at the photo. What do you know about Marilyn Monroe?
- 2 Read the article. Are the statements about the dress true (T) or false (F)?
 - 1 It was specially designed for Marilyn Monroe.
 - 2 It was made to cover the actress's legs.
 - 3 It has never been copied.

(5.27)

If you've never seen it, you ought to watch this iconic scene: Marilyn Monroe standing over a subway grate in a white dress. The scene comes from the 1955 film *The Seven Year Itch*, directed by Billy Wilder. The dress, created by William Travilla, has a simple design. The truth is he didn't have to do much – Marilyn looked stunning anyway. So he designed a halter dress with a long pleated skirt below the waistband. The fabric needed to be lightweight so that it could flutter upward in the breeze and reveal Marilyn's legs. She had to hold the dress so as not to show too much. It was white to portray innocence.

The scene was shot in New York City. It was exciting because at that time Hollywood film makers were required to avoid showing too much bare flesh. Fans and the press were allowed to watch the filming. Surprisingly, onlookers were also permitted to take photos. Each time the director tried to shoot the scene, hundreds of camera flashes went off and he had to stop. Apart from that, the onlookers couldn't be forbidden to talk so there was a lot of noise. In the end, they were forced to rebuild the scene on a set of 20th Century Fox. In the last 50 years, replicas of the 'subway' dress have been worn by many characters, including Fiona in *Shrek 2* and Barbie dolls. It was auctioned in 2011 for more than \$5.6 million.

- 3 What other famous items of clothing can you think of? Why are they famous?

Modality

- 4 Complete the table with the verbs and expressions in red in the text.

obligation/necessity	<i>was obliged</i>
permission/possibility	
prohibition	<i>couldn't</i>
lack of obligation	<i>didn't need to</i>
advice	<i>should</i>

- 5 Use the verbs in brackets and the beginnings to rewrite the sentences.

- 1 I have to wear a uniform at school. (require)
- 2 We can't wear miniskirts. (forbid)
- 3 I could wear what I wanted. (allow)
- 4 I had to put on a Harry Potter costume. (oblige)
- 5 I should read about the history of fashion. (ought)
- 6 I wasn't required to cut my hair short. (have)

- 6 Choose the correct verbs to complete the text. Use the picture to help you.



In the 1940s and 1950s, Hollywood fashion designers ¹*ought to/had to* create thousands of dresses for their stars. They ²*were forced/didn't have to* follow Parisian styles so they created their own version of glamour. Their designs were often very simple but they were ³*allowed/forbidden* to use expensive fabrics, like silk, velvet and fur. As a result, their dresses looked timeless and elegant.

Women were ⁴*permitted/obliged* to follow strict fashion rules. They ⁵*had to/were forbidden* to wear knee-length dresses or skirts. They were ⁶*not allowed/required* to leave their homes without a hat, gloves and a handbag. However, women were ⁷*forbidden/allowed* to have permed hair.

LANGUAGE CHOICE 61: PAGE 32

- 7 Choose a period in history and write three sentences to describe the style rules at that time. Use the words below.

allowed required obliged forbidden
permitted forced

Before the First World War in Europe, men were required to wear long trousers, long jackets and hats. They were allowed to wear colourful ties but they ...

Writing Workshop 10

LEONARDO DA VINCI DESIGN SCHOOL

10-DAY SUMMER COURSE IN MILAN WITH WELL-QUALIFIED, ENGLISH-SPEAKING TEACHERS

- Five optional areas: fine art, fashion, interior design, graphic design, product design
 - Excursions to cities like Verona and Venice
 - Air-conditioned classrooms with the latest digital technology
 - Workshops, studios and library with 20 computers and 10,000 books
 - Individual accommodation in student residence
- For more information: Pia Posio ldvds@gmail.com
Price: from €750

1 Look at the advert. Would you like to go on the course? Why/Why not? What other summer course would you like to do?

2 Read the letter. Which of these things does Jane want more information about?

- | | |
|----------------------------------|-------------------------------------|
| a getting around Milan | e if rooms are individual or shared |
| b food | f the kind of course to choose |
| c the total cost of the course | g visits and trips |
| d the dates of courses in August | |

From: Jane Henderson

To: Pia Posio

Dear Ms Posio,

1 I am writing in order to ask you for more information about your summer course which I saw advertised online.

2 First of all, I would like to know which course you think would suit me. I have just finished my A levels (art, English and maths) and want to study design and technology at university. Therefore, I would like to do an introductory design course so that I can be prepared for next year. Could you tell me which of your courses in August would be best for me?

3 Another query I have is related to accommodation. There are no photos on your website and as a result it is difficult to know what sort of rooms there are. Also, could you tell me if there is a kitchen in the residence so I can cook some of my own meals since I am a vegan?

4 I would also be grateful for more information about the price because your website is not very clear about it. Could you tell me if the price includes food and study materials?

5 My last question is about excursions as I am interested in Italian art. For example, I would like to visit the Uffizi Gallery so I would love to go to Florence. Could you send me a calendar of excursions to look at?

6 I look forward to hearing from you soon.

Yours sincerely,
Jane Henderson

Text Builder

3 Write headings for the paragraphs (1-6) in the letter.

1 Reason for writing

4 Look at the linking words in red in the letter. Match the groups of linkers (1-3) with the uses (a-c).

- 1 to, in order to, so that, so
- 2 since, as, because
- 3 therefore, so, as a result

a to express the result of something:
It rained - we stayed inside.

b to explain the purpose of something: *We stayed inside - to avoid the rain.*

c the reason for something:
We stayed inside - it was raining.

5 Choose the correct linkers to complete the sentences.

- 1 I am writing to you *in order to/so that* get information about courses.
- 2 I want to improve my English *since/so* I am interested in your summer course.
- 3 My level is not very high *as/therefore* I never studied English at school.
- 4 I would like to have a single room *therefore/so that* I can study at night.

6 Write a letter asking for information about a course.

➔ SKILLS BUILDER 30

- 1 Choose the type of course that you are interested in and look for an advert on the Net.
- 2 Make notes about your queries.
- 3 Use your notes to write a letter of enquiry. Use the paragraph structure in the Skills Builder.
- 4 Check your letter for style.

7 Work in pairs. Read your partner's letter. Then act out a telephone conversation asking for and giving information.

Language Review Module 10

1 Talking about style Complete the description with one word in each gap.

I bought a shirt last week. It's got long ¹s_____ and it cost a ²f_____. It ³s_____ me. I like buying nice clothes which ⁴I_____ more than a few weeks. I only stop wearing clothes because they look ⁵d_____ and old-fashioned, not because they are falling apart. My brother loves things which are ⁶c_____, so he's always looking for bargains. /6

2 could/should Use the cues to write sentences.

I bought this dress last Saturday but now I'm not sure it was a good idea.

- 7 I / should / try / it on in the shop.
- 8 I / could / buy / four tops for the same price.
- 9 I / should / ask / my friends for their opinion.
- 10 I / should / keep / the receipt so I could change it. /4

3 wish Complete the sentences with the correct form of the verbs in brackets.

- 11 I wish I _____ (not buy) this watch.
- 12 I wish I _____ (check) on the internet.
- 13 I wish I _____ (not drop) it on the floor.
- 14 I wish I _____ (discuss) it with my parents.
- 15 I wish I _____ (not find) that shop.
- 16 I wish I _____ (not be) in such a hurry. /6

4 ЕГЭ Prefixes Complete the words with the correct prefixes.

- 17 It is the dream of _____ designers **KNOWN** to present their clothing collections
- 18 at _____ fashion shows full of **CROWDED**
- 19 celebrities or at special _____ **VIEW** for famous fashion magazines. But the truth is, only a few become so successful. Young designers often
- 20 _____ the difficulties they will **ESTIMATE** come across in the world of fashion. Are they really talented? Do they know the 'right' people? Can they manage their own company or will it
- 21 be _____? **EFFICIENT** When they run out of ideas, will they
- 22 know how to _____ their batteries **CHARGE** and come up with something original again? These are the things that will determine their success. /6

5 even Complete the sentences with even if, even though or even so.

- 23 The hotel room cost a lot of money. _____, it was still good value for money.
- 24 I wouldn't buy a sports car _____ I was rich.
- 25 Dad walks to work every day, _____ it's raining.

- 26 We can't get our invention to work _____ we've had a lot of help.

6 It's time ... Choose the best sentence.

- 27 The alarm's ringing.
 - a It's time to get up.
 - b It's time we got up.
- 28 They're closing the playground.
 - a It's time to go home.
 - b It's time we went home.
- 29 These jeans are really old.
 - a It's time I bought some new jeans.
 - b It's time to buy some new jeans.
- 30 Your dad is going to fall asleep in a minute.
 - a It's time to stop and have a rest.
 - b It's time he stopped and had a rest.

7 Problem-solving Complete the dialogue with phrases below. There is one extra phrase.

you could buy one solution would be that might work the cause of the problem the problem is the problem with doing that

A: This DVD keeps stopping. What do you think ³¹_____? Is the DVD player broken?

B: That could be ³²_____.

A: I could take it back to the shop.

B: Well, ³³_____ is that it would probably cost more to fix than to buy a new one. ³⁴_____ a new DVD player, but the real problem is that your DVDs are scratched and dirty. ³⁵_____ put your DVDs away when you've finished them.

8 Modality Rewrite the sentences using the verbs in brackets.

- 36 We have to be home by ten o'clock. (require)
- 37 It wasn't necessary for us to wear coats. (need)
- 38 We weren't allowed to talk. (forbid)
- 39 It was wrong for you to leave early. (show)
- 40 My dad had to work all night. (oblige)

Self Assessment

5.28 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise If you need practice, go to

1	Language Choice 62
2	Language Choice 59
3	Language Choice 60
4	Language Choice 63
5	Language Choice 64
6	Language Choice 65
7	Students' Book p.101 ex.11
8	Language Choice 61

STUDENT A/B ACTIVITIES MODULES 1-6

M1, Lesson 3, Exercise 12

Teenage usage of communication technology in the USA

	December 2000	November 2004	September 2009
Use the internet	73%	87%	93%
Go online every day	42%	51%	63%
Go online weekly	45%	35%	26%
Get news online	68%	76%	62%
Buy things online	31%	43%	48%
Have a cell phone	no data	45%	75%
Have an MP3 player	no data	51%	79%

Teenage socialising and social media use in the USA

	November 2006	September 2009
Spend time with friends socially every day	31%	33%
Talk on the home phone every day	39%	30%
Send text messages every day	27%	54%
Talk on a cell phone every day	55%	50%
Send messages every day on social network	41%	37%

M3, Lesson 10, Exercise 5

Speaker 1

I can't stand watching 24/7 news channels. I want to find out what the news is but, in fact, there is too much going on on the TV screen. It requires doing a lot of things at the same time - listening to the speaker's voice, reading the moving text at the bottom of the screen and watching the pictures in the background. You know, scientists say that if we receive information through more than one channel, we actually remember it worse. So is it worth putting all this information on the screen?

Speaker 2

I avoid watching TV. I just don't enjoy sitting in front of the screen for hours. I prefer listening to the radio. One of the advantages is that you can do something else at the same time - I usually manage to clean my room during my favourite discussion programme. My granddad had to give up watching TV because of his eyes and he started listening to the radio instead. He says the radio is much more civilised - journalists don't rush the people they interview and don't interrupt them so much.

Speaker 3

I don't mind watching TV, I watch some soaps and I like comedy shows. I used to watch the BBC news every day but now I usually check the news online. The problem is that there's often too much to choose from. For example, I decide to read something about a hurricane and, two lines into the text, I spot a link to another article. So I click on the link and never finish reading the first text. I think we're now used to scanning websites and papers more than reading them in detail and our idea about what's going on in the world is often really superficial. We have to learn to select the news that may be interesting to us and then follow it in more depth.

M4, Topic Talk, Exercise 1

- a Advert for shoes
- b Advert for a shampoo
- c Advert for an airline company

M6, Lesson 22, Exercise 2

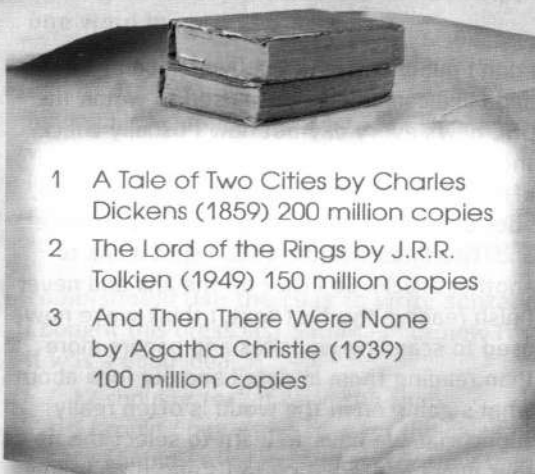
Sherlock Holmes: A Game of Shadows (2011)

Sherlock Holmes is played by Robert Downey Junior. The character is more like James Bond than the original Holmes character, the genius of detection. In the film, this Sherlock Holmes is an action hero who is good at martial arts and clever. But at the same time he is rather childish and ridiculous; he talks too much and wants to be the centre of attention. His jokes are silly and he dresses up in strange disguises. Downey's Sherlock Holmes is brilliant but insecure, unlike the complex and reserved character in Conan Doyle's books.

Dr John Watson is played by Jude Law and is Holmes' loyal friend, a very balanced and practical man. He is an action hero, too, and very witty in his dialogues with Holmes.

Professor Moriarty is an evil genius played by Jared Harris. He is calm and calculating; he looks pleasant but is really a dangerous madman, like the Joker in the Batman films. He is the organiser of an anarchist campaign of terrorist bombings and assassinations to cause a world war.

Culture Choice 1



- 1 A Tale of Two Cities by Charles Dickens (1859) 200 million copies
- 2 The Lord of the Rings by J.R.R. Tolkien (1949) 150 million copies
- 3 And Then There Were None by Agatha Christie (1939) 100 million copies

1 Your Culture Look at the list of best-selling novels above and discuss these questions.

- 1 What are the best-selling books in your country at the moment? Which of them do you like?
- 2 How important are advertising and marketing when creating a best-seller?
- 3 What are the all-time best-selling books in your language? Which is your favourite?

2 Which of this advice about producing a best-seller do you think is true?

- 1 To start with, write an exciting story with very good characters.
- 2 It is good to get publicity in the media for your book.
- 3 Get a book cover that looks like a lot of other books.
- 4 Include a summary of the story on the back of the book.
- 5 Get a famous person to say that they like your book.
- 6 Use tricks to get your book into best-seller lists.
- 7 Use blogs only to tell people all the good things about your book.
- 8 Social media is a good tool to sell your book.

3 6.1 6.2 Listen to an interview with a marketing expert. Check your guesses to Exercise 2.

4 6.1 6.2 Listen again. Answer the questions.

- 1 How is luck important in making a book into a best-seller?
- 2 How did Agatha Christie get attention for her books?
- 3 What things make a reader pick up a book in a bookstore?
- 4 What are blurbs and what should they do?
- 5 How have people manipulated best-seller lists?
- 6 What things should writers do online to help promote their book?

5 Read about Jane Austen on page 107.

- 1 Why did she never become famous in her lifetime?
- 2 What is 'Austen mania' and when did it start?
- 3 Why do you think her books and films based on them are so popular?

6 6.3 Read and listen to an extract from *Pride and Prejudice*. Which of these sentences are true (T), false (F) or not stated (NS)?

- 1 The Bennet girls wanted to marry Mr Bingley because he was rich.
- 2 Mr Bingley made a good impression on everyone at the dance.
- 3 People did not like Mr Darcy much because he was not very good-looking.
- 4 Bingley was an extroverted and outgoing sort of person.
- 5 Darcy did not want to dance with other people because he was a bad dancer.

7 Read the extract again. Answer the questions.

- 1 Why were people at the dance so interested in Bingley and Darcy?
- 2 How were the characters of the two men different?
- 3 Why did Darcy make such a bad impression on Elizabeth?
- 4 What sort of person was Elizabeth?

My Culture Project

8 Look at the book blurb for *Pride and Prejudice*. Choose a book and write notes about it (type of book, story and characters). Write a short book blurb about it.

The best-selling classic novel *Pride and Prejudice* is about five sisters. The eldest, Jane, meets the wealthy Mr Bingley and they soon fall in love, but Bingley's friend Darcy makes a bad impression on Jane's sister Elizabeth. But what are the two men really like? Will the two girls ever find true love and happiness?

9 Work in groups. Read each other's blurbs and discuss the books. Which ones would you like to read?

Pride *and* Prejudice

Jane Austen (1775-1817)

came from a well-off English family and started writing as a teenager. In her short life, Austen wrote six novels about life and romance in polite English society, particularly from a woman's point of view. The books sold well but Austen had to publish them anonymously because writing novels was not considered the occupation of a lady. Since the 1990s, there has been an outbreak of 'Austen mania' and her novels have consistently been in the best-seller lists. As well as sequels and prequels of her books, there have been best-sellers based on Austen's stories like *Bridget Jones's Diary*. The novels have been adapted for television and there have been Hollywood films like *Pride and Prejudice* (2005) starring Keira Knightley and Matthew Macfadyen.

When a wealthy young man, Mr Bingley, comes to live in the area, Mrs Bennet is excited because she thinks that he might fall in love with and marry one of her five daughters. She persuades her husband to visit him and, a few days later, the Bennet family go to a local ball where they see Mr Bingley with a group of people.

Mr Bingley was good-looking, gentlemanlike and friendly. His sisters were fine women and very fashionable. His brother-in-law, Mr Hurst, looked a gentleman; but his friend Mr Darcy soon drew the attention of the room by his fine, tall person and his handsome features. Within five minutes of coming in, rumours spread around that he had ten thousand pounds a year. Darcy was looked at with great admiration until people realised that he was unfriendly and reserved.

Mr Bingley had soon got to know everyone in the room; he was lively and outgoing, danced every dance, was angry that the ball closed so early, and talked of giving one himself at his new house. What a contrast between him and his friend! Mr Darcy danced only once with Mrs Hurst and once with Miss Bingley and didn't want to be introduced to any of the young ladies. Nobody liked him and Mrs Bennet disliked him the most because he was rude to one of her daughters. Elizabeth Bennet had been obliged, by the lack of gentlemen,

to sit down for two dances and she overheard a conversation between Mr Bingley and Mr Darcy.

'Come, Darcy, I hate to see you standing about by yourself in this stupid way. You should really dance.'

'I certainly shall not. You know how much I detest it, unless I know my partner. Your sisters are engaged, and there is not another woman in the room whom it would not be a punishment to me to dance with.'

'Well, I have never met so many pleasant girls in my life as I have this evening; and several of them are really pretty.'

Mr Darcy looked at the eldest Miss Bennet, Jane.

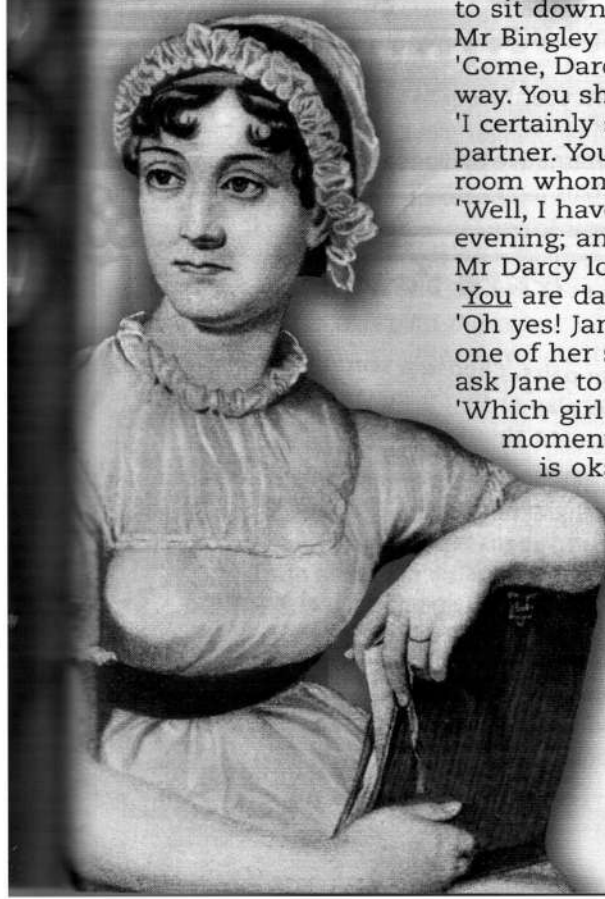
'You are dancing with the only handsome girl in the room.'

'Oh yes! Jane is the most beautiful creature I've ever seen! But there is one of her sisters sitting just behind you who is very pretty too. Let me ask Jane to introduce you.'

'Which girl do you mean?' Mr Darcy turned round and looked for a moment at Elizabeth, till catching her eye, he withdrew his own. 'She is okay but not handsome enough to tempt me. And I don't feel like dancing now.'

Darcy then walked off rudely. Naturally, after that, Elizabeth did not have very friendly feelings towards the arrogant Mr Darcy but she told the story to her friends and made the whole thing into a joke as she had a good sense of humour.

However, over the next few weeks Darcy and Elizabeth keep meeting at local parties and dances and Darcy begins to find himself attracted to her because of her intelligence and charm. Little did Elizabeth know when she first met this strange, proud man that Darcy was eventually to be the love of her life.



Culture Choice 2

- 1 Look at the portrait of Shakespeare below. Do you think the sentences are true (T) or false (F)?

- 1 He was about sixty years old when the portrait was painted.
- 2 He lived in about 1600.
- 3 He had quite a lot of money.
- 4 He was conservative and conventional.
- 5 He was very shy and nervous.

- 2 6.4 6.5 Listen to a conversation about Shakespeare. Check your guesses from Exercise 1.

- 3 6.4 6.5 Listen to the conversation again. Complete the notes.

William Shakespeare

Born in Stratford-upon-Avon in ¹ 1564 .
 Learned ² _____ and ³ _____ at local grammar school.
 In ⁴ _____, married Anne Hathaway and had ⁵ _____ children.
 In the mid or late ⁶ _____, went to London to become an ⁷ _____ and then a writer.
 By the late ⁸ _____, was a prosperous ⁹ _____
 Died in ¹⁰ _____ and left his ¹¹ _____ to his wife.
 He wrote ¹² _____ plays and ¹³ _____ poems.
 Contributed ¹⁴ _____ new words to English and lots of famous ¹⁵ _____ like 'vanish into thin air' (to disappear completely).

- 4 Your Culture Work in pairs. Discuss the questions.

- 1 Who was the greatest writer (novelist, poet or playwright) ever from your country?
- 2 Why were they great?
- 3 How well-known are they abroad?
- 4 What influence have they had on your culture?
- 5 Do you like their work? Why/Why not?

- 5 6.6 Read and listen to the last scene from *Hamlet*. Order the sentences (a-j) to summarise the scene.

- a Claudius then poisons Hamlet's wine to make sure he is killed.
- b Gertrude drinks Hamlet's poisoned wine by mistake.
- c Hamlet asks Horatio to tell everybody what has happened and then dies.
- d Gertrude dies from the poison and Laertes confesses his and Claudius's plan.
- e Claudius organises a fencing competition to kill Hamlet. 1
- f Laertes wounds Hamlet with the poisoned sword then Hamlet does the same to Laertes.
- g Laertes poisons his sword before the competition starts.
- h Laertes apologises to Hamlet and then dies.
- i Hamlet gets the first hit in the competition.
- j Hamlet wounds Claudius with his sword and makes him drink the poison.

- 6 Read the scene again. Answer the questions.

- 1 Why does Laertes want revenge from Hamlet?
- 2 How does Hamlet explain all the bad things he has done to Laertes's family?
- 3 Who is the real villain of the play? Why?
- 4 Why does Hamlet kill Claudius?
- 5 Why are Hamlet and Laertes not to blame for what they have done?
- 6 What does Hamlet do before dying?

- 7 Work in pairs. Discuss the questions.

- 1 Did you enjoy the scene from *Hamlet*? Why/Why not?
- 2 What are your favourite/least favourite characters from it?
- 3 What alternative endings to the play can you think of?

Portrait of William Shakespeare

My Culture Project

- 8 Work in pairs. Choose a scene from a famous play or film from your country. Write notes about:

- which play/film it is in
- famous lines
- the characters
- why you like it
- what happens

- 9 Work in groups. Tell your group about your scene.

My favourite scene is from Garcia Lorca's 'Blood Wedding' when the bridegroom finds the bride and Leonardo together ...

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- the characters
- why you like it
- what happens

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My favourite scene is from Garcia Lorca's 'Blood Wedding' when the bridegroom finds the bride and Leonardo together ...



HAMLET'S DEATH



King Claudius, Hamlet's uncle, the killer of Hamlet's father and the new husband of Hamlet's mother Gertrude, organises a fencing match between Hamlet and Laertes. Laertes is the son of Polonius who Hamlet killed by mistake and the brother of Ophelia, Hamlet's ex-girlfriend who has killed herself because Hamlet treated her badly. Laertes wants revenge and Claudius persuades him to poison his sword in order to kill Hamlet. Before the fight, Hamlet talks to his friend Horatio and then Claudius comes in with Gertrude, Laertes and other courtiers.

Claudius: Come and shake hands with Laertes, Hamlet.

Hamlet: (to Laertes) I'm sorry. I've done you wrong. Everyone here knows - and I'm sure you've heard - that I'm mad. When I insulted you it was due to insanity.

Laertes: My feelings are satisfied - even though what you have done to my father and sister should make me want revenge. But when it comes to my honour, I cannot forgive you so quickly.

Hamlet: Well, let's play this friendly fencing match.

Claudius: Give them the swords, Osric. Since Laertes is better than Hamlet, he needs three more hits to win the match. (to Osric) Put the wine glasses on that table. If Hamlet is winning, I'll drink to his health and poison his wine. Come on, let's start.

Hamlet and Laertes start to fence.

Hamlet: That was a hit.

Osric: One hit to Hamlet.

Claudius: Let's drink to Hamlet. (He puts poison in the wine.) Give him this.

Hamlet: No, put it down for a moment. Let's play. Another hit. What do you think?

Laertes: You got me, I admit it.

Claudius: Hamlet is going to win this.

Gertrude: No, he's tired. Hamlet, take my handkerchief and wipe your forehead. The queen drinks to your good luck and happiness, Hamlet.

Gertrude lifts the glass with the poison.

Claudius: Gertrude, don't drink that.

Gertrude: I'll drink it if I want to. (She drinks.)

Claudius: (to himself) That was the poisoned drink. It's too late now.

Hamlet: Get ready for the third hit, Laertes. You're just playing around.

Laertes: You really think so? Come on.

Laertes wounds Hamlet. Then in a scuffle they end up with each other's swords and Hamlet wounds Laertes. Gertrude then collapses.

Hamlet: What's wrong with the Queen?

Claudius: She fainted at the sight of the blood.

Gertrude: No, it was the drink! Oh, Hamlet! I've been poisoned. (She dies.)

Hamlet: Who has done this?

Laertes: It's partly my fault. Hamlet, you're dead. No medicine in the world can cure you. You don't have more than half an hour to live. I poisoned the sword that you've got now. And your mother's been poisoned. But the king's to blame for that.

Hamlet: The sword was poisoned! Then get to work, poison!

Hamlet wounds Claudius with the sword.

Hamlet: Here, you murderer, now drink this. Follow my mother.

Hamlet makes Claudius drink and he dies.

Laertes: He got what he deserved. Please forgive me as I forgive you, Hamlet. You're not to blame for my death and my father's, and I'm not responsible for yours. (He dies.)

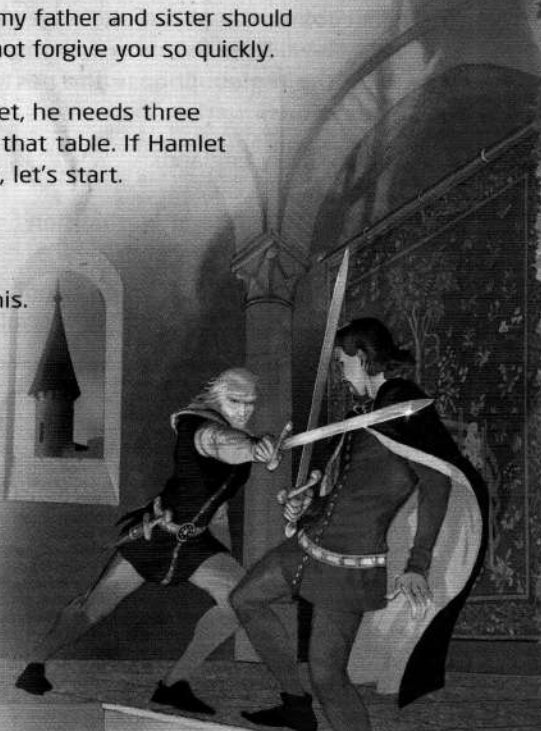
Hamlet: (to Horatio) God will free him from blame. I'll follow him to heaven in a minute. I'm dying. Horatio, tell everyone the truth about what happened here.

They hear the sound of an army approaching.

Osric: Young Fortinbras is returning in triumph from Poland.

Hamlet: I'm dying, Horatio! This poison's killing me. I will not live but I vote for Fortinbras to be the new King of Denmark. Tell him that - the rest is silence.

Horatio: Now a noble heart is breaking. Good night, sweet prince. May the angels sing you to sleep.



Glossary

blame: (n) responsibility for something bad

blame: (v) to say or think that someone is responsible for something bad

courtier: (n) an important person at a royal palace

deserve: (v) to have earned something by doing something good or bad

faint: (v) to suddenly become unconscious

fencing: (n) the sport of fighting with a long, thin sword

forehead: (n) the part of your head above your eyes and below your hair

handkerchief: (n) a piece of cloth that you use for drying your nose or eyes

heaven: (n) the place where good people are believed to go when they die

hit: (n) when a sword hits the other player in fencing

in triumph: (adv) with victory

play around: (v) to not take something seriously

poison: (n) a substance that can kill you or make you very ill if you eat or drink it

revenge: (n) something you do to punish someone who has done something bad to you

scuffle: (n) a short physical fight

sword: (n) a weapon with a long pointed blade and handle

wipe: (v) clean something with a cloth

wound: (v) to cause an injury to someone

Culture Choice 3

1 Your Culture Which region in your country has:

- 1 the most beautiful landscape?
- 2 the best quality of life?
- 3 the highest standard of living?

2 6.7 6.8 Look at the photo and map of New England below. Then listen to a tour guide describing the region. Choose the best answers to the questions.

- 1 How big is New England?
 - a bigger than Texas
 - b as big as the state of Washington
 - c a bit bigger than England
- 2 What is the population of the region?
 - a 4.5 million
 - b 14 million
 - c 40 million
- 3 What type of landscape is most common?
 - a prairies and grasslands
 - b coniferous forests
 - c deciduous forests
- 4 When is the most popular time to visit?
 - a autumn
 - b summer
 - c spring
- 5 What is special about New England?
 - a it has little contact with the rest of the States
 - b its food and buildings are distinctive
 - c it was the first area settled by the English

3 6.7 6.8 Work in pairs. Listen again. Write notes on the topics below. Then ask and answer questions about them.

Student A

- geography (area, population, cities)
- tourism (things to do, see)
- influence on US culture

Student B

- landscape and vegetation
- special identity
- influence on US politics

4 Read about two New England poets on page 111. What similarities and differences are there between their lives?

5 6.9 Read and listen to the poems. Match the sentences to the poems: Poem 1 (P1), Poem 2 (P2) or both (B).

- a It is set in winter in the New England countryside.
- b It is probably in the middle of the day.
- c The poet is alone with his/her horse.
- d The poet is galloping on his/her horse.
- e The poet has stopped to look at the woods.
- f The poet is thinking about the beauty of nature.
- g The horse gives the poet strength and energy.
- h The poet would like to stay but has things to do.

6 Read the poems again. Answer the questions.

- 1 What words in the first poem rhyme with these words?
 - a flight
 - b sun
- 2 What words in the second poem rhyme with these words?
 - a Verse 1: know; here
 - b Verse 2: shake; sw
- 3 Find lines in the first poem where the poet says these things:
 - a 'I love speed!'
 - b 'There are times when you feel you can never stop.'
 - c 'I feel part of nature.'
- 4 Match the images (a-c) in the second poem with their possible meanings (i-iii).

a the woods	i death
b sleep	ii obligations in life
c promises	iii beauty and danger



My Culture Project

- 7 Choose a region from your country (not your own). Write notes about the things in Exercise 3 (e.g. geography).
- 8 Work in groups. Ask and answer questions about your regions.

Amy Lowell was born in Massachusetts in 1874. She came from a wealthy family and, after leaving school, she travelled and became a popular socialite. When she was 28, she started writing poems and published her first book of poetry in 1912. She died in 1926.

1

A Winter Ride by Amy Lowell

Who shall declare the joy of the running!
Who shall tell of the pleasures of flight!
Springing and spurning the tufts of wild heather,
Sweeping, wide-winged, through the blue dome
of light.

- 5 Everything mortal has moments immortal,
Swift and God-gifted, immeasurably bright.
So with the stretch of the white road before me,
Shining snow crystals rainbowed by the sun,
Fields that are white, stained with long, cool,
blue shadows,
- 10 Strong with the strength of my horse as we run.
Joy in the touch of the wind and the sunlight!
Joy! With the vigorous earth I am one.

Robert Frost was born in 1874 in California but, after his father's early death, his family had no money and they moved to live with his grandfather in New England. For much of his life, Robert was a farmer in New Hampshire and wrote poems in the early mornings before starting work. He died in 1963.

2

Stopping by Woods on a Snowy Evening by Robert Frost

Whose woods these are I think I know.
His house is in the village, though;
He will not see me stopping here
To watch his woods fill up with snow.
5 My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

- He gives his harness bells a shake
10 To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.
The woods are lovely, dark and deep,
But I have promises to keep,
15 And miles to go before I sleep,
And miles to go before I sleep.

Glossary

bright: (adj) with a lot of light
declare: (v) to say something
deep: (adj) going far in from the outside
dome: (n) a round shape
downy: (adj) with fine hairs
flake: (n) a piece of snow (snowflake)
harness: (n) a piece of equipment for controlling a horse
heather: (n) a low plant with purple, pink or white flowers
God-gifted: (adj) given by God
immeasurably: (adv) incredibly
immortal: (adj) living forever
joy: (n) great happiness or pleasure
mortal: (adj) not living forever
queer: (adj) strange

rainbow: (n) large curve of different colours that can appear in the sky when there is both sun and rain
shadow: (n) the dark shape that something makes on the ground when it is between the light and the ground
shining: (adj) full of light
spring: (v) to jump over
spurn: (v) to ignore
stained: (adj) coloured or marked by
stretch: (n) part of a road
sweep: (v) moving fast through
swift: (adj) fast
tuft: (n) a bunch of grass, etc. growing together at the base
vigorous: (adj) strong and energetic
wide-winged: (adj) with wings stretched like a bird flying

Culture Choice 4

- 1 Your Culture** What well-known fashion brands and designers do you know of from your country?

Zara and Mango are well-known Spanish brands and Agata Ruiz de Prado is a famous Spanish designer.

- 2 6.10 6.11** Listen to a discussion about fashion. Listen again and match the sentences (1-8) with the people: Alex (A), Suzie (S), both of them (B) or neither of them (N).

- 1 Buys her clothes from designer clothes shops.
- 2 Thinks that big clothes companies treat their workers badly.
- 3 Thinks the fashion industry is good for the economy.
- 4 Thinks adverts should show normal-sized women.
- 5 Thinks fashion design involves a lot of creativity.
- 6 Thinks that the fashion industry is bad for the environment.
- 7 Likes wearing the same clothes all the time.
- 8 Likes going clothes shopping.

- 3 Work in pairs. What are your opinions about the fashion industry?**

A: *I think it's very creative and is good for our country's economy.*

B: *I disagree. I think that ...*

- 4 Read about Lauren Weisberger on page 113. Where did she get material to write her first novel?**

- 5 6.12** Read and listen to the extracts from *The Devil Wears Prada*. Are the sentences true (T) or false (F)?

- 1 Alex rings with bad news and thinks Andrea should come home immediately.
- 2 If Andrea doesn't stay on in Paris, she will definitely lose her job.
- 3 Andrea is only expected to look after Miranda's work affairs.
- 4 Miranda wants her daughters to fly to Paris just for a party.
- 5 Miranda imitates Andrea's reply because she thinks it is funny.
- 6 Andrea tries to think of ways to solve the passport problem.
- 7 Miranda is furious at Andrea's reaction to her order.
- 8 Andrea decides to get a flight immediately after the party.

- 6 Read the extracts again. Answer the questions.**

- 1 Why do you think Andrea feels guilty when Alex asks her if she is coming home?
- 2 What sort of person do you think Miranda is? Give examples.
- 3 Why do you think Andrea refuses to deal with Miranda's order about the passports?
- 4 What do you think Miranda is going to say when Andrea interrupts her?
- 5 How do you think Andrea feels as she leaves the fashion show?



- 6** What can you guess about Lauren Weisberger's opinions about the fashion industry?

- 7 Work in pairs. Discuss the questions.**

- 1 Have you seen the film *The Devil Wears Prada* or would you like to?
- 2 How accurate do you think Lauren Weisberger's description of the fashion world is?
- 3 How do bosses treat their subordinates in your country? How do you think they should behave?

My Culture Project

- 8 Work in pairs. Write six questions about one of the topics below.**

- people's tastes in terms of clothes (styles, colours, materials)
- the styles, materials and colours that are 'in' this year for young people
- people's opinions about the fashion industry

- 1 What kind of clothes do you like wearing when you go out with your friends at the weekend?

- 9 Work in groups or go around the class. Ask your questions and answer your partners'.**

- 10 Write notes with your results. Use your notes to tell your results to the rest of the class.**

Lauren Weisberger was born in 1977 in Pennsylvania and studied English literature at Cornell University. Her first job was working as assistant to Anna Wintour, the editor-in-chief of *Vogue*, the famous fashion magazine. Lauren then began writing for another magazine and wrote a best-selling novel based on her experiences at *Vogue* called *The Devil Wears Prada*. Since then, she has published three more successful novels. She lives with her husband in New York City.

After university, Andrea becomes personal assistant to Miranda Priestly, British editor of a fashion magazine. Andrea is accompanying Miranda to Paris when she receives a call from her boyfriend in New York: her best friend, Lily, has had a car accident and is in a coma.

'When are you coming home?' asked Alex. When I was silent for a moment, he continued. 'You are coming home, aren't you? You're not seriously considering staying there while your best friend on earth lies in a hospital bed, are you?'

'What are you suggesting, Alex? Are you suggesting it is my fault because I didn't see it coming? That she's lying in a hospital bed because I'm in Paris right now? That if I had known that she was hanging out with Benjamin again none of this would have happened?' ...

'No, I didn't say any of that. Why don't you call me when you know what flight you're on?' ...

I couldn't point out the obvious to him, namely, that if I left early to come home I'd be fired immediately. ...

Andrea stays on and Miranda gives her orders while going to the Dior fashion show.

'Ahn-dre-ah, leave a message at Horace Mann that the girls will be missing school on Monday because they will be in Paris with me, and make sure you get a list of all the homework they'll need to make up. Also, push back my dinner tonight, until eight thirty. If they're not happy about that, then just cancel it. Have you located a copy of that book I asked you for yesterday? I need four copies – two in French, two in English – before I meet them at the restaurant. Oh, and I want a final copy of the menu for tomorrow's party. ...

At the show, Andrea is watching when Miranda comes up to her.

'Ahn-dre-ah, we have a very serious problem here. You have a serious problem. It seems that the twins' passports expired last week.'

'Oh really,' was all I could manage but that clearly wasn't the right response. Her hand tightened around her bag and her eyes began to bulge with anger.

'Oh really?' She mimicked. ... 'That's all you have to say? ... You'll need to figure out how to renew the passports in time for their flight tonight. I will not have my own daughters miss this party tomorrow night, do you understand me?'

There was virtually nothing I couldn't find, fix or arrange, but securing federal documents while in a foreign country in less than three hours was not happening. Period. She had finally made her very first request of me in a full year that I could not accommodate.



Andrea (Anne Hathaway) with her boss, Miranda Priestly (Meryl Streep)

I yanked out my cell phone and punched in a number and watched as Miranda became increasingly livid.

'Ahn-dre-ah!' she hissed. ... 'What do you think you're doing? I'm telling you that my daughters need passports immediately, and you decide it's a good time to chat on your phone?'

My mother picked up on the third ring but I didn't even say hello.

'Mom, I'm getting on the next flight I can. I'll call you when I get to JFK.' ... I clicked the phone shut before she could respond and looked up to see Miranda. ...

'Ahn-dre-ah, you realize what you're doing, do you not? You do know that if you simply leave like this I'm going to be forced to ...'

'So sorry, Miranda,' I announced, 'but I don't think I'll be able to make it to the party tomorrow. You understand, don't you? I'm sure it will be lovely so do enjoy it. That's all.' And before she could respond ... I strutted outside to hail a cab. I couldn't remember feeling better than at that particular moment. I was going home.

Glossary

accommodate: (v) to deal with a request

be fired: (v) to lose your job

bulge: (v) to stick out

cancel: (v) to stop an arrangement

(in a) coma: (n) being unconscious for a long time due to an accident or illness

expire: (v) when an official document can no longer be used

figure something out: (v) to think about a problem until you find a solution to it (US English)

hail a cab: (v) to stop a taxi in the street

hiss: (v) to whisper aggressively (like a snake)

livid: (adj) very angry

make up: (v) to work on something because something has prevented you doing it before

mimic: (v) to imitate somebody's voice

miss: (v) not go somewhere or do something

period: (n) US English for 'full-stop'.

punch in: (v) dial a number

push back: (v) to postpone or put an arrangement later

renew: (v) to arrange for an official document to continue for a further period of time

secure: (v) to obtain or get

strut: (v) to walk proudly

twins: (n) two children born at the same time to the same mother

yank something out: (v) take something out violently

АУДИРОВАНИЕ

Задание 1

Понимание основного содержания

- 1 Прочитайте утверждения/вопросы и определите:
 - что их объединяет (общую тему), чтобы предположить, о чём пойдёт речь в записи;
 - чем они отличаются, то есть какую именно информацию нужно расслышать, чтобы выполнить каждый из пунктов задания.
- 2 Подчеркните в утверждениях/вопросах ключевые слова.
- 3 Во время первого прослушивания отметьте возможные варианты ответов.
- 4 Найдите лишнее утверждение (если это требуется в задании) также во время первого прослушивания.
- 5 Во время второго прослушивания проверьте себя: обратите внимание на подчёркнутые вами в утверждениях/вопросах ключевые слова и фразы – они помогут обосновать выбор того или иного варианта ответа.

Задание 2

Понимание запрашиваемой информации

- 1 Просмотрите утверждения и попытайтесь определить, о чём пойдёт речь в записи.
- 2 Прочитайте каждое утверждение внимательнее, чтобы понять, какая именно информация вам понадобится для выполнения задания.
- 3 Во время прослушивания старайтесь сконцентрировать внимание на нужных моментах, игнорируя избыточную информацию. Обращайте внимание на уточняющие детали.
- 4 Помните, что задания идут последовательно по тексту аудиозаписи. Если при прослушивании вы не можете ответить на какой-либо вопрос, не останавливайтесь на нём, чтобы не пропустить ответы на остальные вопросы.
- 5 Даже если вы не уверены, не оставляйте вопросы без ответа.

Задание 3

Детальное понимание

- 1 Быстро прочитайте утверждения/вопросы, данные в задании, и попытайтесь определить, о чём пойдёт речь в записи.
- 2 Просмотрите все вопросы/начало предложений (без вариантов ответа), чтобы сконцентрировать внимание на нужной информации, игнорируя избыточную, в звучащем тексте.
- 3 Просмотрите предложенные варианты ответа и подчеркните в них ключевые слова/данные.
- 4 Выбирая ответ при прослушивании, будьте осторожны с теми вариантами, которые содержат слова и выражения, звучащие в записи. Часто это неверные варианты. Обычно в правильных ответах информация, содержащаяся в записи, выражена другими словами.
- 5 При выборе ответа ориентируйтесь только на звучащий текст, а не на свой общий кругозор или здравый смысл.
- 6 При ответе на вопросы, касающиеся намерений или мнений говорящего/говорящих, следует ориентироваться на крупные фрагменты звучащего текста или запись целиком.

ЧТЕНИЕ

Задание 1

Понимание основного содержания

- 1 Прочитайте заголовки и попытайтесь определить, о чём пойдёт речь в текстах (тему/темах), а также чем заголовки друг от друга отличаются. Подчеркните в заголовках ключевые слова.
- 2 Не читайте подряд все тексты! Последовательно просмотрите каждый текст и, опираясь на подчёркнутые ключевые слова, выберите правильный вариант заголовка.
- 3 Не пытайтесь понять в тексте все детали каждого слова. Часто правильный заголовок можно подобрать на основе первых двух слов и/или ключевых слов.
- 4 Читая последующие тексты, вы сможете проверить свои предыдущие ответы. Иногда правильный вариант ответа можно определить методом исключения.

Задание 2

Понимание структурно-смысловых связей текста

- 1 Просмотрите весь текст с пропусками (без выделенных фрагментов для вставки), чтобы понять его основное содержание.
- 2 Прочитайте выделенные фрагменты для вставки и определите их структурные особенности: точки зрения, использования грамматических норм сочетаемости.
- 3 Последовательно читайте каждую часть текста, содержащую пропуск, обращая особое внимание на последнее слово/выражение перед пропуском и подбирая фрагмент для вставки.
- 4 Выбирая фрагмент для заполнения пропуска, проверьте, чтобы начало этого фрагмента правильно сочеталось с последним словом/выражением перед пропуском, а окончание фрагмента – с первым словом/выражением после пропуска.
- 5 После заполнения всех пропусков внимательно прочитайте получившийся текст – он должен быть логически и грамматически правильным.

Задание 3

Детальное понимание

- 1 Бегло прочитайте весь текст, чтобы понять его общее содержание.
- 2 Прочитайте вопросы задания (без вариантов ответов) и определите, к каким предложениям/абзацам в тексте они относятся.
- 3 Последовательно читайте каждый вопрос и варианты ответа. Исключите очевидно неверные варианты и на основании текста выберите правильный вариант ответа. Подчеркните место в тексте, которое подтверждает ваш выбор. Правильный ответ должен содержать информацию, что и выделенный вами фрагмент текста.

ГРАММАТИКА И ЛЕКСИКА

Задание 1

Образование грамматических форм

- 1 Бегло прочитайте весь текст с пропусками, чтобы понять его содержание, последовательность событий, в каком времени идёт повествование и т. п.
- 2 Прочитайте предложение с пропуском и определите, какая часть речи и в какой грамматической форме требуется для его заполнения (существительное – единственное/множественное число, общий/притяжательный падеж; прилагательное – сравнительная/превосходная степень и т. д.).
- 3 Прочитайте слово, написанное заглавными буквами. Если это глагол, то нужная форма определяется в следующем порядке: личная или неличная (инфинитив/герундий/причастие); залог (активный/пассивный); время.
- 4 Определите, есть ли у данной формы особенности написания.
- 5 После выполнения задания прочитайте текст с заполненными пропусками – он должен быть логически и грамматически правильным.

Задание 2

Словообразование

- 1 Бегло прочитайте весь текст с пропусками, чтобы понять его содержание.
- 2 Определите, какая часть речи нужна, чтобы заполнить тот или иной пропуск.
- 3 Вспомните суффиксы/префиксы, характерные для данной части речи.
- 4 Определите по контексту, не требуется ли использование отрицательного префикса.
- 5 Помните, что не всегда правила словообразования дают однозначный ответ. При подготовке к ЕГЭ (раздел «Грамматика и лексика») полезно группировать однокоренные слова и расширять свой словарный запас.
- 6 После выполнения задания прочитайте текст с заполненными пропусками – он должен быть логически и грамматически правильным.

Задание 3

Лексическое задание на выбор правильного варианта ответа

- 1 Бегло прочитайте весь текст с пропусками, чтобы понять его содержание.
- 2 Внимательно прочитайте предложение с пропуском и, не читая варианты ответа, подумайте, как бы вы заполнили пропуск. Возможно, ваш ответ совпадёт с одним из предложенных вариантов.

- 3 При выборе варианта ответа будьте особенно внимательны с синонимичными вариантами: подумайте об оттенках значения синонимов и обратите внимание на их различия в управлении и сочетаемости. Слова со сходным написанием также могут иметь различное значение!
- 4 Помните, что управление и сочетаемость английских слов и их русских соответствий различны. Не пытайтесь опереться на перевод!
- 5 После выполнения задания прочитайте текст с заполненными пропусками – он должен быть логически и грамматически правильным.

ПИСЬМО

Задание 1

Написание личного письма

- 1 При написании черновика не пишите полный текст письма – напишите только план с ключевыми фразами.
- 2 Проверьте, что в ваше письмо включена вся информация, которая требуется в задании, и вопросы, которые вы задаёте, соответствуют тексту задания, а не только тексту письма, на которое вы отвечаете.
- 3 Помните, что текст вашего письма по объёму не должен отходить от заданной нормы больше чем на 10%.
- 4 Не забудьте написать в начале письма: адрес (можно краткий, например Moscow, Russia) в правом верхнем углу; дату (под адресом, можно цифрами), неофициальное обращение; фразу, указывающую на предшествующую переписку.
- 5 В конце письма: упомяните о дальнейшей переписке, напишите завершающую фразу, подпишите письмо (придуманное или своё реальное имя, без фамилии).
- 6 Помните, что личное письмо пишется с использованием неофициального стиля, для которого характерны краткие глагольные формы и фразовые глаголы, достаточно широко могут использоваться восклицательные знаки (но не в обращении).
- 7 Закончив выполнение задания, проверьте языковую грамотность текста (лексику, грамматику, орфографию и пунктуацию).

Задание 2

Написание эссе

См. Writing Workshops 2 и 5; Skills Builders 23 и 26.

Listening

1 Identifying facts and opinions

Page 20, Exercise 3

- A fact is something that is known to be true or to exist, for example:
 - A figure or statistic: e.g. *3.7 million animal experiments a year.*
 - A date: e.g. *Cosmetic testing on animals was banned in 2008.*
 - A statement based on knowledge rather than feeling or opinion: e.g. *She is a researcher at Cambridge University*, not *She's pretty.*
 Be careful of vague language and statements without specific information to back them up: e.g. *There are a lot of animal experiments* (no information on exactly how many).
- An opinion is the belief or judgement of one or more people.
 - Expressions to show opinions: *I don't think that ...*, *In my opinion, ...*, *I'm in favour of ...*, *I'm against ...*, *We should ...*, *Activists claim that ...*
 - Opinion adjectives: *It's cruel./It's natural./It's depressing./It's good./It's horrible.*
 - Other words or expressions with clear connotations:
 - Negative: *cruelty, discrimination, that's silly.*
 - Positive: *courage, It helps ...*, *It's good for ...*
- The first time you listen, write down three facts. Use abbreviations to write notes.
- Listen again and write down three opinions.

2 Working out the meaning of words from context

Page 30, Exercise 3

- Listen the first time to get the general idea. If there is no task, write down important words that you do not understand (e.g. *spokesperson*).
- Then look at the words and try to guess the meanings of them before you listen again. Answer these questions:
 - What is the context? What do you know about the subject?
 - Are there any words in your language that look similar? Do you think the meaning is similar?
 - What part of speech does the word look like (e.g. *noun, verb, adverb, adjective*)?
- When you listen again, use the context and the part of speech to try to guess the meaning of the words. Use any explanations and definitions given to help you (e.g. *a person who has been chosen to speak officially for a group, organisation or government*).
- After listening, write down a Russian translation of the word with an example sentence in English.

3 Identifying speakers' intentions

Page 40, Exercise 3

- When you listen the first time, pay attention to the speakers' intonation that shows their mood, e.g. relaxed, irritated, tired, angry, happy.
- Pay attention to functional expressions that help to:
 - Make requests: *Can you ... ?/Could you ... ?*
 - Make suggestions: *Let's .../Why don't we ... ?*
 - Give advice: *You should .../If I were you...*
 - React: *That's a good idea./I'm sorry but ...*
- Remember that people often don't express directly what they want. Particularly in English, people often say things indirectly (e.g. *It's a bit cold, isn't it?* meaning *Could you close the window?*)

4 Matching (identifying opinions)

Page 51, Exercise 8

- Before you start, read the opinions. Underline key words and think of possible synonyms for them. Example: *we need to/we should.*
- Listen the first time to get the general idea. Try to identify the people's general position about the topic.
- Listen out for these things:
 - Expressions that show opinions: *in my opinion.*
 - Negative and positive words: *junk food.*
 - Facts in favour or against arguments: *40% of cancer is caused by lifestyle.*
- When you listen again, listen out for the given opinions expressed in a different way.
- Pay attention to people agreeing or disagreeing with the other person to identify their opinions.

5 Making notes

Page 60, Exercise 3

- Before you listen, draw an empty network to complete or use topics that are given to draw it.
- When you listen the first time, list topics and complete some information.
- When you listen again, write down important information related to each topic. Do not try to write down everything you hear.
- Leave out unnecessary words (e.g. pronouns) and use abbreviations: *2 yrs 2 mths.*
- If you don't catch a particular word or phrase try to guess the general meaning and write something similar: *to become strong for develop physical capacity.*
- After listening, add any other information to the network that you remember.

6 Identifying informal style

Page 70, Exercise 3

- Notice informal style when you listen (formal language in brackets):
Greetings *Hi, Hi there, Hello, How's it going?*
Short replies *Yeah (yes), Sure, Okay, No problem, Go ahead, Fire away.*
Short forms *Thanks (Thank you), Bye (Goodbye), No probs (No problem).*
Leaving out words *(You) Know what I mean?, (It was) A pleasure, (Of) Course.*
Addressing people First names: *Mary.*
Abbreviations: *Tom (Thomas), Sue (Susan).*
Familiar forms: *love, darling* (not used between men), *mate* (used between men).
Informal words *cool (lovely, very nice), kid (child), cash (money), wild time (good fun), awesome (very good), laid-back (relaxed).*
Vague language *kind of, sort of, you know, you know what I mean.*
Non-standard language *It's great, innit? (Isn't it?)*

7 Listening actively

Page 81, Exercise 7

- When you are listening to someone, use gestures (e.g. nodding) and facial expressions to show you are following.
- Also use sounds to show that you are listening: *mmm, uh-huh, hmm.*
- Use short expressions to show you are listening: *right, yeah, I see, okay, etc.*
- Use expressions to show these things:
 - Interest: *Really?, Interesting, I see.*
 - Surprise: *Wow!, Oh no!, Really?*
- Repeat words and expressions to show interest or surprise: *311 steps!*
- When you are not clear about something you can also repeat words: *The Tower of London?*
- Use questions and exclamations to show interest or surprise: *Is it?, It isn't!*

8 Identifying the context

Page 91, Exercise 9

- First, identify the basic situation. Use any sound effects to help you. Listen for clues: e.g. references to where they are.
- Listen out for information about what has happened beforehand.
- Ask questions about the people:
 - Who are they? (What are their jobs/roles?)
 - What is the relationship between them? How well do they know each other?
 - What do they call each other?
 - What sort of language (formal/informal) do they use when they speak to each other?
 - What is their attitude towards the other person? How polite or friendly are they?
 - What do they want from the conversation?
- Listen closely to the intonation of the speakers to identify feelings.
- Also listen out for hesitation, sighing or yawning, that show their mood.

9 Understanding the organisation of information

Page 100, Exercise 2

- Information can be organised in different ways:
 - Time (from the past to the present, from the present to the past).
 - Topic/sub-topic (e.g. design: interior design, technical design, fashion design, etc.).
 - People/places: what different people do/did, what happens/happened in different places.
 - Order of importance: from less to more serious examples or the other way round.
- When you are listening, focus on organising expressions:
 - *Today, I'm going to talk about ...*
 - *First of all ... , Then ... , After that ...*
 - *One interesting person is ... , Another writer is ...*
 - *Even more serious than that was ...*
- After listening, evaluate how clear the speaker was:
 - very clear and well-organised;
 - not always clear;
 - not very clear at all.



Reading

10 Mapping a writer's argument

Page 6, Exercise 4

- Draw a table with headings like these:

MAIN ARGUMENT Communication technology can be bad for us and we need to learn how to use it better.	
Reasons	Information and examples supporting it
1 communication technology can be addictive	a woman cannot resist the red light that shows a new message
2 communication technology is bad for relationships between people	
3	
4	

- Read the text and identify the main argument.
- Read it again and list the writer's main reasons. Examples: *1 communication technology can be addictive, 2 communication technology is bad for relationships between people.*
- After listing the writer's main reasons for his/her opinions, read the text again and list the information (e.g. facts and statistics) or practical examples that the writer mentions to support his/her point of view. Example: *a woman cannot resist the red light that shows a new message.*
- Use the table to evaluate the writer's argument. Are all the reasons supported by facts or examples?

11 Identifying informal style

Page 13, Exercise 4

- Notes, emails, letters and postcards to friends or family have an informal style. Blogs and chats on the internet are also usually informal.
- Some features of informal style include:
 - Informal ways of starting letters: *Hi, Hi there, Hello, How are things?, How are you?* (Formal: *Dear Sir/Madam, Dear Ms Smith*)
 - Informal ways of finishing letters: *Write soon, See you, Take care, All the best, Love, Kisses.* (Formal: *Yours sincerely, Yours faithfully, With kind regards, With best wishes*)
 - Colloquial words: *cool, mate, okay, anyway.*
 - Contractions: *I'm (having a great time), I'll (be back).*

- Punctuation: capital letters: *AMAZING.* exclamation marks: *Brilliant!!!* dashes: *I'm really busy - I've got two ex tomorrow.* emoticons: *It's going to be a busy week*

12 Identifying writers' opinion

Page 18, Exercise 4

- Read the text quickly to get the general idea.
- Read the text again more slowly. Underline words and expressions that clearly show opinions:
 - Adjectives: *popular, courageous, unjust*
 - Adverbs: *brutally*
 - Nouns: *discrimination*
 - Verbs: *had to*
- Underline quotes from people that give opinion about what happened (e.g. *you J part of something*).
- Underline examples of positive and negative behaviour that the writer mentions (e.g. *government in Poland ser tanks onto the street* = negative).

13 Identifying facts and opinions

Page 23, Exercise 2

- Look at the information about facts and opinions in Skills Builder 1. Then read this information about written texts.

Facts

In reports and articles, the sources of information are often given: e.g. **According to UNESCO**, *there are seven million children without ...*

Hypertext is also used to give more information in online texts: e.g. *Animals are often transported by lorry for long journeys of up to ten hours.*

Opinions

When other people's opinions are quoted in written texts, these expressions are often used:

Supporters of factory farming **claim** that *it is cheaper and more productive.*

Critics **say** that *it is bad for the environment.*

14 Evaluating the reliability of news reports

Page 26, Exercise 4

- Read the text quickly and identify where it is from (e.g. newspaper, blog, social media). Does it come from an established organisation (e.g. the UN, the BBC) with a reputation for objectivity or is it written by an individual or a group who want to influence people's opinions?
- What is the writer trying to do?
 - report what happened
 - give an opinion about what happened
- Underline opinions mentioned in the texts (e.g. *Some local residents thought that ...*). Find other words that clearly show the writer's opinion (e.g. *This came as a surprise to a lot of people but not to me*).
- Does the writer express claims without facts or evidence (e.g. *the criminal lie that is global warming*)?
- What is the writer's tone (emotional, angry, relaxed)? Look out for 'extreme' words (e.g. *criminal, disgraceful, intolerable, a disgrace*).
- Does the report give different points of view or only one side of the argument?
- If you are not sure about the reliability of a report, find two or three other reports about the same event and compare them.

15 Evaluating advertisements

Page 39, Exercise 4

- Good adverts should be honest, give clear and accurate information and should not manipulate people's feelings.
- When you read an advert, ask questions about these things:
 - Is it clear from the format that it is an advert or does it look like something else (e.g. an article)?
 - Does the advert have extra information which is easy to miss (e.g. in small print)?
 - Does the advert show stereotypes of people (e.g. women cleaning, men being in charge)?
 - How does the advert make people feel about themselves? Does it make them feel they need the product to be happier, more confident, etc.?
 - How reliable does the information look? Does it include vague claims with no figures or sources?
- If you are actually thinking of buying something, check out the information in other sources (e.g. online product reviews). Compare the information before you buy the product.

16 Identifying formal style

Page 43, Exercise 4

- In formal, written English we do not use these things:
 - Contractions (e.g. *I'm writing to you*)
 - Colloquial words and expressions (e.g. *it's cool*)
 - Direct requests (e.g. *I want you to send me ...*)
- Instead we use formal expressions like these:
 - Starting formal letters:
Dear Sir/Madam, Dear Mr/Ms Smith
 - Reasons for writing:
I am writing to complain about/ask about/tell you about ...
 - Making requests:
I would be grateful if you could give me a full refund/give me information about ...
 - Making demands:
Not only would I like you to repair it but I would like a complete refund, too.
 - Making threats politely:
Unless I receive a satisfactory reply within the next month, I will have to take further action.
 - Finishing the letter:
I look forward to hearing from you.
 - Signing off:
Yours faithfully, Yours sincerely, With best wishes, With kind regards.

17 Analysing characters

Page 58, Exercise 3

- Read the story extract and underline adjectives that describe the person physically (e.g. *more pallid and thinner*) and their personality (e.g. *eccentric*).
- Underline adverbs (e.g. *calmly*) or expressions (e.g. *in a sinister way*) which describe how the characters do things.
- Read the dialogues again and underline the statements or opinions which tell us about the character, e.g. Watson: *So I should be glad to come and help.* (kind)
- List the actions which show us something about the character. In a good novel or story, the author shows the characters' personalities through their actions, e.g. *Holmes defends himself against a man with a stick.* (brave)

18 Understanding the context

Page 66, Exercise 2

- First, read any questions and use the title and any photos to guess answers.
- Read the text quickly. Identify where it takes place and the people involved.
- When reading again, try to picture the situation in your mind. It can help to close your eyes to imagine the characters and the place.
- Look for clues in the text that tell you about what happened before or after (e.g. references to any previous experiences or plans).
- Look for clues that tell you something about the characters' personalities, their relationships with other people and their cultural attitudes:
 - Direct descriptions of people and their attitudes (e.g. *generous*).
 - How they treat other people (e.g. Are they kind/unhelpful/aggressive?).
 - How they behave and how they react to events (e.g. *worried about snow*).
 - What they say (e.g. Batbayer: *the peace in my mind* - answering the question *What makes you happy?*)
- After answering the questions, work with a partner and compare your answers.
- Remember, there is often not just one 'correct' interpretation of the situation.

19 Applying information from a text

Page 79, Exercise 4

- Read the text and write notes about the general conclusions and principles mentioned in it. For example:
 - *cities without humans - first thing to happen: flooding (underground tunnels, etc.);*
 - *growth of plants - pavements.*
- Evaluate these conclusions. Do they make sense? If necessary, check information elsewhere (e.g. the durability of bronze objects).
- Apply the principles and conclusions to another situation (e.g. what would happen in my town if people disappeared?). Write notes about it, for example:
 - *first thing: flooding of area near the river in spring;*
 - *growth of plants: grass on streets, creepers on walls of buildings.*
- Compare your notes and conclusions with another student, pair or group.

20 Asking questions before reading

Page 86, Exercise 2

- Look at any photos or headings to guess what the text is about. If this is not possible, read the first paragraph.
- Decide what you know about the subject, if anything, and write notes. For example: *young entrepreneurs: more common in the hi-tech sectors.*
- Then think about what you would like to know about it. Write five questions. For example:
 - 1 *How did he/she start off?*
- Read the text to answer your questions. Write notes with the answers. For example:
 - 1 *Vanessa: writing a book for parents.*
- Sometimes you will not be able to answer your questions.
- Evaluate how useful the information in the text was for you: 5 - very useful, 1 - not very useful.

21 Matching (paragraphs with gaps in a text)

Page 98, Exercise 2

- Read the main text first quickly to get the general idea. What is it about?
- Read the text again and list paragraph topics (e.g. the nature of the EN-V). Do the same with the paragraphs removed from the text. (e.g. the problem of the EN-V).
- Try to match the paragraphs with the gaps. First, think about the topics and the arguments in the text. Decide whether the topic of the paragraph removed from the text fits in between the topics of the paragraphs before and after the gap.
- Look for linking words in the paragraphs (e.g. *even so, alternatively, not, either*) which refer to things mentioned in the previous paragraph.
- Also look for references to previous paragraphs (e.g. *I drove one of these, having said that, while they are doing their homework*) to help you.
- Once you have matched all the paragraphs with all the gaps, read the whole text again to check that it sounds logical and coherent.
- When you have finished, check if the extra paragraph still does not match any gap.

Writing

22 An informal email

Page 13, Exercise 7

KEY

linkers
informal style

informal beginning

Hi there Fred,

How are things? I'm sorry for not writing back sooner but I've been really busy - actually I haven't had time for anything.

As you know, I'm in the school play and I've got lots of school work too for all my subjects, especially for geography ☹. How are you getting on at school?

I'm also trying to decide what to study at university. My parents want me to do medicine but I'm not keen on it - in fact, I can't STAND the sight of blood!!!! How are you getting on with your plans?

news, problems and plans

Anyway, I also wanted to tell you about Sue - things aren't great between us and she's always telling me what to do and complaining ☹. To be honest, I'm really fed up. What do you think I should do?

By the way, I met Jennie Smith in the street last week. Do you remember her from Year 6? She was that tall girl with black hair - she's quite good-looking now and she's got a great sense of humour. In fact, I haven't laughed so much for AGES!!! Would you like to meet up with her when you come over in the holidays?

informal ending: a question

I hope all's well with your family and with Kate. Send them my love.

informal ending

All the best,
Tom

23 Opinion essays

Page 23, Exercise 6

Page 53, Exercise 6

KEY

linkers
expressing opinions

introduction (stating the problem)

Nuclear power involves the splitting of uranium atoms to produce energy. According to the Worldwatch Institute, there are 439 nuclear plants operating worldwide and in some countries, like France, they produce most of the electricity (68%).

personal opinion and reasons for it

I personally think that nuclear power is fundamentally unsafe. For instance, there have been major accidents like Three Mile Island in 1979, Chernobyl in 1986 and Fukushima in 2011. Furthermore, nuclear power is not as cheap as its defenders claim as they do not take into consideration the building of the power stations or the treatment of nuclear waste. According to Amory Lowins and Imran Sheik (2012), nuclear energy costs 14 cents per kilowatt and wind energy only 7. Finally, anti-nuclear activists point out the danger of terrorist attacks as well which has grown in the last few years.

opposing opinion and reasons for it

On the other hand, advocates of nuclear power say that, apart from being cheaper than many other methods of generation, it provides energy without producing large quantities of carbon dioxide emissions (Nuclear Energy Authority 2006). Another argument is that it uses a small amount of fuel so it is easy to store unlike coal, gas or oil.

why you would disagree with the opposing opinion

That may be right, but I think that all the serious dangers connected with producing nuclear energy are not beneficial for mankind in the long run.

conclusion (restating your opinion)

To sum up, despite producing reliable energy and not causing a large amount of carbon dioxide emissions, nuclear energy has a lot of dangers. In my opinion, we should close all nuclear power plants although it means that a bigger investment in renewable energy sources is required.

KEY

reason, contrast and addition linkers
other useful linkers and expressions

introduction
(definition of the
subject)

Alternative therapies are treatments, like homeopathy and acupuncture, which are unscientific since they are not based on evidence but on beliefs whereas conventional medicine comes from scientific research.

personal opinion
and 2-3 reasons
for it

In my opinion, alternative medicine is of very little use in treating illness. First of all, there is no scientific proof that alternative medicine works. Although clinical trials have demonstrated the benefits of acupuncture for back pain, all other alternative medicine is no better than a placebo – something of no medical value but with some psychological effects. Secondly, alternative medicine can actually be dangerous due to its side effects and as patients delay proper treatment. For example, many patients who use homeopathic pills to avoid malaria have actually contracted the disease.

an opposing
opinion and 1-2
reasons for it

Supporters claim that alternative medicine cures health problems, like back pain or asthma, which conventional medicine cannot deal with. They say that these therapies have fewer side effects and work better.

why you would
disagree with the
opposing opinion

I cannot agree with them. Yes, their arguments are true, but, nevertheless, conventional treatments have higher success rates than alternative therapies in all areas. In addition, even though herbal treatments are called 'natural', they can have very dangerous effects on patients. Finally, alternative practitioners usually refuse to participate in clinical tests because they know what the results will be.

conclusion
(restating your
opinion)

In conclusion, most alternative therapy is closer to magic than science. While some treatments can work there is no scientific evidence to justify its use in the public healthcare system and it should be more closely regulated by the government.

24 A TV series review

Page 33, Exercise 6

KEY

linkers
showing result
useful expressions

introduction – basic
information about
the programme

The first series of the spoof documentary *Twenty Twelve* showed on BBC 4 in the first half of 2011. The comedy makes fun of London's preparations for the 2012 Summer Olympics and stars Hugh Bonneville as the boss of the preparation committee, Olivia Colman as his secretary and Jessica Hynes as the public relations chief.

good things about it

The best thing about this spoof is definitely the acting as there are some excellent performances by Bonneville as a self-important but incompetent boss and Hynes as a PR woman who only speaks in jargon. There are some funny jokes and so many good dialogues that the programme is nearly always amusing.

bad things about it

However, the satire is a bit too mild to be really funny and there is so much repetition about traffic that it starts to become dull. There is also such a lot of voiceover in the show that it distracts from the dialogue and tries to explain too much. Finally, the production is just too stylish to be convincing and give it that cheap documentary feel.

conclusion

To sum up, this show has some funny bits but it does not get off the ground because it is just not critical enough and is too mild. In fact, Seb Coe, the real Olympics organiser, appears in one show. If *Twenty Twelve* had been more critical, no politician would have gone near it!

25 A letter of complaint

Page 43, Exercise 7

KEY

linkers
emphasis
formal language
useful expressions

reasons for writing/
product information

Dear Sir or Madam,

I am writing to you about a series of problems that I have had with my new ZTAB2 tablet. I bought the computer from your website for €300 on 10 May (product number ZT87625HT) and it arrived five days later. I enclose copies of the guarantee and receipt.

what went wrong/
false advertising
claims

In your advertising, you claim that the ZTAB2 tablet has more power and speed than the original ZTAB. However, I have been using it for three weeks and it seems virtually the same. Not only do apps load quite slowly but the graphics are not very fast either and this affects gaming quality. Finally, I have had connectivity problems and the ZTAB2 is not compatible with my TV and printer.

problems with
customer service

When I phoned your customer service department, after waiting for half an hour I was put on to a technician who told me that I was wrong about the ZTAB2 and she hung up as soon as I asked to speak to the manager. Since then I have phoned your office twice and written a letter but nobody has responded to my complaints.

what you want/
further action

Not only would I like you to refund my money but I would like compensation for wasting my time. Unless I receive a satisfactory reply within the next three weeks, I will have to take further action. I have already been in contact with my local consumer protection office and they have recommended that I take legal action if I do not get full satisfaction.

I look forward to hearing from you.

Yours faithfully,

Paul Davies (Mr)

26 A description of a person

Page 63, Exercise 7

KEY

useful expressions

appearance

The first thing you notice about Judy is her long, blond hair which always looks clean and shiny. The next thing that strikes you about her is her infectious smile and her large blue eyes which always seem to be laughing and happy.

first impressions/
personality

When you first meet Judy, she seems a bit vague and absent-minded but you soon realise that she is very quick and bright and has an amazing ability to understand other people. She has the capacity to always say the right thing when people are upset and need a bit of comfort.

habits/behaviour/
talents

Of course, Judy has her faults. She tends to be a bit too laid-back and she always leaves things until the last moment which can be a bit stressful. She also giggles too much which can be irritating. However, Judy is usually great with people. She's also an excellent artist - she is brilliant at drawing and has done some great portraits of her friends.

clothes

Judy loves dressing up and shopping for clothes and she usually wears colourful dresses or matching skirts and tops. You hardly ever see her wearing jeans, jumpers or T-shirts, even at the weekend.

opinion about the
person

To sum up, Judy is one of those people who you underestimate when you first meet them. She seems a bit lost and disorganised but she is actually very observant and does not miss anything. For me, she is someone special because she is always a great friend to me.

27 A story

Page 73, Exercise 6

KEY

linkers (time/comment)
sequence linking
useful expressions

setting the scene:
the situation

While going to the Christmas party on the bus, we were looked at strangely by the other passengers. My friend Sue and I were both dressed up as aliens with green skin, four arms and two heads. We felt we were going to have a fantastic time at a friend's flat and that we might even win the fancy dress competition.

what happened:
the feelings of the
people

As the door to the flat opened and we walked in, everybody turned and stared at us. They were all dressed normally and nobody else in the room was wearing fancy dress! I felt a bit angry and immediately went over to speak to Anne, whose party it was. Unfortunately, one of my arms caught on the Christmas tree and it fell over on top of me and the decorations went everywhere. After going as red as a beetroot, I tried to pick everything up.

what happened next:
how people reacted

Later we found out that the competition had been cancelled but we had not been told about it. During the meal, people kept making jokes about aliens which was rather irritating. After we had started dancing, everybody looked at us. Suddenly, I saw a very good-looking boy dressed as Mr Spock from *Star Trek* who I had not seen before. He came up and started dancing with me and we had a fantastic time. Luckily, he had a motorbike and took me home with him when the party finished.

what happened in
the end

Having arranged to meet, we started going out together. We are madly in love with each other and I am now pleased that I went to the party dressed as an alien!

28 A description of a place

Page 83, Exercise 6

KEY

linkers
descriptive adjectives
useful expressions

memories
of the place

Swimming in the sea, playing beach volleyball, eating delicious fresh sardines at a pretty outdoor café, meeting sociable, hospitable people: this is what I think of when I remember the lovely seaside city of San Sebastian in the Basque Country in northern Spain.

the landscape

San Sebastian (Donostia in Basque) is in an extraordinary location on the Bay of Biscay with two impressive bays and the beautiful island of Santa Clara on one side and striking green hills on the other side. The views from virtually anywhere in the city are breathtaking.

what to do there

There are lots of things to do in San Sebastian. In the morning, you can chill out on the spectacular Concha beach and go swimming, surfing or windsurfing. At lunchtime, you can walk around the picturesque old town and eat the best tapas in the world. In the afternoon, you can go walking or mountain biking in the hills or visit the marvellous aquarium and the amazing science museum. There is some great nightlife in San Sebastian with lots of cafés, bars and clubs. Even if you cannot speak Spanish or Basque, you will have an amazing time.

opinion of the place

Of course, San Sebastian has had its problems and it used to have violent political demonstrations. However, everything is much quieter now. For me, San Sebastian is one of the most fascinating places in the world with some of the most welcoming people and I cannot wait to go back!

29 A report

Page 93, Exercise 6

KEY

linkers
useful expressions

introduction

Part-time Jobs in Herefordshire

The objective of this report is to list part-time jobs in Herefordshire for young people in full-time education. To produce the report, research was carried out on the Net and twenty people with experience of working part-time were interviewed.

possible jobs

1 Hospitality

The most common part-time jobs available are in cafés, pubs, restaurants and hotels, particularly in Hereford. Moreover, there is some work for catering staff for special events like the Hay-on-Wye Festival. Previous experience and basic health and safety qualifications are essential.

2 Retail and office work

There are some part-time opportunities in shops, especially supermarkets in Hereford. Weekend jobs can be found as shop assistants and cashiers. Another alternative is working in an office but it is vital to have ICT and accounting skills.

3 Other jobs

Some part-time farm work is available although it does not pay well. Being a sports instructor is another option providing you have the qualifications. Finally, charity fundraising is a possibility although you will need a driving licence.

voluntary work

4 Volunteering

Provided that you do not need the money you can do voluntary work for local NGOs: working at animal centres, doing conservation work and organising events.

advice

Useful tips

- For most part-time jobs you will just need to be over eighteen. However, for some jobs, like administrative work, A levels are needed.
- It is important to put your name on databases. The best places to find jobs are websites like www.part-timework.com.
- Never lie in your application and do not apply unless you are qualified.

30 A letter/email of enquiry

Page 103, Exercise 6

KEY

linkers of result, reason and purpose
formal language
useful expressions

formal beginning

From: Tom Barker

To: Maria Suarez

reason for writing

Dear Ms Suarez,

courses

1 I am writing in order to ask you for more information about your Spanish courses in Granada which I saw advertised online.

2 First of all, I would like to know which course you think would suit me best. I did Spanish at university but I have not used it for five years or so. Therefore, I am not sure what my level is now. Can I do an online test so that I can check what my level is?

queries

accommodation

3 Another query I have is related to accommodation. The information on your website is a bit vague and as a result it is difficult to know if rooms are shared or individual. Also, could you tell me if there are any sports facilities there so I can do regular exercise since I am training for next year's football season?

price

4 I would also be grateful for more information about prices. Your website is not very clear because it just mentions 'price from €750'. Could you tell me if this includes excursions and lunch?

excursions

5 My last question is about excursions as I am interested in visiting Seville and Cordoba. Could you send me a calendar of excursions to look at?

formal ending

6 I look forward to hearing from you.

Yours sincerely,

Tom Barker

Speaking

31 Giving presentations

Page 11, Talk Builder

KEY

linking expressions to organise presentation
describing statistics and trends
other linking words and expressions

introduce topic

In this talk we're going to look at families and households in the UK and how they have changed in the last few years.

main points

The first interesting trend to point out is that fewer couples are getting married. For example, only fifty-six percent of British families now have married parents. That figure is down from the 1970s when seventy percent of parents were married.

Another area to comment on is the number of stepfamilies. Twelve percent of families are now stepfamilies and the number has gone up by over a third in the last ten years.

However, there are more unmarried couples with stepchildren than ever before. For example, the percentage of unmarried stepparents went up from twenty percent to over forty percent in 2006. The number of lone or single parent families is up too, by about ten percent and now one in four British children live with just one parent, usually their mother.

Another interesting area is the number of single-person households, which has increased to about a third of all households. One of the main reasons for more people living on their own is that people are choosing to live alone. At the same time, the numbers of widows and widowers is up as people live longer than before.

summary/questions

So to summarise, British families are changing and there are fewer traditional families and more new types of families. So that's it. Has anyone got any questions?

32 Preparing presentations (strategies)

Page 11, Exercise 12, Stage 2

- Choose a topic that you think is interesting and that you know something about.
- Write down four or five areas to talk about related to the topic. Example: *changes in marriage*.
- Use a search engine, like Google, to find three or four useful websites.
- Write notes with information about the different areas of the topic. Example: *Number of children (per couple): gone down (1990 - 3.2, 2010 - 2.1).*
- Organise your notes using a flow diagram.
- Practise giving your presentation by yourself or with your partner. Go through it again just before you are going to give it.

33 Having discussions

Page 21, Talk Builder

- A:** There's no doubt that all kinds of hunting are cruel.
- B:** I'm afraid I don't agree with that at all. Actually, it is important to control animals like foxes. In my opinion, we should hunt species that damage the environment.
- A:** That's a valid point but you don't need hunting for that. It's clear that animals suffer so that people can have fun hunting. People pay a lot of money to do it.
- B:** Absolutely! I completely agree with that. It's definitely true that hunting provides jobs that we need them now.
- A:** Exactly, we need jobs but what about job opportunities for people looking after the environment? Frankly, I think that hunting should be banned.
- B:** I don't think so. In fact, there are opportunities for more hunting. Personally, I think we can increase tourism with hunting trips.
- A:** I'm sorry, but that's just not true. Very few people go on hunting trips. Surely environmental tourism would be better?
- B:** I'm afraid I'm not convinced. It's obvious that hunting is something natural. Don't you think?
- A:** No, I wouldn't say that. I think it's cruel.

34 Preparing for a discussion (strategies)

Page 21, Exercise 12, Stage 2

- Read the statement to be discussed. Brainstorm ideas in favour of it and against it. You need to know the arguments that the other person will use so that you can react to them. Example:
FOR: Hunting provides jobs in the country.
AGAINST: We could create other jobs to look after the environment.
- Use a table to organise your argument (see Skills Builder 10 Mapping a writer's argument).
- Work with your partner. Rehearse expressing your opinions.

35 Describing scenes

Page 31, Talk Builder

Well, **the scene starts off with** Ricky lying on the sofa half asleep reading a magazine. **Then** the camera focuses on Suzie coming in. **First of all**, Suzie screams and frightens Ricky so that he jumps. Then Suzie goes into the kitchen. **At first**, you think she is making a drink for herself with lots of ice. But **it's just hilarious because** Suzie pours it onto Ricky's head. Anyway, **eventually**, Ricky gets off the sofa and goes into the kitchen to help with the dinner. **Unfortunately**, there isn't any food in the fridge **so Ricky immediately** phones for a pizza. **It's so funny because**, when he's talking to the pizza place, Suzie is miming to describe the sort of pizza she wants. **The next thing that happens is that** the dog starts jumping up on Ricky. **It's ridiculous because, as soon as** the dog does that, Ricky starts shouting down the phone. **Eventually**, the woman puts the phone down and they decide to go out for a hamburger. **In the end**, they have a great time. The dog **finally** eats most of Suzie's hamburger so he's happy, too.

36 Describing scenes (strategies)

Page 31, Exercise 12, Stage 3

- To tell jokes or describe scenes, use present tenses: *This guy goes into this shop and ...*
- When you are describing a scene, don't use long sentences. Use short sentences organised with linkers: *She arrived at the check-in desk. (pause) **First of all**, she asked a question. (pause) **After that**, she dropped her bag.*
- When you don't know a word in English, don't stop speaking. Use vague language or gestures to describe the word or describe it in words: *She passed her one of those sort of passes that you need to get on a plane.*
- Comment on what you think is funny: *It was hilarious because ...*

37 Leaving out words

Page 41, Talk Builder

- Short questions with *any, anybody/anything*:
A: Any news of your brother? (~~Is there any news of your brother?~~)
- Condensed questions as replies:
A: We're going to the cinema.
B: When? (~~When are you going to the cinema?~~)
- Echo questions (to express interest or surprise):
A: I'm going to start doing judo.
B: Are you? (~~Are you going to start judo?~~)
- Short replies:
A: Can you help me with this maths problem, please?
B: Of course, no problem. (~~Of course, I can help. That's no problem for me.~~)
A: Have you been to Rome?
B: Yes, I have. (~~Yes, I have been to Rome.~~)
- Exclamations:
A: I met Sue yesterday.
B: You didn't! (~~You didn't meet Sue!~~)

38 Justifying opinions

Page 51, Talk Builder

- **I think that** we should ban junk food.
I think so because it causes so many health problems. **Actually**, more people die from a bad diet than from smoking or drinking.
- As far as I'm concerned we should educate people. **The reason for that is that** most people just don't know what food is good for them. **The fact is that** people don't eat enough fruit and vegetables.
- It's difficult to get people to change their habits. **So I think** the government should make supermarkets only sell healthy food.
- People should know what they're eating. **Therefore**, I think we should get the fast food chains to provide information about ingredients.
- The fast food companies put lots of sugar, salt and fat in their food.
- **Because of that**, people get addicted to it. **That's why I think** we should control fast food chains.

39 Discussion strategies

Page 51, Exercise 12, Stage 2

- Before the discussion, think about your ideas and write notes. Think of reasons and find facts to back up your opinions.
- Practise expressing your opinions based on facts: *I think ... because ... , ... therefore I think ...*
- Ask other people about their opinions: *Don't you agree?, Don't you think?*
- If somebody else tries to dominate, use polite expressions to interrupt: *Can I just say something, please?*
- To stop someone interrupting a lot, use polite expressions: *Could you let me finish, please?*
- Use polite expressions to disagree: *That's true but ... , That's an interesting point but ...*

40 Clarifying

Page 61, Talk Builder

- A:** We're from Australia and we only started the band six months ago. **To put it another way,** we're a pretty new band.
- B:** **So that means** it's your first time here, right?
- A:** Yes. We've got gigs and some studio time.
- B:** **What do you mean by that exactly?** Are you making another record?
- A:** Maybe. We've arranged some sessions. **In other words,** we're going to lay down a few opera tracks.
- B:** **I don't quite get that. Could you explain what you mean exactly?**
- A:** **What I mean to say is** that we've got ideas for an Aboriginal rock opera. **Do you follow me?**
- B:** I think so. So, you're going to record it here?
- A:** No, **as I said before,** we'd like to record some of the songs for it. **Do you see what I mean?**
- B:** Yes. **So, just to recap** a couple of things - you're a new Australian rock band, right?

41 Correcting yourself (strategies)

Page 61, Exercise 11, Stage 2

- If you know you have made a simple mistake, correct yourself. Use expressions like: *I mean ... or Sorry ...*
- If you think you might have made a mistake, ask about it: *Is that correct? Is that right?*
- If you are really not sure, carry on speaking. The most important thing is to communicate.

- If the other person does not understand you, try to say it in a different way: *I mean ... , What I mean is ...*
- Write down a list of your most common mistakes with their corrections.

42 Making arrangements

Page 71, Talk Builder

- A:** **I thought maybe we could** go up to the mountains on Sunday.
- B:** **That's a good idea but it means we'd have to** go by bus and there aren't many on Sundays. **I think we'd better** get someone to take us there. **What if we asked** your mum?
- A:** **Why not? So what about the idea of** skiing?
- B:** **That'd be great but I'm not so sure about** the snow. How about going for a walk?
- A:** **Cool! That way we** could go all the way up to the lake. **We could maybe** take a picnic, too.
- B:** **That's fine by me but I'd rather you** made it.
- A:** Okay. And **why don't we** invite a couple of friends, like Tom?
- B:** Okay, I'll see if he wants to come.
- A:** **I suggest we** meet at your place at 10. What do you think?
- B:** **That would be nice but** it's a bit late. I'd rather we met up a bit earlier. Say half past eight.
- A:** Okay, let's do that.

43 Evaluating plans (strategies)

Page 71, Exercise 12, Stage 2

- First, write notes with plans for doing something. Think about what to do and about practical things like food, transport, money, times, etc.
- Read your notes again and think of possible problems with the arrangements:
 - *The club might be very crowded.*
 - *The bus might arrive late as they aren't very reliable.*
 - *It might rain and spoil the picnic.*
- Think of alternative plans of action to deal with the problems and the advantages and disadvantages:
 - *We could go to the cinema. (cheaper but less fun)*
 - *We could go by car. (more convenient but parents might be busy)*
 - *We could have lunch at a café. (easier but more expensive)*

44 Tourist advice

Page 81, Talk Builder

- A:** Can you recommend places to visit, please?
- B:** I'd advise you to go to the Prado. It's important not to miss the Velazquez rooms. And I don't think you should miss Goya, either.
- A:** Could you suggest something else to do, please?
- B:** If I were you, I'd go to the old part of town. It's really worth visiting. And you mustn't miss the Royal Palace, either.
- A:** What about going to somewhere like Segovia?
- B:** There's no point in leaving the city.
- A:** What else would you advise us to do?
- B:** It's a good idea to visit the Retiro Park.
- A:** Is there anything else you would suggest doing?
- B:** I think you'd better go to the Thyssen museum.
- A:** Is there anywhere that you'd recommend for lunch?
- B:** I suggest you go to the area around the Cava Alta. I'd recommend going to Casa Lucio.

45 Convincing someone

Page 91, Talk Builder

- A:** This is a dog running machine and it's completely automatic. **That's what** makes it so special. It's got a screen with different landscapes. **Even better are** the animals that your dog can chase. **What's brilliant about this is** that your dog has a great time when you're out. **All you need is** a minute to programme the treadmill. **Another thing that's fantastic is** that it gives the dog treats.
- B:** But what happens if there is a problem?
- A:** That's a very good question. Just let me check that ... There is a sensor and, if there are problems, it automatically stops. **What's also good is** that the treadmill can talk to the dog. But **it's the price that** will just amaze you! It's a bargain at two hundred pounds.
- B:** How much does delivery cost? Is that included?

A: Erm, let me think ... No, actually it isn't but you **do get** five kilos of dog treats.

B: Great! I'd like one. My dog, Freya, will love it!

46 Playing for time (strategies)

Page 91, Exercise 13, Stage 2

- When you are speaking in your own language and in another language you often need time to think about what to say.
- One way of gaining time is using sounds of hesitation (*mmm, err*) and expressions (*well, right, you see, you know*).
- Another way is directly asking for more time: *Let me think. Just let me check.*
- You can also use phrases to respond to the other person and give you time to think at the same time:
 - Replying to a question: *That's a good question. That's a very interesting question.*
 - Reacting to a suggestion: *That's a possibility. That's an interesting idea. That's a good suggestion.*

47 Problem-solving

Page 101, Talk Builder

- A:** Oh no, our robot's stopped working. **So, what do you think the problem is?**
- B:** It might be a problem with the controls. Or it could be the electric motor. **Whenever the robot starts to move, the motor stops,** then starts again.
- A:** That could be the cause of the problem but I doubt it. **Another issue is** the design of the robot's legs. They don't move very well. Now we've got a real problem.
- B:** What do you think would be the best thing to do?
- A:** One solution would be to change the design and use wheels instead of legs.
- B:** The problem with doing that is the cost. We'd have to buy the wheels. **We could try** taking out the motor and looking at it.
- A:** That might work but we should check out the robot's legs first.
- B:** Another option would be to make the legs shorter. If they were shorter, it might walk better.
- A:** Maybe, but it might take a long time to do that.
- B:** We could ask my dad about what to do. He's good with machines.
- A:** Great. It would be good to get another opinion.

STUDENT A/B ACTIVITIES MODULES 8-10

M8, Lesson 30, Exercise 9

Khufu Pyramid (the Great Pyramid of Giza)

The pyramid was built around 2560 BC to house the tomb of the Pharaoh Khufu. It was made of 2.3 million blocks of limestone and granite. The pyramid is the last of the seven wonders of the ancient world to survive and for 3800 years it was the highest building in the world. Because of the extremely dry Egyptian climate and the solidity of its construction, the pyramid will last thousands more years. It would actually last longer without humans as the damaging pollution of nearby Cairo would stop immediately.

Derinkuyu Underground City

This underground city in Cappadocia in Turkey was made in prehistoric times, perhaps by the ancient Hittites. The city may have been built by refugees looking for a safe place. It is excavated from soft rock and has eleven storeys, with wide tunnels, houses, churches and mosques. Derinkuyu is still in good condition and could last millions of years as it is resistant to earthquakes and protected from wind and water.

The Panama Canal

In 1914, the Panama Canal was opened for ships to go from the Caribbean to the Pacific. The US government took ten years to build it; millions of tons of soil and rocks were excavated and concrete dams were built to create a huge artificial lake. Despite its huge size and the fact that it is cut into rock, the canal would not last long without human maintenance. The dams would soon overflow and flood the canal, damaging the concrete locks and eventually letting the water out. After twenty years, engineers calculate that the canal would be dry again.

Mount Rushmore

The four giant sculptures at Mount Rushmore in the USA were created by the sculptor Gutzon Borglum. The sculptures, completed in 1941, commemorate four of the greatest US presidents: George Washington, Thomas Jefferson, Abraham Lincoln and Theodore Roosevelt. Because the rock at Mount Rushmore is solid granite, it only erodes 2 or 3 centimetres every thousand years. As a result of this, the faces are likely to last over seven million years and this would be one of the last man-made landmarks on the planet to survive.

M8, Lesson 31, Exercise 1

Tower Bridge in London was finished in 1894. Its objective was to carry traffic from the north to the south bank of the Thames but at the same time to let ships pass under it.

Ponte Vecchio ('Old Bridge' in Italian) was built to carry people and carts across the Arno River in Florence in 1117 but rebuilt in 1345. It has three stone arches with shops on top.

Millau Viaduct in southern France was opened in 2004 and is the second tallest bridge in the world. It carries motorway traffic across the valley of the River Tarn.

M9, Lesson 33, Exercise 1

Name	Business	Started	Why successful
Mark Zuckerberg	Social networking website	When at university. Facebook now worth 17.5 billion dollars.	Produced a social networking site with new features (such as adding friends)
Stella McCartney	Fashion design	Designed first jacket in 1984. Studied fashion and started own label in 2001. Has 16 shops around the world.	Produced original and popular designs
Bill Gates	Computer operating systems	Started programming at school. Dropped out of Harvard and started Microsoft. Was the world's richest person from 1993 to 2007.	Produced the first user-friendly operating system

M10, Lesson 38, Exercise 1

a EN-V

The electric network vehicle is a city car with a difference. It has an electric engine for each of its two wheels and a lithium-ion battery. It only has two wheels and uses sophisticated technology to keep its balance.

b DTV Shredder

This is a skateboard with an engine and tracks like those of a car. Its maximum speed is 50 kilometres per hour and the control is on the Shredder's handle.

c Electric Super Car

This prototype, designed by Mark Przeslowski and Hanan Qatani from the University of Coventry, has an electric engine and a special design to make it stable at high speeds.

WORD LIST

Module 1

Page 5

Relationships and communication

cousin	Jamie is the only first cousin I have.
get to know sb	He's very nice when you get to know him.
great-grandfather	Sally's great-grandfather is 91 today.
great-grandmother	His great-grandmother died last week.
have a laugh	Whenever we meet we have a great laugh together.
have a row	He had just had a row with his wife.
have sth in common (with)	I have a lot in common with these people.
put family first	He puts his family first, before the needs of his job.
teammate	He finished just ahead of his Ferrari teammate.
text sb	Texting while driving can cause an accident.
trust sb	He's very honest and I trust him completely.

Pages 6-7

empower	The new law empowers minority groups.
face-to-face	Nothing can replace face-to-face meetings.
social media	Are the social media important in your life?

Multi-part verbs (1)

be up to sb (to do sth)	It's up to you to change your life.
get in the way of sth	Nothing should get in the way of your studies.
get in touch with sb	We'll get in touch with you soon.
pay attention to sb/sth	Are you paying attention to what I'm saying?
put (sth) in place	We've put systems in place to prevent crime.
take (sth) into account	These figures do not take inflation into account.

Pages 8-9

athletic	Sarah is athletic and good at netball.
belief	Several members hold similar religious beliefs.
break up	Has Sam broken up with Lucy?
chat up	I spent the evening chatting up Liz.
chat-up line	That's the worst chat-up line I've ever heard!
current	Who is the current President of the USA?
dump	Vicky dumped Neil yesterday.
humorous	The film has some very humorous moments.
magnetic pole	The Earth's magnetic poles are North and South.
opinionated	I found him arrogant and opinionated.
plain	Mrs Cookson was a rather plain woman.
play dumb	'What is it?' I asked, playing dumb.

put sb off	The restaurant's decor put me off eating.
speed date	A typical speed date lasts a few minutes.
split up	The band split up two years ago.
study	More studies are needed before this can be proven.
uninterested	He was uninterested in politics.
Page 10	
birth parent	He never met his birth parents.
cohabit	Millions of people in America cohabit.
extended family	Some extended families share the same house.
take sb/sth for granted	Bridget was careful not to take him for granted.
lone parent	She's a lone parent bringing up a child on her own.
remarry	Widowed in 1949, Mrs Hayes never remarried.
separated	We've been separated for six months.
widow	My neighbour is an elderly widow.
widower	He's been a widower for several years.
Page 11	
A level	She decided to do her A levels.
summarise	Summarise your views in the introduction.
trend	There's a trend towards working from home.
unemployment	The level of unemployment is rising.
Page 12	
conflict	Conflict in the region has led to violence.
hardly any	There were hardly any cars on the road.
parental authority	Parental authority applies to children under 18.
Page 13	
Linkers	
as you know	As you know, we're reducing costs.
by the way	By the way, have you seen my keys?
especially	Feedback is especially important in learning skills.
in fact	I know her. In fact, I had dinner with her.
to be honest	To be honest, I don't like Mary.

Module 2

Page 15

Big issues

animal testing	The cosmetics company doesn't use animal testing.
approve	I don't approve of cosmetic surgery.
conservation	The organisation is involved in wildlife conservation.
corruption	Government corruption is a major problem.
cruelty	The children had suffered cruelty and neglect.
cut	Cuts in public spending will affect education.

WORD LIST

donate	Last year he donated \$1,000 to cancer research.	segregation	Racial segregation was made illegal in 1954.
fundraising	They sent me an Action Pack full of fundraising ideas.	take a stand	We have to take a stand against racism.
global warming	Scientists are concerned about global warming.	tax	Taxes on alcohol and cigarettes have gone up again.
go on	He went on lots of demos when he was younger.	undemocratic	I think we live in an undemocratic society.
healthcare	The government has promised healthcare for all.	unjust	An unjust law is no law at all.
issue	We should raise the issue with the council.	well-educated	Well-educated people are more likely to find jobs.
nuclear weapon	The country has no nuclear weapons programme.	Multi-part verbs (2)	
petition	I signed a petition against the new law.	bring forward	We'll have to bring forward the date of the meeting.
public spending	The government vows to control public spending.	give up	Why should we give up our right to free speech?
vandalism	The lifts were out of order due to vandalism.	look back on	We often look back on childhood as a happy time.
Pages 16-17		put down	They used troops to put down the riots.
break down	The car broke down just north of Paris.	speak out	People were afraid to speak out.
charge	I need to charge the battery in my laptop.	throw off	He was thrown off the train for causing a nuisance.
desperate	He was desperate to get a job.	Page 21	
empathy	She had great empathy with people.	Opinions and reactions	
fidget	The kids had started to fidget.	absolutely	'Shall we go home now?' 'Absolutely.'
forest ranger	My uncle is a forest ranger in Canada.	definitely	The situation is definitely worse now than a year ago.
mysterious	Benson disappeared in mysterious circumstances.	exactly	'So you think we should sell the house?' 'Exactly.'
shepherd	The shepherd found his missing lamb.	frankly	Frankly, I think the internet is overrated.
tension	Exercise is the ideal way to relieve tension.	Page 22	
walking stick	Grandad has to use a walking stick.	airbrush	He airbrushed her out of the picture.
Pages 18-19		awareness	He works to raise awareness about AIDS.
arrogant	He was unbearably arrogant.	banner	The onlookers were shouting and waving banners.
(the) authorities	British police are co-operating with the Malaysian authorities.	computer-manipulated	It's obviously a computer-manipulated photograph.
boycott	They are now trying to organise a boycott.	glossy	All the photographs are printed on glossy paper.
challenge	They went to the High Court to challenge the decision.	made-up	She was heavily made-up.
civil disobedience	In an act of civil disobedience, my brother donated his tax money to an antiwar organization.	self-esteem	Playing a sport can boost your self-esteem.
constitution	Who wrote the US Constitution?	Page 23	
courageous	He was courageous enough to admit he was wrong.	factory farming	A lot of people are against factory farming.
court case	The court case lasted six weeks.	for instance	He's very sad. For instance, he's always crying.
defiance	They held a protest in defiance of the ban.	furthermore	He is too old; furthermore, he has health problems.
defiant	Mark banged a fist on the desk in a defiant gesture.	moreover	The rent is low; moreover, the location is perfect.
determined	Gwen is a very determined woman.	pesticide	Pesticides are a serious hazard to wildlife.
empire	She built a tiny business into a worldwide empire.	poultry	The farmer feeds the poultry every morning.
gather	Dozens of photographers gathered outside Jackson's hotel.	Module 3	
key witness	She was the prosecution's key witness in the case.	Page 25	
NGO	She's been working in Africa for an NGO.	Media use	
outlaw	The bill outlawed several types of guns.	celebrity	We invited a number of minor celebrities.
resistance	There is strong public resistance to the new laws.	chat show	He's been asked to host a chat show.
second-class citizen	Are women still treated as second-class citizens?		

current affairs	Kate likes to keep up with current affairs.
discussion	Their discussion became very heated.
file sharing	Is file sharing legal or illegal? It depends.
game show	Bob won his car on a game show.
phone-in	The radio phone-in was a great success.
podcast	This programme is also available as a podcast.
quality	I only buy the quality newspapers, not the tabloids.
radio	She works for a local radio station.
reference	The book became a standard work of reference.
search engine	Which search engine do you use?
sitcom	There have been many successful TV sitcoms.
tabloid	Tabloid reports are often about scandals.
wiki	Ordinary users can edit the content of a wiki.

Pages 26-27

be/get used to	I do the dishes every day, so I'm used to it.
catastrophe	The oil spill caused an ecological catastrophe.
downgrade	The hurricane has been downgraded to a storm.
exaggerate	It's difficult to exaggerate the importance of sleep.
nuclear reactor	How safe are Europe's nuclear reactors?
overreact	Investors overreacted to the stock market news.
panic	Everyone is in a state of panic following the attacks.
puddle	Children splashed through the puddles.
seafront	We stayed in a hotel on the seafront.
update	The report provides an update on recent progress.

Idiomatic language (1)

a storm in a teacup	He made a fuss, but it was a storm in a teacup!
breathe a sigh of relief	We breathed a sigh of relief afterwards.
dodge a bullet	You dodged a bullet by saying no to that job.
lose your head	He never loses his head in a crisis.
not the end of the world	It's bad, but it's not the end of the world.
run out of steam	I just let her yell until she runs out of steam.

Pages 28-29

avoid	Everyone seemed to be avoiding Nick.
be drowning in sth	The country is drowning in debt.
be not worth (doing sth)	It's not worth worrying about.
coverage	The story received widespread media coverage.
distort	His account was distorted by the press.
extensively	The scandal was covered extensively in the media.
financial	It was a good film, but not a financial success.

literally	Dad was literally blazing with anger.
matter	Will it matter if I'm a little late?
minor	They played a minor role in local government.
no news is good news	He hasn't contacted me, but no news is good news.
not mind (sth)	I don't mind the heat; in fact, I quite like it.
pause	He paused for breath, then continued up the hill.
regret	I now regret leaving school so young.
scandal	The college was involved in a drugs scandal.
trashy	I never read trashy novels.
trivial	We were punished for the most trivial offences.
tumour	He died of a brain tumour.
vampire	I don't believe vampires exist.
worthwhile	He wanted to do a worthwhile job.

Pages 30-31

adapt	The book was adapted for television.
April Fools' Day	People play tricks on each other on April Fools' Day.
at first	At first, Gregory was shy and hardly spoke.
boarding pass	You can't get on a plane without a boarding pass.
crater	The meteorite left a huge crater in Mexico.
deception	She didn't have the courage to admit to her deception.
Halloween	Halloween is on 31st October.
hum	Machines hummed on the factory floor.
impact	A meteorite impact destroyed the dinosaurs.
interruption	We can talk here without interruptions.
in the end	What did you decide in the end?
listener	The radio programme has over a million listeners.
meteorite	A large meteorite collided with Earth years ago.
parody	They performed a funny parody of classical dance.
professor	He's a professor of French literature.
speedy	He made a speedy recovery from injury.
spoof	The play is a spoof on Shakespeare's <i>Julius Caesar</i> .
squash	Do you play squash?
trick	She soon realised she'd been tricked.
update	Did you hear the latest news update?
absurd	It's absurd to waste food when people are starving.
breakthrough	This is a major breakthrough in technology.
broad	The show aims to reach a broad audience.
category	There are five categories of workers.
classify	We'd classify her novels under 'Romance'.
contradictory	The two reports of the incident were contradictory.
convey	What meaning does the poem convey?
crucial	Growth is crucial to the country's economy.

WORD LIST

dumb down	Complex issues are often dumbed down in the media.
effectively	The poor are effectively excluded from politics.
fascinating	That sound's absolutely fascinating.
graduate	He's a graduate of Edinburgh University.
humanities	Most humanities graduates know little about science.
immense	This is an issue of immense importance.
impression	Arriving late won't create a very good impression.
infidelity	Marital infidelity is one of the main causes of divorce.
methodology	The experiment didn't follow the correct methodology.
objectively	Viewed objectively, the issue is not very important.
over-simplified	The report gave an over-simplified view of the situation.
pointless	Life just seemed pointless to me.
pomegranate	I don't know why people like pomegranate juice.
quote	The statistics he quoted were inaccurate.
reinforce	The film reinforces the idea that lawyers are dishonest.
relevant	We received all the relevant information.
sensational	Sensational stories are what sells newspapers.
simplistic	This is a very simplistic approach to the problem.
unconfirmed	There are unconfirmed reports of fighting in the region.
wacky	He thinks it's 'wacky', but I think it's just weird.

Page 33

cabin crew	The plane has a cabin crew of six.
concept	He has an unusual concept for a new drama series.
duo	Do you like the new comedy duo?
glamour	Designer clothes are all about glamour.
racial	This country has a broad range of racial groups.
repetition	The job involves a lot of repetition.
satire	She's a comedian who does political satire.
sexual	'Boys don't cry' is a common sexual stereotype.
snobbish	Her family seems snobbish.
stewardess	Sharon works as a stewardess.
voiceover	His job is doing voiceovers on TV.

Module 4

Page 35

Advertising

aftershave	What aftershave are you wearing?
billboard	Her face appears on billboards around the world.
commercial	He makes a living by acting in commercials.
covert advert	This is a covert advert rather than a message.
direct mail	They advertise by sending out direct mail.

dramatic	The team had a dramatic victory yesterday.
endorsement	Celebrity endorsement can be expensive.
hi-fi (system)	Liam spent a lot of money on a new hi-fi system.
junk mail	All I seem to get is bills and junk mail!
pop-up	You can set your browser to block pop-ups.
product review	I want a new camera, so I'll read the online product reviews
sexist	A sexist attitude usually offends people.
spam	You can block spam with this software.
sponsor	The competition was sponsored by British Airways.
tasteless	He made a tasteless remark about her.
washing powder	I need to get some more washing powder
window shopping	She likes window shopping, but she doesn't buy much.

Pages 36-37

app	I downloaded a great new diary app.
be driven	Driven by jealousy, Phil started spying on his wife.
bombard	I hate being bombarded with advertising.
brand	What brand of detergent do you use?
broadcast	The interview was broadcast live across Europe.
critical	Many parents are critical of the school.
dry-clean	You'll have to dry-clean that jacket - you can't wash it.
exclusive	This offer is exclusive to readers of our paper.
focus	She tried to focus her mind on her work.
fool	I was fooled into believing their promises.
guilty	I feel guilty about forgetting her birthday.
influence	That's not likely to influence his decision.
look up to	I've always looked up to Bill for his courage.
market	If you could market this, you'd make a fortune.
marketer	Lucy works as a marketer with a sales company.
must-have	This is a must-have item for business travellers.
praise	Jane was praised by her teacher.
set up	Can someone set the equipment up?
software	She loaded the new word-processing software.
target (at)	The adverts are targeted at young people.
trolley	I knocked over a pile of tins with my supermarket trolley.
UV radiation	UV radiation from the sun can cause skin problems.

Pages 38-39

antioxidant	Antioxidants may prevent diseases such as cancer.
at your fingertips	We have all the facts at our fingertips.
baldness	All the men in my family suffer from baldness.

comparatively	Comparatively few people have the disease.
connectivity	There's a growing demand for high-speed connectivity.
convince	Her arguments didn't convince anyone.
follicle	Hair follicles can become infected.
high-definition	The TV channel now offers high-definition broadcasts.
lotion	Don't forget to use suntan lotion on holiday.
pharmaceutical	The pharmaceutical industry makes enormous profits.
price tag	It's difficult to put a price tag on the project.
processor	Should I upgrade the processor in my PC?
property	This herb is said to have healing properties.
rabies	Squirrels may carry rabies.
reversal	We've seen a dramatic reversal in population decline.
reverse	We must reverse this trend.
vaccinate	All children should be vaccinated against measles.
value for money	At only £45 a night, the hotel is great value for money.

Word pairs

bit by bit	The situation is improving bit by bit.
by and large	Charities, by and large, do not pay tax.
far and wide	His fame spread far and wide.
now and then	I just use it now and then, not all the time.
once and for all	Let's settle this matter once and for all.
pick and choose	We haven't got time to pick and choose!
sick and tired	I'm sick and tired of your excuses.
sooner or later	His wife's bound to find out sooner or later.

Pages 40-41

blank	The screen suddenly went blank.
calculator	I'll need a calculator to add up these figures.
cursor	Use the cursor to click on the link.
open-source	Linux uses open-source software.
overheat	I think the engine's overheating again.
phishing	This anti-virus program protects you against phishing.
power supply	There seems to be a fault with the power supply.
reboot	You'll have to switch off and reboot.
spyware	Your computer has been infected by spyware.
targeted ad	Targeted ads are often aimed at small children.

Page 42

agency	The advertising agency is looking for new employees.
creativity	Teachers encourage creativity in their pupils.
dropout	He was a high-school dropout, but he made a fortune.
pessimistic	He's pessimistic about the peace process.
promote	She's in London to promote her new book.

Page 43

consumer protection
fuzzy

go off

LCD

legal action

satisfactory

virtually

Module 5

Page 45

Health

anxious
appetite

breast
bruise

cancer
chickenpox
cholera

collarbone

constipation

diabetes

diarrhoea
flu
graze

hay fever
heart attack
hepatitis
irritable
jaw

kidney

ligament
liver
lung
malaria

measles

meningitis
migraine
mumps

on edge
over-tired

pull a muscle

rash
rib
salmonella

sinusitis

The country has very few consumer protection laws.

All the photos I took with my new camera were fuzzy.

I've set the alarm clock to go off at 7:00.

My watch has an LCD display.

She took legal action against the hospital.

None of the solutions was satisfactory.

He was virtually unknown before running for office.

He was anxious about the results. Walking gives me an appetite for dinner.

Breast cancer affects many women. She fell off her bike and bruised her knee.

A lot of cancers can now be treated. I got chickenpox when I was a child. How many people die from cholera every year?

He broke his collarbone when he fell off his bike.

A high-fibre diet helps prevent constipation.

Diabetes may be caused by lifestyle factors, e.g. an unsuitable diet.

Diarrhoea often affects travellers. The whole team has got flu.

I fell on the gravel and grazed my knee.

I get hay fever every spring. Ted died of a heart attack last week.

He contracted hepatitis recently. Jo was tired, irritable, and depressed.

At the end of the fight he had a dislocated jaw.

She's on the waiting list for a kidney transplant.

He tore a ligament in his left knee. Phil may need a liver transplant.

Smoking can cause lung cancer. Thousands of people die of malaria every year.

Measles is a common childhood disease.

He's seriously ill with meningitis. I can't go to work - I've got a migraine. Most people get mumps when they are little.

Paul felt on edge about meeting Lisa. When I get over-tired I also get bad-tempered.

He's pulled a muscle and won't play in the match.

She had a nasty rash on her arm. She broke six ribs in the accident. Salmonella poisoning is caused by bacteria in food.

The doctor said I had sinusitis.

WORD LIST

spine	All office workers can benefit from these stretching exercises for the spine.
sprain	I fell down and sprained my ankle.
strain	I've strained a muscle in my leg.
stroke	He had a stroke when he was 50.
tuberculosis (TB)	TB is no longer common in the Western world.
tear	She tore a muscle in her leg.
tendon	Tom has damaged his Achilles tendon.
typhoid	An outbreak of typhoid is likely after the disaster.
under the weather	You look a bit under the weather.
Pages 46-47	
breakdown	The breakdown of glucose in the body releases energy.
deplete	Salmon populations have been severely depleted.
exhausted	You look absolutely exhausted.
physiology	Sports scientists have to study physiology.
tissue	Training increases the amount of muscle tissue.
Compounds	
anabolic steroid	The cyclist was found guilty of using anabolic steroids.
far-reaching	Tourism had far-reaching effects on the local culture.
first-rate	He's a first-rate surgeon.
full-time	They're looking for full-time staff at the library.
heart rate	Immediately his heart rate increased.
heart rhythm	He had an irregular heart rhythm.
lactic acid	Exercise produces lactic acid in the muscles.
long-term	The long-term effects of the drug are not yet known.
muscle contraction	Muscle contraction produces movement.
performance-enhancing	Some athletes use performance enhancing drugs.
speed limit	There's a speed limit of 50kmh on this road.
top-level	Top-level athletes can earn a lot of money.
world record	He set a new world record for the event.
world-class	He has proved himself a world-class athlete.
Pages 48-49	
check-up	It's important to have regular check-ups.
deadline	It has to be in before the deadline of July 1st.
goal	His goal was to set up his own business.
heart disease	Heart disease is a huge health problem.
hedonist	A hedonist lives only for pleasure.
impulse	I bought this on impulse, and now I don't like it.
irresponsible	Dan is completely irresponsible about money.
precisely	He arrived at precisely 4 o'clock.
reckless	He was found guilty of reckless driving.
stable	Children like a stable environment.

Page 50

curable	Is this form of cancer curable?
inequality	There are inequalities in wealth distribution.
infant mortality	The infant mortality rate in the country is high.
life expectancy	Life expectancy has risen steadily.
mid-income	Mid-income families will feel the effects most.
preventable	Every one of these deaths is preventable.
sanitation	Poor sanitation is a problem in slum.
Page 52	
alcoholism	He suffered from alcoholism in later life.
bond	There is usually a strong bond between twins.
cholesterol	My cholesterol levels are too high.
closely-knit	The village is a closely-knit community.
found	Eton College was founded in 1440.
predictable	The snow had a predictable effect on traffic.
puzzled	Alice had a puzzled expression on her face.
suicide	What makes people commit suicide?
vulnerability	Poor health increases vulnerability to this disease.

Page 53

acupuncture	Acupuncture is said to help with a range of problems.
alternative medicine	Herbal remedies are popular in alternative medicine.
chronic	Mike suffers from chronic heart disease.
contrast	The film contrasts the lives of rich and poor.
curriculum	Languages are a central part of the school curriculum.
fatigue	He's suffering from physical and mental fatigue.
herbal medicine	The Chinese are very keen on herbal medicine.
holistic	They have great faith in holistic medicine.
homeopath	She went to a homeopath to see if could help her.
homeopathy	Scientific research disproves the claims of homeopathy.
nevertheless	What you said was true; nevertheless it was unkind.
practitioner	Lucy is a practitioner of alternative medicine.
prescribe	The doctor prescribed painkillers for my back.
proof	There is no proof that this treatment offers any benefits.
scientific	Their decisions were not based on scientific evidence.
side effect	This medicine has no harmful side effects.
therapist	Bryony is training as a speech therapist.

Module 6

Page 55

Describing people	
absent-minded	Grandad's rather absent-minded.

analytical This course develops analytical skills.
 articulate I teach a class of articulate 17-year-olds.
 bite your lip She paused uncertainly, biting her lip.
 blink I blinked as I came out into the sunlight.
 bright He was an exceptionally bright child.
 dedicated She's a dedicated, thoughtful teacher.
 dreamy He's dreamy and not at all practical.
 driven He claims he is not a driven workaholic.
 eccentric His eccentric behaviour lost him his job.
 fearless These dogs are absolutely fearless.
 frown She frowned as she read the letter.
 giggle Stop giggling or leave the room.
 grin She grinned at me, her eyes sparkling.
 logical He took a logical approach to the problem.
 meticulous Their planning and preparation were meticulous.
 modest He's always modest about his achievements.
 reclusive He's reclusive and is seldom seen in public.
 reserved Elen was a shy, reserved girl.
 self-confident Jan's very self-confident.
 shrug your shoulders I just shrugged my shoulders and ignored him.
 single-minded He worked with single-minded determination.
 tap your feet She tapped her feet in time to the music.
 thoughtful It was thoughtful of you to remember my birthday.
 witty Laura's very witty.
Pages 56-57
 anaesthetic Most operations are done under anaesthetic.
 ancestor Lions and house cats evolved from a common ancestor.
 be descended from The people here are descended from the Vikings.
 beak A bird's beak shows what sort of food it eats.
 characteristic Violence is a characteristic of people in his family.
 disperse Police used tear gas to disperse the crowd.
 distant We could hear the sound of distant gunfire.
 extract I've only seen extracts from the film.
 joint The two ministers have issued a joint statement.
 mathematician I was never much of a mathematician.
 microbiologist Microbiologists have studied the disease for years.
 natural selection Darwin proposed the theory of natural selection.
 offspring Most male animals have no contact with their offspring.
 outline The president outlined plans to deal with the problem.
 physicist Physicists don't yet understand the phenomenon.
 radical He has put forward some very radical ideas.
 reproduce The turtles return to the coast to reproduce.

seldom
 theology
 transform

Pages 58-59

agent Our agent in Rio deals with all our Brazilian business.
 beg She begged us to help her.
 brick Protesters threw stones and bricks.
 capture Government troops have captured the rebel leader.
 carriage She hired an old-fashioned carriage for her wedding.
 consulting room Please knock before entering the consulting room.
 (the) Continent We spent our holiday on the Continent.
 curiosity Margaret looked at him with curiosity.
 equal He treats all his staff as equals.
 exclaim 'No!' she exclaimed in shock.
 harmless He's a bit simple, but he's quite harmless.
 inquire 'Why are you doing that?' the boy inquired.
 investigate The police are investigating the incident.
 midday I'm meeting him at midday.
 observe The researchers observed the event closely.
 pallid His pallid skin showed he was unwell.
 persecution Celebrities complain of persecution by the press.
 philosopher Ken thinks he's a bit of a philosopher.
 shatter The plate hit the floor and shattered into tiny bits.
 shutter They closed the shutters to keep out the sun.
 sinister He was handsome in a sinister sort of way.
 snarl 'Shut up,' he snarled.
 spy He was arrested as a Soviet spy.
 stare (at) She stared at me in disbelief.
 sunken Her eyes looked dull and sunken.
 stride He strode towards her.
 stroll We were strolling along, laughing and joking.
 thug He was beaten up by a gang of thugs.
 tiptoe His mother tiptoed into the room.
 whisper James whispered something to Mike.

Pages 60-61

clarify Could you clarify that for me?
 day job He's writing a book but he still has a day job.
 folk singer Bill is a professional folk singer.
 pay and Workers demanded better pay and conditions.
 conditions
 semi-professional He's a semi-professional boxer.
 workload She's got a heavy workload.
Page 62
 assume I assume that he knows the facts.
 be bound to An accident was bound to happen on that road.
 coincidence It was a coincidence that we arrived at the same time.
 complex This is a complex issue with no easy answers.

computer terminal	The room was full of computer terminals.
concerto	Who composed this concerto?
diligence	Diligence is necessary for success.
industriousness	Teachers praised their students' industriousness.
peer	Teenagers care greatly about what their peers think.
supposed to	The castle is supposed to be haunted.
tycoon	He made millions as a property tycoon.
Page 63	
bad-tempered	I'm quite bad-tempered in the morning.
expressive	She has very expressive eyes.
strike (sb)	It struck me that I was the only woman present.

Module 7

Page 65

Communities

abandoned	The inner city has many abandoned buildings.
boarded-up	We passed a few boarded-up shops.
burnt-out	We also saw several burnt-out cars.
cultural diversity	Our country is proud of its cultural diversity.
decent	Don't you have a decent jacket?
gang	Gangs of kids are always hanging around the mall.
hang out	Where do the youngsters hang out?
have a say	The workers had no say in how the factory was run.
heavy traffic	We were stuck in heavy traffic for ages.
housing	We need affordable housing for local people.
keep to yourself	The neighbours are quiet and keep to themselves.
lock	Did you lock the car?
nosy	Don't be so nosy!
privacy	In a large family you don't get much privacy.
riot	His murder triggered vicious race riots.
sense of community	There is a real sense of community in the area.
Pages 66-67	
aspect	Alcoholism affects all aspects of family life.
canter	Horses walk, trot, canter or gallop.
centre of attention	Rob loves being the centre of attention.
cynical	He has a cynical view of human nature.
efficient	Ranching is not an efficient use of land.
enviable	He's in the enviable position of not having to work.
existence	Peasants led a miserable existence in those days.
-free	We had a trouble-free journey.
grassland	The grassland stretched as far as the horizon.
hectic	I've had a pretty hectic day.
herd	He keeps a herd of cattle and a few sheep.
horseman	Mongolians are fantastic horsemen.
hospitality	Thanks for your hospitality during my stay.

make camp	It was dark by the time we made camp.
melancholy	The music suited her melancholy mood.
not give a damn	I don't give a damn about her problems.
numerous	Numerous attempts have been made to hide the truth.
pang	She felt a pang of guilt.
pass	The mountain pass was narrow and winding.
pasture	He moved his sheep to their summer pasture.
saddle	She fell off because her saddle slipped.
selfish	How can you be so selfish?
serenity	I love the serenity of these mountain lakes.
steppe	The world's largest steppe region is found in Russia.
stray	The sheepdog rounded up some stray sheep.
track	The track led through dense forest.
treacherous	Loose rocks made climbing treacherous.
Multi-part verbs (3)	
be off	I must be off now.
be over	I'm so glad the mid-term exams are over.
get on with (sth)	If you're busy, get on with your work.
get stuck	Our car got stuck crossing the river.
hang around	I hung around for an hour but he never came.
head on (to)	We headed on to our next destination.
set up	Let's set up camp here.
Pages 68-69	
assertive	If you aren't assertive, people will take advantage of you.
chronology	The book includes a chronology of his life and works.
establish	They plan to establish a new research centre here.
feminist	She's been an outspoken feminist for over twenty years.
hypothetical	Brennan brought up a hypothetical case to make his point.
matriarchal	The people lived in a matriarchal society.
occur	The explosion occurred at 5:30.
permanent	Make a permanent change in your eating habits.
right after	It's on right after the six o'clock news.
separate	At this point the satellite separates from its launcher.
slaughter	All of these animals will be slaughtered for their meat.
table manners	Her children have good table manners.
take a turn	The situation took a turn for the worse.
Pages 70-71	
be fine by (sb)	If he wants to do it, that's fine by me.
be sure about	Are you sure about what to do?
liberty	The statue represents the fight for liberty and equality.
see if/whether	I'll see if he wants to join us for a coffee.
Page 72	
adopt	Sally was adopted when she was four.
alpha male	The alpha male always got to the food first.
altruism	The work of charities is based on altruism.

be biased	He accused the judges of being biased.
be tempted	I'm tempted to buy that dress.
bonobo	The bonobo is the closest living relative to humans.
deny	It can't be denied that this is an important event.
hierarchy	She's at the top of the corporate hierarchy.
Homo sapiens	Our species is called Homo sapiens.
in disguise	Tax reform is just a tax increase in disguise.
orphaned	AIDS in Africa leaves many orphaned children.
self-interest	His offer was motivated by self-interest.
solidarity	They expressed solidarity with the workers.
sympathetic	I'm sympathetic towards her point of view.
yawn	Alan stretched and yawned.
beetroot	Let's get some beetroot to have with the salad.
corridor	Please wait in the corridor until your name is called.
execution	Public executions were common in the past.
head	He headed the ball into the goal.

Module 8

Page 75

Landscapes

aqueduct	This Roman aqueduct brought water into the town.
arch	The bridge has three wide arches.
bay	Our house has a view across the bay.
burial site	Archaeologists learn a lot from ancient burial sites.
column	The building has four columns supporting the entrance.
coniferous	The larch and pine are coniferous trees.
deciduous	Most of the trees in my garden are deciduous.
dome	The dome of St Paul's cathedral is a London landmark.
estuary	The Thames estuary has many species of wild bird.
fjord	The Norwegian coast has thousands of fjords.
glacier	Many glaciers in the Arctic appear to be melting.
gorge	Cheddar Gorge is a well-known English beauty spot.
marble	The columns were of white marble.
moorland	Scotland has large areas of open moorland.
pampas	Winters are generally mild on the pampas.
panel	There was a glass panel in the wall facing me.
peak	Snow-capped mountain peaks were all around.
prairie	Once, huge herds of bison roamed the prairies.
savanna	There African savanna is the natural habitat of lions.

shingle	The waves were crashing on the shingle.
spring	There are several hot springs in the area.
stained glass	The stained glass windows were replaced in 2004.
statue	Churchill's statue stands in Parliament Square.
stone circle	The Ring of Brodgar is a stone circle.
tundra	Few species can survive on the Arctic tundra.

Pages 76-77

ash	Volcanic ash filled the skies.
claim	The earthquake claimed over 3,000 lives.
destruction	Floods caused widespread destruction.
disrupt	Traffic was disrupted by a bomb hoax.
dormant	Is the volcano dormant or extinct?
duct	Ken had a problem with his tear ducts.
dust	The wind blew dust over a large area.
eruption	A volcanic eruption is a fantastic sight!
famine	A million people are facing famine.
hemisphere	This is the largest airport in the Northern hemisphere.
insight	We have no insight into the causes of the event.
obscure	The view was obscured by mist.
offering	People leave offerings to the goddess Pele.
preserve	The bodies were preserved by the volcanic ash.
sacrifice	Children were sacrificed to the Sun god.
tragic	They mourned the tragic death of their son.
widespread	The storm caused widespread damage.
Pages 78-79	
advance	They fought to halt the enemy's advance.
bronze	The athlete who finishes third wins a bronze medal.
chapter	This chapter discusses how people use power.
coyote	You often see coyotes in this area.
creeper	This creeper turns from green to red in autumn.
decay	Historic buildings are being allowed to decay.
deterioration	The deterioration of the economy is worrying.
exposure	Exposure to the sun can cause skin cancer.
firefighter	Many firefighters lost their lives on 9-11.
fungi	There are some strange fungi growing on the wall.
harbour	The yacht left the harbour and headed out to sea.
humanity	We want a healthy environment for all humanity.
humankind	This invention will benefit all humankind.
hypothesis	We haven't yet confirmed our hypothesis.
ice age	The Earth has experienced several Ice Ages.

indicate	Research indicates that global warming is increasing.
indifferent	Sarah was indifferent to him, and it hurt.
pharaoh	Who was the first pharaoh of Ancient Egypt?
principal	Their principal concern was to save human lives.
pump	My bicycle pump was stolen today.
rust	There were patches of rust on the car.
solidity	This material has the same solidity as concrete.
strength	How do they test the strength of these structures?
subway	Boston has the oldest subway system in the USA.
swallow up	New developments are swallowing up the countryside.
thickness	The thickness of the walls is 5 feet.
tomb	Lenin's tomb is a well-known Moscow landmark.
vault	The bank keeps valuables in its vault.
worthless	The house was full of worthless junk.
Pages 80-81	
diesel	Our new car has a diesel engine.
discourage (from)	His parents discouraged him from becoming an artist.
dock	Several yachts were tied up at the dock.
hydraulic	A hydraulic pump moves the liquid.
pressurise	They pressurise the water, and that turns the wheel.
stall	Her parents run a market stall in Leeds.
steam	The engines are driven by steam.
walkway	The two buildings are connected by a covered walkway.

Page 82

be aware of (sth)	They were aware of the company's problems.
drainage	They need to improve the town's drainage system.
insignificant	Our problems are insignificant in comparison with theirs.
intact	Only the medieval tower is still intact.
interior	The interior of the church was dark.
project	She projected the slide onto the wall.
striking	I'd call him striking rather than handsome.
sundial	Henry has a sundial in his garden.

Page 83

brehtaking	The view from my hotel window was breathtaking.
enormous	The house has an enormous garden.
extraordinary	He has extraordinary talent.
eye-catching	We need an eye-catching design for the poster.
good-natured	He's very good-natured, and never loses his temper.
hospitable	The local people were very kind and hospitable.
marvellous	'How was your holiday?' 'Marvellous!'
picturesque	We spent our holiday in a picturesque fishing village.
slum	The slums have been replaced with low-cost housing.
welcoming	Everyone was very welcoming.

Module 9

Page 85

Business and work

ambition	Her ambition was to run in the Olympics.
chain store	I prefer local shops to chain stores.
civil servant	They plan to reduce the number of civil servants.
community service	He was sentenced to community service.
corner shop	I'm going to the corner shop to get a pint of milk.
department store	There's a large department store in town.
hypermarket	The huge hypermarket sells absolutely everything.
inefficient	Local government was inefficient.
inexpensive	Painting is an inexpensive hobby.
multinational	Multinationals have made large investments in Thailand.
overpriced	I'm not buying that overpriced rubbish!
programmer	My brother's a computer programmer.
provider	Who's your internet provider?
punctual	She's always very punctual.
self-employed	My dad's a self-employed plumber.
service	We offer a wide range of financial services.

Pages 86-87

backstage	Can we go backstage after the concert?
conference	Experts from around the world attended the conference.
controversial	This is a highly controversial issue.
entrepreneur	He started off as a teenage entrepreneur.
exaggeration	It's an exaggeration to say that we're close friends.
generate	Tourism generates income for local communities.
gig	The band are doing a gig here tonight.
grounding	I got lots of groundings for coming home late.
hybrid	This music is a hybrid of different kinds of music.
improvise	Jazz musicians often improvise.
input	Farmers contributed most of the input into the survey.
label	Their new release is on the Ace Sounds label.
mainstream	Deaf children can be included in mainstream education.
perspective	The novel is written from a child's perspective.
quirky	I like his quirky sense of humour.
reach	Cable TV reaches a huge audience.
restrict	I'm restricting myself to two cigarettes a day.
revenue	Strikes have cost £20 million in lost revenue.
sponsored	And now for another sponsored ad break.
spot	Can you spot the differences between these pictures?

Idiomatic language (2)

clock up	I clocked up 90,000 miles in my Ford.
cloud sb's vision	Fear had clouded his vision.

in the long run	Moving to Spain will pay off in the long run.
pay off	Teamwork paid off when they won the match.
take matters into your own hands	Don't take matters into your own hands – leave it to the police.
word of mouth	A lot of information is passed on by word of mouth

Pages 88-89

accuse	Smith accused her of lying.
applicant	Applicants will be interviewed today.
apprenticeship	He did an apprenticeship as a printer.
chairman	Who's the chairman of the committee?
ease	This will ease the burden on taxpayers.
expectations	The album didn't live up to our expectations.
fire	The airline fired several pilots.
GCSE	Adam took his GCSEs last year.
inflation	Inflation is now running at over 16%.
in (good/bad/perfect) shape	The economy is in worse shape now than it was last year.
loan	The bank makes loans to private businesses.
public relations	He works for a public relations company.
salon	How often do you go to a hair salon?
sceptical	I'm sceptical about what I read in the press.
union	Are you planning to join the union?
unpaid	James does a lot of unpaid work for charity.
unsuitable	The book is unsuitable for children.

Page 90

brainstorm ideas	Employees get together and brainstorm ideas.
do market research	They did market research, then advertised the product
find a gap in the market	She found a gap in the market and made a fortune with her new products.
identify potential users	How can we identify potential users?
produce a prototype	He wants to produce a prototype of the new car.
study the competition	I went to the trade fair to study the competition.
unique selling points	Please list the unique selling points of your idea.
write a sales talk	He spent the whole day writing a sales talk.

Page 91

facility	Is there a call-back facility on this phone?
in a hurry	Sorry, I can't stop, I'm in a hurry.
translation	She read the letter and gave us a translation.
up-to-date	I need up-to-date information.
Page 92	
acquire	We acquired this property very cheaply.
conscious	Without conscious thought, she took his hand.
disadvantage	Both methods have their advantages and disadvantages.
first impression	Always make a good first impression.
guideline	Please follow these general guidelines.

intuition	Intuition told her it was unwise to argue.
investment	We bought the property as an investment.
judgement	In my judgement, we should accept his offer.
relatively	The system is relatively easy to use.
snap decision	Don't make a snap decision that you'll regret later.
stockbroker	Tim's dad works as a stockbroker in London.
straightforward	Installing the program is straightforward.
strategy	What's their long-term economic strategy?

Page 93

arts and crafts	There's an arts and crafts fair here next month.
essential	A good diet is essential for everyone.
grape	Dave ate a whole bunch of grapes.
instructor	My driving instructor thinks I'll pass my test.
providing/provided	You can use the car, provided you're back by 6:00.
vital	It's vital to keep accurate records.

Module 10

Page 95

Style

appealing	He has an appealing combination of wit and good looks.
beige	Early computers were all beige.
bizarre	Her appearance is always rather bizarre.
burgundy	That burgundy skirt goes well with your hair.
checked	Have you got a checked blouse that I can borrow?
close-fitting	His close-fitting shirt showed off his muscles.
corduroy	He wore a corduroy jacket and flannel trousers.
cream	A cream carpet is very difficult to keep clean.
crimson	She looked stunning in a crimson dress.
dated	That dress looks a bit dated now.
durable	Wool is a durable material.
environmentally friendly	Are these products environmentally friendly?
feminine	Dianne loved pretty, feminine things.
functional	Her clothes are pretty, but not very functional.
impractical	James was full of impractical plans.
innovative	He has an innovative approach to teaching.
linen	That linen jacket is very expensive.
masculine	The décor in his flat is very masculine.
ostentatious	She wore ostentatious gold jewellery.
outrageous	That's such an outrageous hairstyle!
scarlet	That scarlet lipstick doesn't suit her.
sleek	The film star's sleek hairstyle was greatly admired.
sophisticated	She designs very sophisticated clothes.
striped	I got a striped shirt for my birthday.

stylish	She's a stylish woman in her forties.	recharge	I need to recharge my phone - the battery's dead.
tacky	The room was full of tacky ornaments.	reinvent	The politician reinvented his public image.
trendy	Mike likes to eat at trendy restaurants.	sensor	The sensor detects any movement.
turquoise	Turquoise is a mixture of blue and green.	underestimate	We underestimated how hard it would be.
unoriginal	That's a pretty unoriginal suggestion.	underused	We bought an iPad, but it's pretty underused.
user-friendly	I need a user-friendly guide to this software.	unsure	If you are unsure about anything, just ask.
V-necked	Marie doesn't like V-necked sweaters.	vehicle	Have you locked your vehicle?
velvet	Do you like these velvet curtains?	Pages 100-101	
wool	She was wearing a pure wool skirt.	chronologically	The paintings are displayed chronologically.
Pages 96-97		crash	The system crashed and I lost my work.
architect	A famous architect designed this building.	gear	His mountain bike had 18 gears.
canteen	The workers eat meals in the factory canteen.	glitch	A software glitch delayed the project.
citrus fruit	Citrus fruit is good for you.	shares	They sold their shares for a good price.
classic	This is one of the classic designs of the last century.	sub-topic	Split your outline into topics and sub-topics.
freak	He's a bit of a fitness freak.	technical	Technical problems caused a delay.
futuristic	The futuristic building is the pride of the city.	Page 102	
icon	Bob Dylan was a cultural icon in the 1960s.	auction	They held an art auction to raise money.
lamppost	He crashed into a lamppost.	bare	She felt the sun warm on her bare arms.
Nobel Prize	Marie Curie won the Nobel Prize twice.	breeze	There were flowers waving in the breeze.
pay tribute (to)	He paid tribute to all who had died in the struggle.	flash	Did the flash go off?
universal	These stories have universal appeal.	flesh	His flesh was red and covered in sores.
Pages 98-99		flutter	Dead leaves fluttered slowly to the ground.
automated	The production process is now fully automated.	grate	Leaves clogged the grate over the drain.
automobile	The automobile industry is facing many challenges.	halter dress	Jen was wearing a black halter dress.
autopilot	The plane was on autopilot for much of the flight.	innocence	In our innocence we believed what we were told.
butler	They were so wealthy that they even had a butler!	lightweight	Take a lightweight jacket in case it gets cool.
cargo	A ship carrying a cargo of oil has run aground.	onlooker	Some onlookers gathered at the scene of the crash.
compliment	Bob complimented me on my new hairstyle.	permit	You are not permitted to leave until the exam is over.
en route	We stayed there en route to London.	pleated	She wore a classic pleated skirt.
hire (sth) out	The company hires out boats to tourists.	portray	Religion was portrayed in a negative way.
insecure	She's very insecure about her appearance.	possibility	There's a possibility that he'll leave.
internal	The internal combustion engine	prohibition	They want prohibition of the sale of firearms.
combustion	creates pollution.	timeless	I love the timeless beauty of Venice.
engine		waistband	This waistband is cutting into my stomach.
mobility	The army's effectiveness depends on its mobility.	Page 103	
mode	I use the 'auto' mode on my camera.	excursion	We went on a school excursion to London.
neatly	Can't you write more neatly?	fine art	Can photography be considered fine art?
overambitious	His plan was overambitious.	graphic design	He was trained in graphic design.
overcrowded	Staff had to work in overcrowded conditions.	individual	Some students need more individual attention.
pedal	She put her foot down on the accelerator pedal.	interior design	He has an MA in interior design.
pre-charged	The batteries in this camera don't come pre-charged.	residence	We stayed in a student residence.
preview	They showed a short preview of the film.	studio	This is the photographer's studio.
		vegan	She used to be a vegan.

IRREGULAR VERBS

Infinitive	2 nd Form (Past Simple)	3 rd Form (Past Participle)
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left

Infinitive	2 nd Form (Past Simple)	3 rd Form (Past Participle)
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelled/smelt	smelled/smelt
speak	spoke	spoken
spend	spent	spent
spill	spilled/spilt	spilled/spilt
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written