

# FOCUS

  
GLOBAL SCALE  
OF ENGLISH

**TEACHER'S BOOK**

WORKBOOK 2 | DEAN RUSSELL | BRITA TEAFINELL

**5**

ALWAYS LEARNING

PEARSON

# Introduction

## Dear Teacher,

We are writing to you to introduce *Focus*, our new course for upper secondary students. This course is the fruit of our many years' teaching, writing and developing materials. Our aim has been to produce a set of materials that will help you to be the best teacher you can be. In other words, we want to help you to create the optimum conditions for your students to learn English.

Of course, we accept that everybody's teaching context is unique and the perfect English course is an unattainable dream. That said, our own experience in the classroom has taught us to value three things above all when using teaching and learning materials: reliability, flexibility and credibility.

### Reliability

Quite simply, we want the materials to work. We don't want the course to let you down in the classroom. So we've gone for a clean design, clear, easy-to-understand instructions and a wide variety of engaging topics, texts and tasks that have been combined in a logical way that will make sense to you and to your students.

Needless to say, the course covers all the necessary language work appropriate for the level and follows the Common European Framework of Reference (CEFR). We hope you will appreciate the stimulating and memorable way in which each carefully selected grammar structure and vocabulary item is presented. But we are well aware that presenting language is not even half the story. We have designed these materials so that they systematically recycle the language that has been presented. 'Use it or lose it' is our motto. You will discover that this course, with all its supporting print-based and digital materials, provides your students with the repeated exposure and practice they require. Reliability = trust. We are confident you will be able to trust *Focus*.

### Flexibility

One of the things we learnt early on in our careers is that you teach the students, not the lesson plan. There is no point in slavishly following a prescribed 'teaching path' through a set of materials if the students are not with you. Your ability to react to emerging classroom situations and adapt your lesson accordingly is a vital teaching skill. We strongly believe that a rigid unit structure does NOT have to be a teaching straitjacket. The lessons themselves are brimful of different ideas, task types and interesting information. Then the

supplementary material we have developed, both print-based and digital, offers you almost limitless flexibility. You can give extra multiple choice grammar exercises, do a communicative A/B information-gap activity or watch a video clip. Flexibility = choice. We think you will appreciate the range of choice in *Focus*.

### Credibility

So, while we are sure that a reliable and flexible course will help you, it's this third characteristic that really counts. We'd like to take this opportunity to summarise our thinking on this and explain what lies at the heart of *Focus*. We can do this by grouping our thoughts under three words beginning with *M*: *Motivation*, *Memory* and *Meaning*.

#### Motivation

This is our starting point: students learn best when they are interested in the material. It's as simple as that. We may not have got it right every time for your particular teaching context, but our overriding concern has been to select topics, texts and tasks that engage students both emotionally and intellectually.

#### Memory

Systematic recycling of new language is a core feature of *Focus*. There is a particular emphasis on vocabulary. In the process of building their own 'Word Store', students using *Focus* will devote valuable time to new vocabulary, as well as learning a variety of ways of recording it.

#### Meaning

We are strongly opposed to mechanistic practice and drills where form dominates and meaning is irrelevant. Don't practise language for the sake of it. Language exists to make meanings and our learning materials should reflect this.

These are some of the more important ideas that we hold dear. Over the years, they have influenced our teaching and our writing. Credibility = belief. We want you to believe in *Focus*.

So now it's over to you. We'd like to take this opportunity to wish you and your students every success.

Our warmest regards,

The Authors

# Focus unit walkthrough

## Vocabulary lesson

Every unit begins by focusing on vocabulary, which is then recycled throughout the unit.

- 1 Real-life quotations can be used as a conversation starter for introducing the unit or as a tool to find out what students already know.
- 2 The UNIT LANGUAGE AND SKILLS menu describes the flow of the unit. It highlights the language skills practised, as well as the extra resources available.
- 3 The SHOW WHAT YOU KNOW box reviews vocabulary students should already know, to ensure they all begin the unit at the same level.
- 4 The FOCUS EXTRA section directs students to additional practice materials such as the WORD STORE booklet, the Workbook or MyEnglishLab.

**1.1 Vocabulary**  
Personality and relationships • adjectives • collocations • phrases  
I can talk about relationships and personality.

**SHOW WHAT YOU KNOW**  
1 In pairs, find phrasal verbs you can use to talk about life and relationships and cross out the verb which does NOT go with the participle.  
1 look / feel / take after  
2 put / take / fall up with  
3 grow / miss / split up  
4 depend / live / look up to  
5 depend / get / find on  
6 put / go / fall out with

2 Write two true sentences and one false about yourself using the phrasal verbs in Exercise 1. Can your partner guess which one is false?  
As I was growing up, my sister often looked after me.

**WORD STORE 1A**  
1 My grandma accepts all people. She is completely unprejudiced.  
2 My friend is very thoughtful. She always puts other people first.  
3 Even though he is ninety, my grandfather is still energetic enough to do crosswords and sudoku puzzles.  
4 I think that dogs are more loyal pets than cats.  
5 My brother is very practical – he never compromises.  
6 She is ambitious and realistic whereas I am idealistic and impractical.  
7 He is authoritative, especially towards people in authority.

**WORD STORE 1B**  
1 An advisative status is an advantage if you're travelling by plane.  
2 People with alibi can't influence others.  
3 To reach the summit of an Olympic athlete, you need to make sacrifices.  
4 Few parents would opt for a tattoo done.  
5 You need alibi if you want to lead.  
6 No one should have to put up with in this day and age.  
7 Alibi are always better than bought ones.  
8 Certain smells can put you in touch with of childhood holidays.

**WORD STORE 1C**  
1 Alibi Complete WORD STORE 1C. Match words from boxes A and B to make collocations. Then listen and check. Write example sentences.

**WORD STORE 1D**  
10 Alibi Complete WORD STORE 1D with the phrases highlighted in the blog entry. Then listen and check.

**WORD STORE 1E**  
11 Complete the sentences with the correct forms of the phrases you have added in WORD STORE 1D.  
1 If I decided to leave school and get a job, my parents would put me in a tight spot.  
2 I've had alibi of bad luck recently.  
3 Nobody in my family has ever lived to be a hundred.  
4 I can't talk right now – I have to put on my homework.  
5 Last Saturday, my mum put me in a tight spot and wouldn't let me go out.  
6 My best friend is a kind person and always puts me in a tight spot.  
7 If my pet died, I'd find it hard to put me in a tight spot.  
8 I'd be too upset.

**WORD STORE 1F**  
12 Are the sentences in Exercise 11 true for you? Why/Why not? Discuss in pairs.

## Vocabulary and Word Store

In the WORD STORE booklet attached to the back of the Students' Book there are additional vocabulary exercises which accompany the Vocabulary, Reading and Listening lessons in the unit.

- 1 When students reach the WORD STORE section of a Vocabulary lesson, they flip open the booklet at the back of the Students' Book and leave it open alongside the main Students' Book page.
- 2 Students use Exercises A, B, C and D in the Vocabulary lesson to practise key topical vocabulary and collocations. They can use the WORD STORE page to complete additional supporting exercises, which provide them with a personal mini-dictionary they can refer to as and when necessary.

**WORD STORE 1A**  
Personality adjectives  
1 tolerant = unprejudiced  
2 stubborn = authoritative  
3 quick-witted = energetic  
4 thoughtful = ambitious  
5 practical = loyal  
6 loyal = authoritative

**WORD STORE 1B**  
Collocations  
1 top position = dizzy heights  
2 experience difficulties = put up with  
3 modest presence = put up with  
4 homemade goodies = put up with  
5 bring back images = put up with  
6 strength and determination = put up with  
7 lack of height = put up with  
8 show their acceptance = put up with

**WORD STORE 1C**  
EXERCISE Collocations  
A 1 birthday 2 blot out 3 face 4 fortnight  
5 free 6 imposing 7 lofty 8 require  
B memories stature heights will approval  
hardships treat manner

**WORD STORE 1D**  
1 birthday treat  
2 face  
3 lofty  
4 imposing  
5 stature  
6 hardships  
7 memories  
8 will approval

**WORD STORE 1E**  
Word pairs  
A 1 celebrating 2 accurate 3 offer  
4 compelling 5 condone 6 sing  
7 privileged 8 spoiler 9 poverty  
B alert background an idea insight  
nervous portrayal sb's praises  
story stricken

**WORD STORE 1F**  
Collocations  
A 1 celebrating 2 correct 3 gut 4 minor  
5 split 6 upstanding  
B citizen crime reaction record  
second work



Reading lesson

The Reading lessons feature a variety of reading texts, which also present factual information that is interesting and relevant to teenagers.

- 1 Audio files accompany each text, allowing additional listening practice to support reading.
- 2 WORD STORE Exercise E is a language extension activity, linked to the end of the Reading lesson.

### 1.2 Reading

Multiple matching  
I can understand specific details in an article.

1 Read the results from a survey into male and female attitudes about friendship. Do you agree with the statements below? Why/Why not? Discuss in pairs.

**MALES are likely:**

- to say they have a lot of close friends or no close friends.
- to be part of a group of close friends.
- to avoid confiding their problems to their friends.
- to have weaker relationships with friends.

**FEMALES are likely:**

- to have fewer close friends.
- to make close connections with individuals rather than groups.
- to confide in their friends.
- to take friendships very seriously and invest a lot in them.

2 Look quickly through the article on friendships in literature. In pairs, discuss which of the stories you would most like to read.

**READING FOCUS: Multiple matching**

3 Read the article again. For questions 1-10, choose from sections A-F. The sections may be chosen more than once.

Which section of the article mentions:

- a desire to act to correct an injustice?
- one person's resistance to change?
- a character's trait which positively influences their companion?
- an opinion on the function of a true friend when faced with a friend's bad behaviour?
- friendship within the family?
- a difference in social status between two people who are closely connected?
- a story related by one friend about the other?
- a friendship which endures despite contradictory feelings among the individuals concerned?
- a friendship that develops despite opposition?
- the writer's view on the type of friendships that last longest?

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## Being Friends

Friendships provide some of the most captivating narratives in literature. Each of the stories on this list points to a different facet of friendship and offers insight into what it means to be a good and loyal friend.

**A Huck and Tom**  
In *The Adventures of Tom Sawyer* by Mark Twain

It is only in chapter six of *The Adventures of Tom Sawyer* that we are introduced to Huckleberry Finn. Homeless and carefree, his father a vagabond and a drunk, the teenage boy is idolised by the local children and detested by their parents. Bad influence or not, Huck strikes up a friendship with Tom and the boys become inseparable. That's the beauty of a firm and long-lasting friendship – you associate with someone and sing their praises in spite of their shortcomings.

**B Sheila and Margaux**  
In *How Should a Person Be?* by Sheila Heti

The protagonist, Sheila, is a divorcee in her twenties writing a play. When she realises she is stuck in a rut she meets a gifted painter, Margaux. The woman turns out to be a goddess as she becomes a source of inspiration for Sheila. Both characters in the novel are based on real people: the writer herself and her friend, whose relationship Sheila and Margaux see as deep friendships. It is *captivating* itself although it has its ups and downs. On the one hand, the women sometimes quarrel about insignificant things like a dress. On the other hand, however, as she underlines in the prologue, the author appreciates that Margaux is such a laid-back person and that her easy-going attitude to life infects her circle of friends.

**C Amir and Hassan**  
In *The Kite Runner* by Khaled Hosseini

True friends never part and the friends we make when we're very young stay with us forever. Two boys grow up together in Afghanistan. One, Amir, comes from a wealthy, privileged background, the other, Hassan, is poverty-stricken, his caste shunned by all others. But this division can't prevent the bonds of friendship from developing and the boys are inseparable. When he's needed, Amir returns to his homeland to redress past wrongs done to his truest companion.

**D Meg, Jo, Beth and Amy**  
In *Little Women* by Louisa May Alcott

Little Women proves that your blood relations, however different they are from you, can establish an *unbreakable* tie with you and become your most intimate friends. The novel is the story of a nuclear family consisting of four sisters, aged from twelve to sixteen, and their mother. This is a rough time for both the family and the country – the father is away serving as chaplain in the US Civil War. The second oldest, Jo, doesn't condone the idea of any of them ever getting married because she feels this would destroy the emotional bond between them. But as they pass from girlhood to womanhood, Meg, Jo, Beth and Amy remain *devoted* friends and *back one another* *unconditionally* against all odds.

**E Horatio and Hamlet**  
In *Hamlet* by William Shakespeare

Best friends stand by you through thick and thin and Prince Hamlet is in dire need of support. King Hamlet was assassinated by his brother, Claudius, who married the protagonist's mother shortly after the murder to ascend the throne of Denmark. King Hamlet's ghost pleads with his son to avenge his tragic death and the young prince decides to feign madness in order to confuse his enemies. Horatio, Prince Hamlet's faithful friend, is the only person that can be trusted with his morally controversial plans. Hamlet's attempt on Claudius' life fails and *SPOLLER ALERT!* But is there anyone who doesn't know this classic story? After a series of bloody murders Horatio is the only survivor to recount the protagonist's story. Had Hamlet lived, he would definitely have appreciated his loyal friend's love and unwavering support that proved to be stronger than life.

**F Jules, Ethan, Jonah, Cathy, Goodman and Ash**  
In *The Internists* by Meg Wolitzer

Six artistically gifted teenagers, Jules, Ethan, Jonah, Cathy, Goodman and Ash, meet at a summer camp in 1974. They form a group called 'The Internists', which is the starting point for a lifelong bond. This compelling story tracks the characters' lives over a period of several decades. Their friendship is a *gamut* one and Wolitzer manages to show a full range of emotions in a very accurate portrayal of the multiple relationships they develop within the group. Love and *jealousy*, *enmity* and *jealousy* are all involved. At the end of the day, being *genuine* and *loyal* is just as natural as being happy for their friend. The reader sees the characters growing up and slowly aging as the sequence of events unfolds over time. It is incredibly interesting to observe how their friendship adapts to the ever-changing conditions of life.

4 **COLLOCATIONS** Complete the text with the correct form of the words underlined in the article.

You make a lifelong friend with a friend. It's a tie that is unbreakable. Of course, as you get older, the relationship develops and it evolves and changes. If that doesn't happen, then you can't back one another the friendship and you stop being friends. A devoted friend will always stand by you and back one another you no matter what your circumstances are. They will accept you unconditionally. It's true that friendships are complex and that makes them difficult to describe. I don't believe a good friend ever fails me or is disloyal of what you have. A true friend will always be happy for you.

**WORD STORE 1E**

5 **WORD PAIRS** Go to WORD STORE 1E on page 3 of the booklet. Match the words from boxes A and B to make word pairs. Refer to the article for help if necessary. Then write example sentences.

6 **PREPOSITIONS** Complete the text with one word in the box in each gap.

[associate bond count envious faced foot highlight portrayal stand trust]

The article helps us to understand how complex friendships can be and gives us some light-hearted insight into the different ways that they can work. Each section reveals a different facet of friendship. The article gives a gamut of the relationship and of the emotions between different kinds of people. It shows how people sometimes back one another with people from different backgrounds and how friendship is often a mixture of good and bad feelings. Jealousy with difficult friends can be envious of each other as well as willing to stand by you.

**WORD STORE 1E**

Word pairs

A	1 envious	2 accurate	3 offer
	4 compelling	5 condone	6 sing
	7 privileged	8 spoiler	9 poverty-

B

1 alert	2 background	3 an idea	4 insight
5 narrative	6 portrayal	7 sb's praises	8 story
9 stricken			

1 captivating narrative

2

3

4

5

6

7

8

9

Grammar and Language in focus lessons

The third and fourth lessons of every unit focus on grammar and language in use.

- 1 The grammar is presented in context and highlighted, to make it easily identifiable.
- 2 The GRAMMAR FOCUS and LANGUAGE FOCUS boxes give students explanations of how to use the grammar, as well as clear examples. This is followed by a variety of exercises which provide practice with new structures in contexts relevant to students' lives.
- 3 Each lesson ends with a production exercise, where students actively use the grammar from the lesson.
- 4 The GRAMMAR AND LANGUAGE IN FOCUS reference can be used for review at the end of a Grammar and a Language in focus lesson or during unit review. It can also be used by fast finishers or students who require extra practice. Each structure presented in Grammar lessons and most structures presented in Language in focus lessons have their own sections in GRAMMAR AND LANGUAGE IN FOCUS REFERENCE AND PRACTICE, which include detailed explanations of the structure and additional practice exercises.

### 1.3 Grammar

Perfect and continuous aspect  
I can use perfect and continuous aspect.

1 Look at the photo in Exercise 2. In pairs, discuss why the man and the dog are such good friends.

2 Read the article and answer the questions.

1 How did the friends meet?

2 Why do you think the story was so popular?

**Arthur the Racing Dog**

A team of Swedish athletes were taking part in a grueling adventure race in Ecuador, when they came across Arthur (as he is now known). This homeless dog had been wandering around their camp, looking for food. No one knew where he had come from but one manball was enough to buy his undying friendship. From then on, he stuck with the team through mud and cold, water and, 430 miles later, Arthur crossed the finishing line with his new friends. The story caught the imagination of the world's press and Arthur has become a celebrity. His reputation is growing and he has been working hard for a new charity, the Arthur Foundation, which collects money to look after other homeless dogs in Ecuador. But Arthur's racing days are over. He cheers his teammates on from the comfort of his new home in Sweden. One day the team will hopefully bring home first prize. They won't have forgotten Arthur who will have been waiting patiently to congratulate them. And you can be sure he will be looking forward to taking an active part in the celebrations.

3 Read the GRAMMAR FOCUS and find an example of each tense in the text in Exercise 2. Explain why each aspect is used.

**GRAMMAR FOCUS**

Aspect

- 1 Present Continuous: 'You use the **continuous aspect** to describe an action in progress at a point in time and/or an action that continues over a period of time.'
- 2 Past Continuous: 'You use the **perfect aspect** to show a link between two time periods (e.g. two actions).'
- 3 Past Perfect: 'The two aspects can be combined. The **perfect continuous aspect** shows that an action has been, was or will be in progress before a point in time.'
- 4 Present Perfect Continuous: 'You use the **perfect aspect** to show a link between two time periods (e.g. two actions).'
- 5 Future Perfect: 'You use the **perfect aspect** to show a link between two time periods (e.g. two actions).'
- 6 Future Perfect Continuous: 'You use the **perfect aspect** to show a link between two time periods (e.g. two actions).'
- 7 Present Perfect Continuous: 'You use the **perfect aspect** to show a link between two time periods (e.g. two actions).'
- 8 Past Perfect Continuous: 'You use the **perfect aspect** to show a link between two time periods (e.g. two actions).'
- 9 Future Perfect Continuous: 'You use the **perfect aspect** to show a link between two time periods (e.g. two actions).'

8

### 1.4 Language in Focus

Future in the past  
I can use a range of tenses and expressions to talk about plans made in the past.

1 Look at the post. In pairs, discuss why this person is giving away a free airline ticket.

2 Listen to a short news story about the post in Exercise 1. Discuss the questions in pairs.

1 Was your guess correct?

2 Would you give a ticket to a complete stranger? Why/Why not?

3 Would you go on the trip? Why/Why not?

4 Listen again. The **verb of talking** about to take a romantic trip.

1 They were going to / planning to travel around the world.

2 They were going to / planning to travel around the world.

3 They would have / spend Christmas Day in Vienna.

4 They were visiting / seeing eight countries.

5 It was to / going to be the trip of a lifetime.

6 But shortly before the trip was supposed to / due to take place, the couple split up.

7 He wasn't planning on missing out / about to miss out on the trip as well.

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387 He would have / spend Christmas



Listening lesson

The Listening lesson offers varied tasks and opportunities for students to practise listening skills with new vocabulary, as well as with exam task types.

- 1 LISTENING FOCUS exercises are exam-specific tasks, which help students prepare for the Cambridge English: Advanced exam.
- 2 WORD STORE Exercise F at the end of the Listening lesson consolidates new language.

### 1.5 Listening

**Sentence completion**  
I can understand specific details and identify a chronological sequence in an extended description.

1 Read the sayings. In pairs, discuss what they tell us about first impressions. Which one best reflects your experience? Why?

2 Listen to Jen talking about an experiment which explores how we form first impressions and answer the questions.

1 What did she have to do?  
2 Did her friend's group have to do the same?  
3 What did the experiment show?

A Don't judge a book by its cover.  
B It takes seven seconds to make a first impression.  
C You never get a second chance to make a first impression.  
D First impressions last forever.

### WORD STORE 1F

1 He often volunteers for various kinds of **glorious work**.  
2 He got into trouble with the police and ended up with a(n) \_\_\_\_\_.  
3 Her life changed in an instant when she met him. It was love at first sight.  
4 I thought of her as a(n) \_\_\_\_\_ and was shocked when she was arrested.  
5 She was arrested for the \_\_\_\_\_ of shoplifting.  
6 I had no reason to distrust him but I just did. It was a(n) \_\_\_\_\_.  
7 Think of characters or real people who match the descriptions in Exercise 7. Tell your partner.

9 Complete the sentences with the collocations from WORD STORE 1F.

NOUN	VERB	ADJECTIVE
1 coincidence	coincide	_____
2 contradiction	contradict	_____
3 impression	_____	long
4 volunteer	_____	_____

10 Think of the last new person you met and discuss the questions in pairs.

1 Where did you meet?  
2 What was your first impression? Why did you think this?  
3 Has your opinion of this person changed since you met? Why/Why not?

### WORD STORE 1

**WORD STORE 1A**  
Personality adjectives  
1 tolerant = **unprejudiced**  
2 stubborn = \_\_\_\_\_  
3 quick-witted = \_\_\_\_\_  
4 disrespectful = \_\_\_\_\_  
5 thoughtful = \_\_\_\_\_  
6 practical = \_\_\_\_\_  
7 loyal = \_\_\_\_\_

**WORD STORE 1B**  
Collocations  
1 top position = **glorious heights**  
2 experience difficulties = \_\_\_\_\_  
3 modest presence = \_\_\_\_\_  
4 homemade goodies = \_\_\_\_\_  
5 bring back images = \_\_\_\_\_  
6 strength and determination = \_\_\_\_\_  
7 lack of height = \_\_\_\_\_  
8 show their acceptance = \_\_\_\_\_

**WORD STORE 1C**  
Collocations  
A 1 **lunatic** 2 blot out 3 face 4 forthright  
5 free 6 imposing 7 lofty 8 require  
B memories stature heights will approval  
hardships manner

**WORD STORE 1D**  
Common phrases  
1 remain calm/not show any shock = **not bat an eyelid**  
2 finds the good things about sb = \_\_\_\_\_  
3 a disproportionate amount = \_\_\_\_\_  
4 asserts sth strongly = \_\_\_\_\_  
5 behaved as normal = \_\_\_\_\_  
6 behaved as if sth did not worry her = \_\_\_\_\_  
7 a very old age = \_\_\_\_\_

**WORD STORE 1E**  
Word pairs  
A 1 **inspiring** 2 accurate 3 offer  
4 compelling 5 combine 6 sing  
7 privileged 8 spoiler 9 poverty  
B alert background an idea insight  
narrative portrayal sb's praises  
story stricken

**WORD STORE 1F**  
Collocations  
A 1 **charity** 2 criminal 3 get 4 minor  
5 split 6 upstanding  
B citizen crime reaction record  
second week

1 **shirking words**  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_

Speaking lesson

The Speaking lessons prepare students for everyday interactions and help them learn how to use functional language to, for example, buy time, add emphasis or respond appropriately in a conversation.

- 1 The SPEAKING FOCUS box highlights useful functional language from the unit and also presents additional useful phrases.
- 2 Exercises in the Speaking lesson focus students' attention on how functional language is used.
- 3 Pairwork activities encourage students to use the functional language from the lesson and increase their confidence in using the language.

### 1.6 Speaking

**Speculating about appearance**  
I can introduce and justify my speculations about a person's appearance.

1 In pairs, look at the photos and descriptions. Which person best fits each description? What other words or phrases would you use to describe the people?

- free and easy
- pensive and melancholic
- takes himself/herself too seriously
- aloof and distant
- introspective and thoughtful
- has got all the time in the world
- uptight and anxious
- fun-loving and content

2 Compare your answers in Exercise 1 with a partner. Were they similar? Justify your choice if they were different.

3 Listen to Chris and Jess talking about one of the photos. Which one is Jess describing? Which phrases does she use from Exercise 1?

4 Read the SPEAKING FOCUS and complete the text with one word in each gap. Then listen to Jess again and check.

Well, she **looks** a bit of a mystery. I mean, kind of aloof and distant, not really the free and easy type. I can't really see much of her because of the low light but I can just make out her facial expression. At first, \_\_\_\_\_, I thought she looked a bit pensive and melancholic or even as if she might be angry or upset. But, on closer \_\_\_\_\_, I'd say, although she looks introspective and thoughtful at the same time she seems happy ... or maybe content in the right word. \_\_\_\_\_ by the sunset, I'd say she's at the end of a long, relaxing walk on the beach. It's not really her facial expression that makes me think she's content, it's \_\_\_\_\_ to do with the setting and the way she seems to be lost in herself, like she's got all the time in the world and is deep in thought ...

But \_\_\_\_\_ again, I could be wrong about all of that. I mean, it isn't a very natural shot. It's \_\_\_\_\_ to say but it almost seems a bit staged. I mean she's posing, isn't she? And there's \_\_\_\_\_ about the angle, as if the photographer wanted to get the lighting just right ...

### SPEAKING FOCUS 1

**Offering initial thoughts**  
When I first saw the photo, ...  
At first glance, ...  
She/he looks quite + adj/a bit of a + noun  
It looks to me as if ...  
My initial impression was ...

**Justifying your speculations**  
I'm assuming he/she's ... because ...  
It's more than just his/her ...  
It's something to do with ...  
There's something about the ...  
Judging by the way he/she's ...

**Rethinking your ideas**  
On closer inspection, I'd say ...  
Having said that, he/she may be ...  
Mind you/Then again, I could be wrong.

**Hedging**  
It's hard to say but ...  
I can't be certain but ...  
I'm only guessing but ...  
Going purely on appearance, I'd say he/she ...  
I could be wrong but my gut feeling is that ...

5 In pairs, look again at Photo A and choose the options that you think best describe the person. Justify your speculations with details from the photo.

1 She is an actor / student / artist.  
2 She's distant / fun-loving / content and generally pretty uptight / sociable / chatty.  
3 She enjoys spending time with friends / reading / discussing current affairs.  
4 She also likes spending time in the countryside / at a spa / at a trendy café and doing yoga / working out / cooking.

6 In pairs, talk about the person in Photo B. Use phrases from the SPEAKING FOCUS and the questions to help you.

1 What do you think he does for a living? Why?  
2 What kind of personality does he have? Why?  
3 What does he enjoy doing? What makes you think that?  
4 Would you like to meet him? Why/Why not?

## Writing lesson

Each Writing lesson begins with a motivating text, based on the lesson's writing goal, providing a model for students' own writing.

- 1 Useful language for the writing task is presented through varied and relevant texts.
- 2 The **WRITING FOCUS** box includes information which helps students to focus, develop and organise their ideas.
- 3 The **LANGUAGE FOCUS** box directs students' attention to language they may find useful in their writing (e.g. using formal language, expressing cause and effect or indicating attitude) and gives tips on how they can improve their written English.
- 4 Exam-style writing tasks provide students with realistic opportunities to practise their writing skills.

[illegible]

## Review lesson

The Review lesson has two parts: a review of grammar and vocabulary, and a skills section.

- 1 The VOCABULARY, GRAMMAR, LANGUAGE IN FOCUS and USE OF ENGLISH sections focus on reviewing vocabulary and grammar structures from the unit.
- 2 The listening exercises focus students on practising listening skills and language use. They are developed to mirror the exam tasks.
- 3 Each review lesson ends with either a speaking or a writing exercise which is based on *Cambridge English: Advanced* exam tasks.

# FOCUS REVIEW 1

## VOCABULARY

1

1 Replace the underlined words with synonyms phrases including the words in brackets.

They say he wasn't really close to take my grandfather both in looks and personality. He was a very kind and tolerant person who was never critical of me anybody. He was also very generous. I remember he would often take me and my siblings out for dinner and pay the huge restaurant bill without showing us any interest or concern. (**Butting**) On the other hand, he wasn't like most foot if any of his grandchildren were badly behaved.

Looking at old photographs of family gatherings always brings back memories of the way we had together. I do miss him. He lived to the advanced age of ninety and when I think back to my grandfather I'm reminded that old people should be nourished and respected because they have gained a lot more experience and wisdom than us.

2 Choose the correct options.

- 1 The police have decided to digt together about minor offences / crimes / records in the future.
- 2 In this job you sometimes have to make decisions in a split / fair / dry second.
- 3 Having a criminal prase / record / incide can seriously jeopardize your future prospects.
- 4 Be careful dealing with Max. He's had more than his fair share / shift / second of trouble with the law.
- 5 Paula must be a good role model - Jon's always singing her praises / praises / merits.
- 6 My gut / split / alter decision was right. What can I say? I'm a coward.
- 7 Everybody should agree to be ably compelling / captivating / upstating instead of the world would be a better place.

3 Complete the sentences with the prepositions in the box. You can use the prepositions more than once.

[in into of on with]

- 1 Williams' portrayal offers us a fascinating insight \_\_\_\_\_ the world of a single mother.
- 2 I'll be there on time, I promise. Don't worry, you can count \_\_\_\_\_ me!
- 3 Did you know that twins are often envious \_\_\_\_\_ each other?
- 4 We should encourage children to associate \_\_\_\_\_ people from other backgrounds.
- 5 I know Jake's on my side - he's no dodging around the whole time as I was speaking.
- 6 Honesty and respect are the two major factors \_\_\_\_\_ a good friendship.
- 7 The poverty-stricken are often faced \_\_\_\_\_ problems that we can't even begin to imagine.

## GRAMMAR

4 Choose the correct verb forms.

Sam and I have known we have been knowing each other since we were at primary school. We met / were meeting at a friend's birthday party and immediately / had discovered / discovered we had a lot in common. In fact, we were talking / had been talking for so long that it was impossible to get home. I remember that few weeks before the party my mother told / had been telling me to be more sociable so she got her wish anyway. From that time on we / was spending / have been spending most of our free time together. By this next year, we will have been spending / will be going around now for six years / will still have done so.

5 Complete the sentences with the correct forms of the verbs in the box.

attend	finish	play	speak
study	wait	want	

- 1 We \_\_\_\_\_ each other for over a month when she called it off.
- 2 \_\_\_\_\_ together in the same band for a year now. We'll be bigger than The Beatles one day!
- 3 It's the first time we \_\_\_\_\_ actually. He's really nice, isn't he?
- 4 Let's start heading home. Hopefully, the match \_\_\_\_\_ by the time we get back - I can't stand football.
- 5 I \_\_\_\_\_ to be in the choir for years. So what I finally got accepted / was over the moon!
- 6 The test is tomorrow morning and I've got so much to review. At this rate \_\_\_\_\_ till midnight.
- 7 When I last saw Sarah she \_\_\_\_\_ down the High Street arm in with Jake.
- 8 This time next Friday we \_\_\_\_\_ this chess club regularly for exactly two years.

## LANGUAGE IN FOCUS

6 Complete the texts in the sentences. The first letter of each word is given.

- 1 They said they were g\_\_\_\_\_ to be here early but it was already 9 o'clock.
- 2 I was s\_\_\_\_\_ to referee the match but it was cancelled.
- 3 Did we expect that they w\_\_\_\_\_ make up and become friends again?
- 4 He was nervous as the concert was s\_\_\_\_\_ in a few minutes. It was his first ever gig.
- 5 We weren't able to finish our conversation. She had to take our seats as the plane was a\_\_\_\_\_ to take off.
- 6 Sorry, some friends called just as I was on the v\_\_\_\_\_ of leaving. That's why I'm late.

## USE OF ENGLISH

7 Choose the correct answer A, B, C or D.

*'My best friend is really close. He attended the same primary school and also grew up together. I don't call it tell you about him. He comes from a rather privileged \_\_\_\_\_, his mother is quite well-off and he always sees the best in people. He's very open-minded and is one of those \_\_\_\_\_ people I know who it comes to dealing with others. Another reason why I get on with each other so well is that we have a lot in common. He often comes over to my house and we play sports every \_\_\_\_\_ sat and talking. Since attending a strong \_\_\_\_\_ between us and I know I can depend on him. It's making a hard time, I usually go to \_\_\_\_\_ on a bike for fun and pretend nothing is wrong. But he knows what I'm feeling something and encourages me to talk about it.'*

A Even if you see someone after eight days, I know we will always  
B I think about each other really do before then (x/4)  
C Sit between us.  
D

- 1 A history B background C upbringing D house
- 2 A uncertain B unassuming C insecure D unworried
- 3 A acceptable B irrelevant C thankful D considerate
- 4 A hanging B going C walking D staying
- 5 A link B chain C bond D knot
- 6 A place B put C pose D carry
- 7 A keep B continue C cost D set
- 8 A devoted B unbearable C dramatic D distant

8 Complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals. Do not change the word given.

- 1 The plan was that we should be at the station at four but we didn't get there on time.  
We \_\_\_\_\_ at the station at four but we didn't get there in time. **DUE**
- 2 Next September, it will be four years since my family came to live here.  
By next September my family \_\_\_\_\_ four years. **BORN**
- 3 It was well known that they were rivals and that they were since they'd argued about anything.  
It was well known that they were rivals and that they \_\_\_\_\_ for years. **DISAGREEING**
- 4 My grandmother was going to come over in a taxi but in the end she walked.  
My grandmother had \_\_\_\_\_ in a taxi but in the end she walked. **PLANNING**
- 5 It's two weeks since Maria and her cousin quarrelled and they're still not speaking.  
Maria and her cousin \_\_\_\_\_ ago and they haven't spoken since then. **FELL**

## LISTENING

2

9) (Part 1) Listen to a talk about arguing. For questions 1–8, complete the sentences with a word or short phrase.

- 1 Arguments-as-proof are meant to prove or disprove a \_\_\_\_\_.
- 2 Arguments-as-persuasion need an \_\_\_\_\_.
- 3 The speaker considers arguing to be a/an \_\_\_\_\_ outcome of interacting with some of the people we meet.
- 4 People who argue with friends or family are often \_\_\_\_\_ towards other people.
- 5 One of the benefits of arguing is that people have longer \_\_\_\_\_.
- 6 People who do not express their feelings can be compared to a/an \_\_\_\_\_.
- 7 The speaker suggests that an argument is equivalent to \_\_\_\_\_.
- 8 As long as you avoid \_\_\_\_\_, a good argument can actually create stronger bonds between people.

## WRITING

3

10 Read the advertisement from a website. Write a reply email of 220–260 words in an appropriate style.

One of the most important and yet least understood areas of psychology concerns the role of friends in our lives. To help us with our research into this, we invite readers to write to let us why their closest friends are important to them, how they maintain their friendships and if the nature of their friendship has changed over time.

14

**1** The USE OF ENGLISH section in the WORD STORE booklet provides opportunities to practise useful language, key phrases and expressions from the current and the previous unit. These exercises help students to analyse meanings of language and structure, as well as various collocations.

2 Tips help students with more difficult language items, helping them to become more independent as learners.

# USE OF ENGLISH 1

**1** For questions 1–5, complete the text with the correct forms of the words in capitals.

## THE BURDEN OF BEING THE FAVOURITE CHILD

A new study suggests those who are considered the ‘favourite’ child in the family pay a high price for their preferred status. Researchers from Purdue University in Indiana found that feeling a heightened obligation to please parents and being the target of sibling rivalry both take their toll: an increased risk of depression. The **weight** (**WEIGH**) of expectation that comes with being the favoured child can feel like conditional attention – the child believes it's necessary to keep achieving \*..... (**POSSIBLE**) high standards in order to avoid falling out of favour. Growing up as the star of the family often leaves these children with a \*..... (**LIFE**) need to be the centre of attention and an expectation of unconditional love. In addition, when their \*..... (**RESPECT**) siblings fail the family, they feel they have to compensate their parents for that by being even more responsible and mature. Psychologists recognise this behaviour as the Hero Child syndrome. The Hero Child works hard to help the family \*..... (**SUCCESS**) through being a conscientious student and hard worker.

**TIPS:**

- You need to think carefully about how to change the word so that it fits grammatically into the sentence – is it an adjective, an adverb, etc? You should also consider the meaning – for example, do you need a negative or positive meaning?
- Remember that as well as adding prefixes and suffixes to a word, you may also need to make other changes.

**2** For questions 1–5, complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals.

1 We didn't expect people to enjoy our success.

BE

We didn't think people would be envious / jealous of our success.

2 The plane was on the verge of taking off when one of the engines caught fire.

ABOUT

The plane \_\_\_\_\_ off when one of the engines caught fire.

3 By the end of the year, it will be ten years since we first met.

EACH

By the end of the year, we \_\_\_\_\_ ten years.

4 The aim of the campaign was to make people more aware of the problem of poverty.

RASE

The campaign was \_\_\_\_\_ about the problem of poverty.

5 Katherine first went abroad when she was sixteen.

NEVER

By the time she turned sixteen, \_\_\_\_\_

2

The Workbook mirrors the Students' Book lessons and provides extra practice exercises for Vocabulary, Reading, Grammar, Language in focus, Listening, Speaking and Writing lessons from each unit. It is also designed to help students prepare for their exam. Tips on exam strategies for Listening, Reading, Use of English, Writing and Speaking can be found in the EXAM STRATEGIES section at the back of the Workbook.

**1** The **SHOW WHAT YOU KNOW** and **SHOW WHAT YOU'VE LEARN'T** sections help students to consolidate new language and be aware of their own learning.

**2** Workbook exercises consolidate the use of language presented in the Students' Book. Additional resources at the back of the Workbook include **USE OF ENGLISH** exercises and a **FUNCTION PHRASE BANK** for writing and speaking.

**3** Students can do the SELF-CHECK page to verify how much they have learnt in relation to the unit goals.

[illegible][illegible][illegible]



# Focus Assessment Package

Test type	Quantity	Total marks	Timing
<b>Vocabulary quiz</b>	9	20	10–20 mins
<b>Grammar quiz</b>	9	15	10–20 mins
<b>Language in focus quiz</b>	9	10	10–15 mins
<b>Unit test</b> Dictation, Vocabulary, Grammar, Language in focus, Use of English (A/B)	9	60	50–60 mins
Writing	9	30	45–55 mins
<b>Review test</b> Listening, Reading and Use of English (A/B)	3	50	40–50 mins
Speaking (A/B/Teacher's notes)	3	20	12–15 mins per pair
<b>End-of-year test</b> Listening, Use of English and Reading (A/B)	1	60	40–50 mins
Writing	1	30	45–55 mins
Speaking (A/B/Teacher's notes)	1	20	12–15 mins per pair
<b>Progress (optional)</b> Beginning, middle and end of course	3	GSE score	60 mins

## Overview of package

The *Focus Assessment Package* provides a wide range of tests which can be used at different points in the course. Each level has:

- 9 A and B Vocabulary quizzes
- 9 A and B Grammar quizzes
- 9 A and B Language in focus quizzes
- 9 A and B Unit tests
- 3 A and B Review tests
- 1 A and B End-of-year test

## Assessment of learning or assessment for learning?

Any test can be used either as assessment of learning or assessment for learning. Assessment of learning usually takes place after the learning has happened and provides information about what the student is achieving by giving a mark or a grade. You can also use the tests as assessment for learning by providing specific feedback on students' strengths and weaknesses, and suggestions for improvement as part of the continual learning process.

It is a combination of both types of assessment which can provide powerful tools for helping your students' progress.

## Marking Writing and Speaking tests

Writing and Speaking tests have detailed mark keys to help you mark consistently and give students meaningful feedback. If you have the mark scheme for the exam your students will ultimately take, you may prefer to refer to this.

Whichever mark scheme you use, it can be very useful to go through it with your students before they take the test so they know what they are going to be marked against. You can then refer back to these marking criteria in your feedback.

## Versions of tests

Most tests have two versions: A and B. Both are designed to be at exactly the same level of difficulty and feature the same task types; however, the test items in each are different. For listening tests, the tasks are different but the audio is the same in both A and B versions, making them easy to administer.

You can use the A and B tests in two ways:

- give half of the class A versions and half of the class B versions – this helps to deter cheating.
- give all students the A test and then use the B test either for students who missed the test or as a re-test or remedial work for students whose scores show they need a little more work on the unit objectives.

## Exam preparation

As your students are going to be working towards their exam, the tests also provide regular opportunities for them to try exam-style tasks in a low-stakes test environment, which should help them feel more confident going into the final exam.

We would recommend using past papers or practice papers in addition as you get close to the date of the exam.

## Expected outcomes

We would expect all students who have completed the instructional material to score at least 50 percent, and the best students to score 90–100 percent on any given test. We have deliberately included more challenging questions in each test so as to help you identify students performing above the level.

## Tests on paper

The tests are provided in both PDF and Word format. We recommend using the PDF versions as they are. However, if you do need to edit the tests, this should be possible.

When you are marking tests, there is an extended answer key to help you explain why an answer is right or wrong, or which part of the text an answer can be found in.

### Tests on MyEnglishLab

All of the Unit tests and Review tests can be taken through the MyEnglishLab platform. On MyEnglishLab, all students take the A test. The B test becomes remediation for those students who need it.

Most parts of the test are automatically scored, and students get instant detailed feedback showing them where they went wrong or how to improve if you have allowed a 'try again' option. The free writing part needs to be teacher-graded. You assign each part separately, so you can choose whether to add it or not.

### Vocabulary quizzes

There are nine A and B Vocabulary quizzes, which test the vocabulary taught in each Vocabulary lesson in the Students' Book. The quizzes can be used at the end of a lesson, for homework, as a review at the beginning of the next lesson or later in the unit as quick revision. Depending on the quiz, they should take between ten and twenty minutes each.

### Grammar quizzes

There are nine short A and B Grammar quizzes, which test the grammar taught in each Grammar lesson the Students' Book. The quizzes can be used at the end of a lesson, for homework, as a review at the beginning of the next lesson or later in the unit as quick revision. Depending on the quiz, they should take between ten and twenty minutes each.

### Language in focus quizzes

There are nine short A and B Language in focus quizzes, which test the language taught in each Language in focus lesson in the Students' Book. The quizzes can be used at the end of a lesson, for homework, as a review at the beginning of the next lesson or later in the unit as quick revision. Depending on the quiz, they should take between ten and fifteen minutes each.

### Unit tests

There are nine Unit tests, which test the learning objectives from each unit. These should be administered after each respective unit review.

Each test has two parts: Dictation, Vocabulary, Grammar, Language in focus and Use of English; Writing.

The Dictation, Vocabulary, Grammar, Language in focus and Use of English parts have A and B versions. There is only one version of the Writing tasks.

You can assign all or none of these, depending on the time available. If you are including the Dictation, it is best to do it first, and then students can do the other sections in their own time.

### Review tests

There are three Review tests (one every three units). These are cumulative achievement tests, and so test the learning objectives from all units so far:

Review test 1: Units 1–3

Review test 2: Units 1–6

Review test 3: Units 1–9

Depending on your school year, you may wish to do all of these or just some of them.

Each Review test has two parts: Listening, Reading and Use of English; Speaking. The Listening, Reading and Use of English part has A and B versions. Students do the Speaking tasks in pairs and there are separate materials for Students A and B, as well as notes for the teacher with questions, which are incorporated into the Answer key.

As with the Unit tests, you can assign all or none of the parts of the test, depending on the time available.

### End-of-year test

The End-of-year test is a skills-based test covering learning objectives from the whole course.

The test has three parts: Listening, Use of English and Reading; Writing; Speaking. The Listening, Use of English and Reading part has A and B versions. There is only one version of the Writing task. Students do the Speaking tasks in pairs, and there are separate materials for Students A and B, as well as notes for the teacher with questions, which are incorporated into the Answer key.

You can assign all or none of the parts of the test, depending on the time available.

### Using *Progress* to track progress

*Progress* is an optional addition to the *Focus* corpus. It is a standardised package of three tests that allows uniform testing and comparison of results to improve learning outcomes and accurately show learners' progress.

The tests can be conveniently taken either at school or at home, and results are delivered very quickly. *Progress* is scored on the Global Scale of English and empirically aligned to the CEFR to accurately measure small amounts of progress within a CEFR band. The test reports overall scores and scores by skill, highlighting strengths and weaknesses to help students and teachers focus learning. For more information, see [pearsonelt.com/progress](https://www.pearsonelt.com/progress).

### The Global Scale of English

The Global Scale of English is a standardised, granular scale from 10 to 90, which measures English language proficiency. Unlike other benchmarks which describe attainment in broad bands, it identifies what a learner can do at each point on the scale across speaking, listening, reading and writing skills. For instance, a person who has a speaking ability of 47 'can describe their dreams, hopes and ambitions'.

The scale is designed to motivate learners by demonstrating incremental, step-by-step progress in their language ability. Teachers can use their knowledge of their students' Global Scale of English level to choose materials that are precisely matched to ability and learning goals.

The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Visit [English.com/gse](https://www.english.com/gse) to learn more about the Global Scale of English.

# Assessment for learning

*Focus* includes elements of Assessment for learning methodology. The aim is to enhance learning by supporting students in understanding what they know and what they need to do next, making them active in their own learning. At the same time, using assessment for learning helps teachers to understand where their students are in their learning and to make decisions about how to help students improve.

When we talk about assessment for learning, we're really talking about assessing students formatively, watching and listening to our students to see how far they understand and using this to help decide what we need to do next. This can be done during any activity in class or using a test from the Assessment Package.

In *Focus*, a handful of assessment for learning techniques and activities have been integrated into each unit to give students an awareness of what and how they are learning and give you, the teacher, lots of opportunities to assess how each student is doing.

Each unit starts with the unit objectives, to help students understand the goals. There is a thought-provoking quote linked to the topic of the unit to get students thinking about the theme as a whole, as well as help them remember any topic vocabulary that they already know. The SHOW WHAT YOU KNOW section at the start of the unit reinforces this and helps all students start from a confident beginning.

The lesson objectives in the Students' Book and the SHOW WHAT YOU KNOW sections in the Workbook serve a similar purpose at a lesson level. These are supported by SHOW WHAT YOU'VE LEARNT sections, which help students see how far they've come in one lesson.

Throughout the unit, you can use class activities and/or the quizzes in the Assessment Package to check students' learning and deal with any misunderstandings or areas of weakness during the cycle of learning. Consider using the quizzes and other tests in alternative ways: have students work on them together or mark each other's papers. Ask them to highlight areas for revision or further work. Rather than marking papers right or wrong, indicate how many are wrong and ask students to work together to find the errors, using their classmates' feedback, the Internet or reference books to help make the corrections.

The Workbook units finish with a SELF-CHECK, which is a traditional review of the grammar and vocabulary from the unit. It helps students assess to what extent they have achieved the unit objectives for grammar and vocabulary and decide whether any of the points still require extra practice.



# Components

## Students' Book and Word Store

*Focus 5 Students' Book* contains nine thematic units, each of which is twelve pages long and divided into the following sections: Vocabulary, Reading, Grammar, Language in Focus, Listening, Speaking and Writing. Each main unit is followed by a two-page FOCUS REVIEW section, which revises the material covered in that unit. The majority of the task types in this section are exam-oriented. The GRAMMAR AND LANGUAGE IN FOCUS section at the back of the book contains explanations for each grammar point, with additional practice exercises. The Students' Book also comes with a thirty-two-page WORD STORE booklet inserted at the back. By completing the exercises in the WORD STORE, students compile their own mini-dictionaries of the most important words and phrases from the unit. The WORD STORE also contains a wealth of support material such as a list of phrasal verbs with example sentences, a list of prepositional phrases and additional Use of English activities focusing on language from the unit.

## Class CDs

The audio material is an important element of *Focus*. The class CDs include dialogues and listening activities from the Students' Book, which use the vocabulary from the WORD STORE.

## Workbook

The Workbook has been specifically developed to help students pass their exams. It activates all of the language introduced in the Students' Book and it mirrors its organisation. Some of its helpful features include:

- EXAM STRATEGIES: explanation of the different exam task types students will encounter, as well as coaching students in the best techniques to use in the actual exam.
- FUNCTION PHRASE BANK, WRITING: reference for the writing exercises in the Workbook.
- FUNCTION PHRASE BANK, SPEAKING: a collection of phrases from the SPEAKING FOCUS boxes in the Students' Book, providing reference for the speaking exercises in the Workbook.
- VOCABULARY, GRAMMAR and LANGUAGE IN FOCUS sections with practice exercises for the items and structures from the respective lessons in the Students' Book.
- SHOW WHAT YOU KNOW: catch-up exercises that ensure that all students start with the same input.
- SHOW WHAT YOU'VE LEARNT: test-format exercises that help students assess whether they have mastered the material adequately.
- REMEMBER THIS: boxes with tips on language use.
- USE OF ENGLISH: this section at the back of the book contains exam-oriented tasks allowing students to practise the vocabulary and grammar.
- Skills sections: each unit provides further exam-oriented practice of reading, listening, speaking, and writing.

The LISTENING LANGUAGE PRACTICE sections include exercises that further exploit the audio scripts from the Students' Book Listening lessons.

Both the READING and LISTENING LANGUAGE PRACTICE sections also contain exercises which practise the language items from the respective WORD STORE sections in the Students' Book.

SPEAKING exercises help students memorise and practise the functions introduced in the Students' Book.

WRITING sections include a model text which students use for their homework assignments and a SHOW THAT YOU'VE CHECKED box that helps students check their written assignments before handing them in.

- SELF-CHECK sections: these sections in every unit help students prepare for the tests in the Assessment Package. And as the key to these sections is provided in the Workbook, students can assess their progress and decide if they need further practice.

## MyEnglishLab

This is an online Workbook which can be accessed by teachers and students at <http://myenglishlab.com>. It provides additional motivating material for self-study and allows teachers instant access to their students' scores.

MyEnglishLab:

- contains the same material as the paper Workbook in an interactive format
- has self-check and remediation functionality to save teachers time
- allows students to monitor their own progress
- is intuitive and easy to use
- requires an Internet connection.

You can also add *Progress*, an optional separate test component to help track students' progress in a granular way (see full description on page 10).

## Teacher's Book

The Teacher's Book contains a wealth of additional material for teachers. The introductory pages provide information about the unique features of the Students' Book as well as the other course components. They contain a unit walkthrough (see pages 4–8) which gives a visual presentation of how the Students' Book units work, ideas on how to use the Word Store at the back of the Students' Book and what additional resources and material are available as part of the Students' Book.

The Teacher's Book contains slightly reduced reproductions of the Students' Book pages, complete with answers, suggestions for extra activities and detailed information about the contents of all the other components that can be used with a given lesson.

It also contains the Students' Book audio script, the Intelligent key (an extended answer key for Reading focus, Listening focus and Focus review: Listening exercises) and the Workbook answer key.

The Culture notes provide a wealth of information connected with the people, history and photos in the Students' Book.

The bank of photocopiable activities contains the following:

- vocabulary and grammar activities
- activities providing support for the speaking and writing tasks from the Focus review sections

There are also eight listening lessons for extra listening practice, which additionally help raise students' awareness of the characteristics of spoken language.

Attached to the Teacher's Book is the MultiROM with photocopiable resources, extra listening lessons and the Assessment Package.

### ActiveTeach

The ActiveTeach is an Interactive Whiteboard Software package which includes many innovative features and a wealth of materials. It contains the Students' Book pages in electronic format, where all exercises have the in-built functionality for teachers to check and/or show answers. The majority of activities are interactive exercises in which students can fill in gaps, drag and drop or match items, as well as check their answers. Open-ended practice tasks also include sample answers students can follow when preparing their own dialogues, monologues or written assignments.

Crosswords are available for extra vocabulary practice and teachers can save their work and notes directly into the software. Included are instant links to all of the audio from the course.

Most teacher's resource materials are accessible on the ActiveTeach in downloadable formats. The Assessment Package can also be downloaded either in PDF or editable Word, with all documents clearly organised by unit.

### Assessment Package

The Assessment Package is more than just a collection of tests. It offers a coherent system of evaluation and grading which covers a wide range of test types reflecting common external exams. All tests can be used as assessment for learning or assessment of learning. (See pages 9–11 for more detail.)

The tests can be found on the MultiROM accompanying the Teacher's Book or in the ActiveTeach.

	Vocabulary	Reading
<b>1</b> The ties that bind	<b>pp. 4–5</b> Personality and relationships; adjectives; collocations; phrases <b>Reading:</b> A blog post about a grandmother	<b>pp. 6–7</b> An article about friendships in literature <b>Reading focus:</b> Multiple matching <b>Vocabulary:</b> Collocations; word pairs; prepositions
<b>2</b> Learning for life	<b>pp. 16–17</b> Studying and exams; exaggerated synonyms; phrasal verbs; phrases – relaxed/stressed <b>Reading:</b> An article about exam preparation techniques	<b>pp. 18–19</b> An article about studying abroad <b>Reading focus:</b> Gapped text <b>Vocabulary:</b> Adjectives and adverbs; phrases; collocations
<b>3</b> Let's eat	<b>pp. 28–29</b> Cooking and eating; food; kitchen/dining sounds; collocations <b>Reading:</b> An article about top chefs' pet hates	<b>pp. 30–31</b> An article about food and happiness <b>Reading focus:</b> Multiple choice <b>Vocabulary:</b> Collocations; word formation
<b>4</b> The new thing	<b>pp. 40–41</b> Music industry; compounds; phrases – success and failure; noun formation <b>Reading:</b> An infographic of the history of recorded music	<b>pp. 42–43</b> Four short articles about technology in sport <b>Reading focus:</b> Cross text matching <b>Vocabulary:</b> Words and phrases; word formation; collocations
<b>5</b> All in a day's work	<b>pp. 52–53</b> Employment and career; phrasal verbs – work; colloquial phrases; collocations – work and money <b>Reading:</b> An article about interns' experiences	<b>pp. 54–55</b> An article about young entrepreneurs <b>Reading focus:</b> Multiple matching <b>Vocabulary:</b> Collocations; word formation
<b>6</b> Journeys	<b>pp. 64–65</b> Travel and sightseeing; phrasal verbs, suffixes, colloquial phrases <b>Reading:</b> An article about travelling for the first time	<b>pp. 66–67</b> An article about a train journey in the Namib Desert <b>Reading focus:</b> Gapped text <b>Vocabulary:</b> Verbs of movement; words and phrases; descriptive verbs/adjectives
<b>7</b> Express yourself	<b>pp. 76–77</b> Theatre and musicals; exaggerated synonyms; theatre words; compound adjectives <b>Reading:</b> A review of a musical	<b>pp. 78–79</b> An article about the poet Kate Tempest <b>Reading focus:</b> Multiple choice <b>Vocabulary:</b> Word formation; collocations
<b>8</b> Text me!	<b>pp. 88–89</b> Information and the mind; prefixes; verb-noun collocations; phrases with <i>mind</i> <b>Reading:</b> An interview with the author of <i>The Organized Mind</i>	<b>pp. 90–91</b> An article about a fitness mobile game <b>Reading focus:</b> Multiple choice <b>Vocabulary:</b> Phrases; words
<b>9</b> Future generations	<b>pp. 100–101</b> Global warming; synonyms; environmental problems; animal idioms <b>Reading:</b> An article about meat consumption and global warming	<b>pp. 102–103</b> An article about UN celebrity ambassadors <b>Reading focus:</b> Gapped text <b>Vocabulary:</b> Collocations; phrases; prefixes
pp. 112–135 Grammar and Language in Focus Reference and Practice      pp. 136–137 Irregular Verbs		
<b>WORD STORE:</b> pp. 2–19 Use of English and Word Stores 1–9      pp. 20–24 Prepositional phrases      p. 25 Word formation		



Grammar	Language in Focus	Listening	Speaking	Writing	Focus Review
p. 8 Perfect and continuous aspect	p. 9 Future in the past	p. 10 A talk about first impressions <b>Listening focus:</b> Sentence completion <b>Vocabulary:</b> Collocations; word formation	p. 11 Speculating about appearance	pp. 12–13 A formal email/letter	pp. 14–15
p. 20 Speculating	p. 21 Accuracy with articles	p. 22 Dialogues about different types of informal learning <b>Listening focus:</b> Multiple choice <b>Vocabulary:</b> Phrases	p. 23 Giving supporting examples	pp. 24–25 An article	pp. 26–27
p. 32 Transitive and intransitive phrasal verbs	p. 33 Particles in phrasal verbs	p. 34 Monologues about different food experiences <b>Listening focus:</b> Multiple matching <b>Vocabulary:</b> Adjectives	p. 35 Responding appropriately in conversation	pp. 36–37 A proposal	pp. 38–39
p. 44 Infinitives	p. 45 Sentence modifiers	p. 46 Dialogues about technology <b>Listening focus:</b> Multiple choice <b>Vocabulary:</b> Verbs	p. 47 Agreeing and disagreeing	pp. 48–49 A review of a product	pp. 50–51
p. 56 -ing forms	p. 57 Prepositional phrases	p. 58 A radio programme about job interviews <b>Listening focus:</b> Multiple choice <b>Vocabulary:</b> Word formation	p. 59 Buying time	pp. 60–61 An essay	pp. 62–63
p. 68 Advanced comparative structures	p. 69 Words and phrases with <i>ever</i>	p. 70 Monologues about different travel experiences <b>Listening focus:</b> Multiple matching <b>Vocabulary:</b> Phrases	p. 71 Comparing photos	pp. 72–73 A report	pp. 74–75
p. 80 Advanced conditionals	p. 81 Phrases with <i>if</i>	p. 82 Dialogues about the redevelopment of a skatepark <b>Listening focus:</b> Multiple choice <b>Vocabulary:</b> Collocations	p. 83 Discussing advantages and disadvantages	pp. 84–85 A review of a book/film	pp. 86–87
p. 92 Reporting verb patterns	p. 93 Passive reporting structures	p. 94 A radio programme about amateur journalists <b>Listening focus:</b> Multiple choice <b>Vocabulary:</b> Collocations	p. 95 Adding emphasis	pp. 96–97 A formal email/letter	pp. 98–99
p. 104 Inversion after adverbials	p. 105 Extra <i>it</i>	p. 106 A talk about an environmental project <b>Listening focus:</b> Sentence completion <b>Vocabulary:</b> Verbs	p. 107 Speculating about photos	pp. 108–109 Essay introductions	pp. 110–111
pp. 138–149 Word Lists		p. 150 Key to Phonetic Symbols			
pp. 26–30 Phrasal verbs		p. 31 Idioms			

# 1 THE TIES THAT BIND

Friendship is certainly  
the finest balm for the pangs  
of disappointed love.

JANE AUSTEN, NORTHANGER ABBEY

## UNIT LANGUAGE AND SKILLS

### Vocabulary:

- Show what you know – phrasal verbs
- personality and relationships
- adjectives
- collocations
- common phrases

### Reading:

- an article about friendships in literature
- multiple matching

### Grammar:

- perfect and continuous aspect

### Language in Focus:

- future in the past

### Listening:

- a talk about first impressions
- sentence completion

### Speaking:

- speculating about appearance

### Writing:

- a formal email/letter

## FOCUS EXTRA

- Grammar and Language in Focus Reference and Practice pp. 112–115
- WORD STORE booklet pp. 2–3
- Workbook pp. 4–15 or MyEnglishLab

4

## 1.1 Vocabulary

Personality and relationships • adjectives •  
collocations • phrases

*I can talk about relationships and personality.*

### SHOW WHAT YOU KNOW

- In pairs, find phrasal verbs you can use to talk about life and relationships and cross out the verb which does NOT go with the particle(s).
 

1 look / <del>put</del> / take after	4 <del>depend</del> / live / look up to
2 put / take / <del>fall</del> up with	5 depend / get / <del>find</del> on
3 grow / <del>miss</del> / split up	6 <del>put</del> / go / fall out with
- Write two true sentences and one false about yourself using the phrasal verbs in Exercise 1. Can your partner guess which one is false?  
*As I was growing up, my sister often looked after me.*

myblog.com

## What My Grandmother Means to Me

Today is my dear grandmother's eightieth birthday so I thought it was a perfect day to conjure up memories of my time spent with her, and everything I love and admire about her!



The first thing people notice about her is her diminutive stature! She's tiny and getting smaller. Apparently she once reached the dizzy heights of 1.5 metres and I remember shooting past her at the age of twelve.

She may be short but she's always possessed an iron will. If she doesn't want to do something, she simply puts her foot down and refuses. I'm sure this is where I get my obstinate nature from.

I am always flattered when her friends tell me that I remind them of her and I hope I will be as unprejudiced as she is when I reach the ripe old age of eighty. Not many people of her generation would have reacted as she did when I told her I was taking a year out of my studies to backpack around the world. She did not bat an eyelid but nodded in approval and told me she thought I'd have a wonderful time.

Even though my grandmother is in her eighties, mentally she's still very sharp. I was so proud of her when she learnt to use the Internet so that she could keep in touch with me when I was travelling abroad.

I've always been touched by the fantastic presents she buys me. She's considerate and kind and always finds the ideal gift.

She's suffered many hardships over the years, more than her fair share – a lost baby, the death of a brother in the war, Grandad's long illness. She doesn't have a bad word to say about anybody. Mind you, she can be wonderfully irreverent at times, especially on the subject of politics. I've often thought that the world would be a better place with somebody as down-to-earth as she is in charge.

### REFERENCES

CULTURE NOTES >>> p. 163

### EXTRA ACTIVITIES

Photocopiable resource 1 (personality – 15 min.) pp. 210, 219–220

### WORKBOOK

pp. 4–5, including Show what you've learnt

## 3 Read the blog entry below and answer the questions.

Why does Ruth's grandmother make Ruth feel:

- 1 flattered? *Her friends think she is similar to her grandmother.*
- 2 proud? *Her grandmother learnt to use the Internet despite her age.*
- 3 touched? *Her grandmother always gets Ruth the ideal gift.*
- 4 thankful? *She shares some of the same DNA as her grandmother.*

## 4 Describe your oldest relative to a partner. Use the points and your own ideas. Who has the oldest relative in the class?

- name
- age
- where he/she lives
- relationship to you
- traits you have/haven't inherited
- last time you saw him/her



I love her colourfully cluttered home, which  
 30 always smells of the latest home-baked treats. When I  
 go round now, I still expect to hear the cheerful sound  
 of her **faithful** little dog scuttling to the door. When he  
 passed away suddenly a few years ago, she must have  
 been heartbroken, but as always, she put on a brave  
 35 face and got on with it.

I love her unassuming manner and the way she  
 always sees the best in people. I'm thankful for the  
 miracle of DNA which means I've inherited some of  
 the traits of my beloved grandmother, a small lady  
 40 with an enormous heart.

## WORD STORE 1A

5 **1.2** Complete WORD STORE 1A with the adjectives in red from the blog entry. Then listen and check.

6 Complete the sentences with the adjectives you have added in WORD STORE 1A.

- 1 My grandma accepts all people. She is completely unprejudiced.
- 2 My friend is very considerate. She always puts other people first.
- 3 Even though he is ninety, my grandfather is still sharp enough to do crosswords and sudoku puzzles.
- 4 I think that dogs are more faithful pets than cats.
- 5 My brother is very obstinate – he never compromises.
- 6 She is down-to-earth and realistic whereas I am idealistic and impractical.
- 7 He is irreverent, especially towards people in authority.

## WORD STORE 1B

7 **1.3** Complete WORD STORE 1B with the correct forms of the collocations underlined in the blog entry. Then listen and check.

8 Complete the sentences with the collocations you have added in WORD STORE 1B.

- 1 A(n) diminutive stature is an advantage if you're travelling by plane.
- 2 People with a(n) unassuming manner can't influence others.
- 3 To reach the dizzy heights of an Olympic athlete, you need to make sacrifices.
- 4 Few parents would nod in approval if their teenager had a tattoo done.
- 5 You need a(n) iron will if you want to lead.
- 6 No one should have to suffer hardships in this day and age.
- 7 home-baked treats are always better than bought ones.
- 8 Certain smells can conjure up memories of childhood holidays.

## WORD STORE 1C

9 **1.4** Complete WORD STORE 1C. Match words from boxes A and B to make collocations. Then listen and check. Write example sentences.

## WORD STORE 1D

10 **1.5** Complete WORD STORE 1D with the phrases highlighted in the blog entry. Then listen and check.

11 Complete the sentences with the correct forms of the phrases you have added in WORD STORE 1D.

- 1 If I decided to leave school and get a job, my parents would not bat an eyelid.
- 2 I've had more than my fair share of bad luck recently.
- 3 Nobody in my family has ever lived to the ripe old age of a hundred.
- 4 I can't talk right now – I have to get on with my homework.
- 5 Last Saturday, my mum put her foot down and wouldn't let me go out.
- 6 My best friend is a kind person and always sees the best in others.
- 7 If my pet died, I'd find it hard to put on a brave face – I'd be too upset.

12 Are the sentences in Exercise 11 true for you? Why?/Why not? Discuss in pairs.




## 1.2 Reading

### Multiple matching


I can understand specific details in an article.

- 1 Read the results from a survey into male and female attitudes about friendship. Do you agree with the statements below? Why?/Why not? Discuss in pairs.



**MALES are likely:**

- to say they have a lot of close friends or no close friends.
- to be part of a group of close friends.
- to avoid confiding their problems to their friends.
- to have weaker relationships with friends.



**FEMALES are likely:**

- to have fewer close friends.
- to make close connections with individuals rather than groups.
- to confide in their friends.
- to take friendships very seriously and invest a lot in them.

- 2 Look quickly through the article on friendships in literature. In pairs, discuss which of the stories you would most like to read.

#### READING FOCUS Multiple matching

- 3 Read the article again. For questions 1–10, choose from sections A–F. The sections may be chosen more than once.

Which section of the article mentions:

- |  |   |
|--|---|
| 1 a desire to act to correct an injustice?   | C |
| 2 one person's resistance to change?   | D |
| 3 a character's trait which positively influences their companions?                          | B |
| 4 an opinion on the function of a true friend when faced with a friend's bad behaviour?      | E |
| 5 friendship within the family?  | D |
| 6 a difference in social status between two people who are closely connected?                | C |
| 7 a story related by one friend about the other?   | E |
| 8 a friendship which endures despite contradictory feelings among the individuals concerned? | F |
| 9 a friendship that develops despite opposition?   | A |
| 10 the writer's view on the type of friendships that last longest?                           | C |

6

# Being Friends

Friendships provide some of the most captivating narratives in literature. Each of the stories on this list points to a different facet of friendship and offers insight into what it means to be a good and loyal friend.

## A Huck and Tom in *The Adventures of Tom Sawyer* by Mark Twain

It is only in chapter six of *The Adventures of Tom Sawyer* that we are introduced to Huckleberry Finn. Homeless and carefree, his father a vagabond and a drunk, the teenage boy is idolised by the local children and detested by their parents. Bad influence or not, Huck strikes up a friendship with Tom and the boys become inseparable. That's the beauty of a firm and long-lasting friendship – you associate with someone and sing their praises in spite of their shortcomings.

## B Sheila and Margaux in *How Should a Person Be?* by Sheila Heti

The protagonist, Sheila, is a divorcee in her twenties writing a play. When she realises she is stuck in a rut she meets a gifted painter, Margaux. The woman turns out to be a godsend as she becomes a source of inspiration for Sheila. Both characters in the novel are based on real people: the writer herself and her friend, whose relationship shifts and evolves as deep friendships do. It sustains itself although it has its ups and downs. On the one hand, the women sometimes quarrel about insignificant things like a dress. On the other hand, however, as she underlines in the prologue, the author appreciates that Margaux is such a laid-back person and that her easy-going attitude to life infects her circle of friends.

## C Amir and Hassan in *The Kite Runner* by Khaled Hosseini

True friends never part and the friends we make when we're very young stay with us forever. Two boys grow up together in Afghanistan. One, Amir, comes from a wealthy, privileged background, the other, Hassan, is poverty-stricken, his caste shunned by all others. But this division can't prevent the bonds of friendship from developing and the boys are inseparable. When he's needed, Amir returns to his homeland to redress past wrongs done to his truest companion.

#### REFERENCES

CULTURE NOTES >>> p. 163  
INTELLIGENT KEY >>> p. 195

#### WORKBOOK

pp. 6–7

#### NEXT CLASS

Ask students to do Show what you know 1.3 in the WB, p. 8.



**D Meg, Jo, Beth and Amy**  
in *Little Women* by Louisa May Alcott

*Little Women* proves that your blood relations, however different they are from you, can establish an unbreakable tie with you and become your most intimate friends. The novel is the story of a nuclear family consisting of four sisters, aged from twelve to sixteen, and their mother. This is a rough time for both the family and the country – the father is away serving as chaplain in the US Civil War. The second oldest, Jo, doesn't condone the idea of any of them ever getting married because she feels this would destroy the emotional bond between them. But as they pass from girlhood to womanhood, Meg, Jo, Beth and Amy remain devoted friends and back one another unconditionally against all the odds.

**E Horatio and Hamlet**  
in *Hamlet* by William Shakespeare

Best friends stand by you through thick and thin and Prince Hamlet is in dire need of succour. King Hamlet was assassinated by his brother, Claudius, who married the protagonist's mother shortly after the murder to ascend the throne of Denmark. King Hamlet's ghost pleads with his son to avenge his tragic death and the young prince decides to feign madness in order to confuse his enemies. Horatio, Prince Hamlet's faithful friend, is the only person that can be trusted with his morally controversial plans. Hamlet's attempt on Claudius's life fails and (SPOILER ALERT! But is there anyone who doesn't know this classic story?) after a series of bloody murders Horatio is the only survivor to recount the protagonist's story. Had Hamlet lived, he would definitely have appreciated his loyal friend's love and unwavering support that proved to be stronger than life.

**F Jules, Ethan, Jonah, Cathy, Goodman and Ash**  
in *The Interestings* by Meg Wolitzer

Six artistically gifted teenagers, Jules, Ethan, Jonah, Cathy, Goodman and Ash, meet at a summer camp in 1974. They form a group called 'The Interestings', which is the starting point for a lifelong bond. This compelling story tracks the characters' lives over a period of several decades. Their friendship is a complex one and Wolitzer manages to show a full range of emotions in a very accurate portrayal of the multiple relationships they develop within the group. Love and resentment, equanimity and jealousy are all involved. At the end of the day, being envious of a friend is just as natural as being happy for them. The reader sees the characters growing up and slowly aging as the sequence of events unfolds over time. It is incredibly interesting to observe how their friendship adapts to the ever-changing conditions of life.

**4 COLLOCATIONS** Complete the text with the correct forms of the words underlined in the article.

You make a lifelong 1 bond with a friend. It's a tie that is 2 unbreakable. Of course, as you get older, the relationship develops and it 3 shifts and 4 evolves. If that doesn't happen, then you can't 5 sustain the friendship and you stop being friends. A 6 devoted friend will always 7 back and 8 appreciate you no matter what your 9 shortcomings are. They will accept you 10 unconditionally. It's true that friendships are 11 complex and that makes them difficult to describe. I don't believe a good friend ever feels 12 resentment or is 13 envious of what you have. A true friend will always be happy for you.

**WORD STORE 1E**

**5 WORD PAIRS** Go to WORD STORE 1E on page 3 of the booklet. Match the words from boxes A and B to make word pairs. Refer to the article for help if necessary. Then write example sentences.

**6 PREPOSITIONS** Complete the text with one word in the box in each gap.

associate bond count envious faced  
facet insight portrayal stand trust

The article helps us to understand how complex friendships can be and gives us some light-hearted 1 insight into the different ways that they can work. Each section reveals a different 2 facet of friendship. The article gives a 3 portrayal of the relationship and of the 4 bond between different kinds of people. It shows how people sometimes 5 associate with people from different backgrounds and how friendship is often a mixture of good and bad feelings: 6 faced with difficulties friends can be 7 envious of each other as well as willing to 8 stand by and support each other. In the end, though, friends 9 trust each other with all their secrets because they know a true friend will always be loyal. You just know you can 10 count on them to sing your praises!

**7** In pairs, discuss one of the topics below using words from Exercises 4, 5 and 6.

- A relationship with a childhood friend that has evolved over the years.
- A difficult relationship with a sibling.
- A film about friendship that you have seen.



# 1.3 Grammar

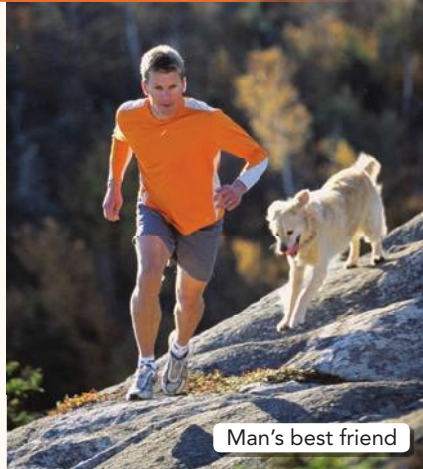
## Perfect and continuous aspect

I can use perfect and continuous aspect.

- Look at the photo in Exercise 2. In pairs, discuss why the man and the dog are such good friends.
- Read the article and answer the questions.
  - How did the friends meet? *during an adventure race in Ecuador*
  - Why do you think the story was so popular?

### Arthur the Racing Dog

A team of Swedish athletes **were taking part** in a gruelling adventure race in Ecuador, when they came across Arthur (as he is now known). This homeless dog **had been wandering** around their camp, looking for food. No one knew where he **had come** from but one meatball was enough to buy his undying friendship. From then on, he stuck with the team through mud and cold water and, 430 miles later, Arthur crossed the finishing line with his new friends. The story caught the imagination of the world's press and Arthur **has become** a celebrity. His reputation **is growing** and he **has been working** hard for a new charity, the Arthur Foundation, which collects money to look after other homeless dogs in Ecuador. But Arthur's racing days are over. He cheers his teammates on from the comfort of his new home in Sweden. One day the team will hopefully bring home first prize. They **won't have forgotten** Arthur who **will have been waiting** patiently to congratulate them. And you can be sure he **will be looking forward** to taking an active part in the celebrations!



- Read the GRAMMAR FOCUS and find an example of each tense in the text in Exercise 2. Explain why each aspect is used.

### GRAMMAR FOCUS

#### Aspect

- You use the **continuous aspect** to describe an action in progress at a point in time and/or an action that continues over a period of time.
  - Present Continuous
  - Past Continuous
  - Future Continuous
- You use the **perfect aspect** to show a link between two time periods (e.g. two actions)
  - Present Perfect
  - Past Perfect
  - Future Perfect
- The two aspects can be combined. The **perfect continuous aspect** shows that an action has been, was or will be in progress before a point in time.
  - Present Perfect Continuous
  - Past Perfect Continuous
  - Future Perfect Continuous

8

- Choose the correct verb forms.

Noble, an old sheepdog, <sup>1</sup>*had lost* **(had been losing)** his sight for years until he went completely blind. He was confined to the kitchen but then help came in an unexpected form. Tiger, a young cat, <sup>2</sup>*was adopting* **(had adopted)** the farm as his home. He was bullied by other cats so he decided to befriend the old dog. When the other cats <sup>3</sup>*were bullying* **(had bullied)** him, Tiger would run to Noble. Since then, the friendship between the animals <sup>4</sup>*has grown* **(was growing)**. They sleep together in Noble's bed and eat out of the same dish. But the most amazing thing is that the cat <sup>5</sup>*was becoming* **(has become)** Noble's guide. Tiger <sup>6</sup>*has opened* **(was opening)** new doors for him, literally and figuratively. At the end of this month, Tiger <sup>7</sup>*will have been living* **(has been living)** at the farm for just over a year and the change to both of their lives has been amazing.

- Complete the story with the correct forms of the verbs in brackets.

I <sup>1</sup>*had been wanting* (want) a dog and I was happy when Dad brought home a puppy. Dad <sup>2</sup>*had discovered* (discover) him on the street on his way home from work. As of yesterday, our dog <sup>3</sup>*has been living* (live) with us for over twelve years. He <sup>4</sup>*has had* (have) a very happy life but now he's very old. He <sup>5</sup>*is finding* (find) it difficult to walk and he's almost deaf. By this time next week, he <sup>6</sup>*will have had* (have) an operation on his hip. If the operation goes well, he <sup>7</sup>*will be playing* (play) in the garden in a few weeks.

- In pairs, think of a story to go with the photo. Make notes about what:

- happened before the animals met,
- happened the first time they met,
- is happening in the present,
- will happen in the future.



- Change pairs and tell each other your version of the story. Use as many verb forms as possible. Are your versions very different?

Grammar & Language in Focus pages 112–113

### WORKBOOK

p. 8, including Show what you've learnt

# 1.4 Language in Focus

## Future in the past

I can use a range of tenses and expressions to talk about plans made in the past.

- 1 Look at the post. In pairs, discuss why this person is giving away a free airline ticket.



Is your name Elizabeth Gallagher? Are you from Canada? Contact me to get a free round-the-world ticket!

Submitted 1 day ago • by Jordan



- 2 Listen to a short news story about the post in Exercise 1. Discuss the questions in pairs.

- 1 Was your guess correct?
- 2 Would you give a ticket to a complete stranger? Why?/Why not?
- 3 Would you go on the trip? Why?/Why not?

- 3 Listen again and choose the options you hear.

- 1 They were on the verge of taking / about to take a romantic trip.
- 2 They were going to / planning to travel around the world.
- 3 They would have / spend Christmas Day in Vienna.
- 4 They were visiting / seeing eight countries.
- 5 It was to / going to be the trip of a lifetime.
- 6 But shortly before the trip was supposed to / due to take place, the couple split up.
- 7 He wasn't planning on missing out / about to miss out on the trip as well.
- 8 He also wanted to share the ticket with someone who would not otherwise go on / be able to afford the trip.

- 4 Read the LANGUAGE FOCUS and find another example in Exercise 3 for each future in the past form.

## LANGUAGE FOCUS

### Future in the past

- You can use a number of verb forms to talk about an event or plan that was in the future at a point in the past.
  - Past Continuous** He wasn't planning on missing out. They were visiting eight countries.
  - was/were going to** It was going to be the trip of a lifetime. They were going to travel around the world.
  - would/wouldn't** ... someone who would not otherwise be able to afford the trip. They would spend Christmas Day in Vienna.
- You can also use **phrases with be** to talk about intentions you had in the past. But shortly before the trip was due to take place, the couple split up. They were on the verge of taking a romantic trip. Other phrases: **be about to** (go), **be supposed to** (fly), **be on the point of** (starting)

- 5 Complete the text with the words in the box.

about going point was wasn't would

When I was about fifteen, I went through a rebellious phase. I'd decided that school wasn't for me and I was about to leave. I wasn't intending to take any exams and I didn't have any clear ideas about what I would do once I left. Then, just as I was on the point of leaving, a new Maths teacher took over our classes. Little did I know that he was going to be the person who changed everything for me. He was funny and clever and he wasn't going to let me leave school without a clear plan. He introduced me to coding and opened a door to my future as a software developer.

- 6 **USE OF ENGLISH** Rewrite the sentences using the words in capitals.

- 1 He was about to start a new course that week. **BEGINNING**  
He was beginning a new course that week.
- 2 I was seriously considering selling my guitar. **VERGE**
- 3 I was sure the exam results were going to decide my future career. **WOULD**
- 4 I knew exactly what I was going to do for the next six months. **DOING**
- 5 We had to be home at eleven o'clock. **SUPPOSED**

- 7 Match the plans in Exercise 6 with what actually happened.

- a But that felt very restricting so I did something impetuous. 4
- b But I was wrong! I went on to do a completely different job. 3
- c But it was cancelled at the last minute. 1
- d However, my grandmother persuaded me not to. 2
- e But time slipped by and it was three a.m. when we eventually got home! 5

- 8 Think of a time when you had to change your plans. In pairs, discuss what happened. Use as many of the forms from the LANGUAGE FOCUS as possible.

### Exercise 6

- 2 I was on the verge of selling my guitar.
- 3 I was sure the exam results would decide my future career.
- 4 I knew exactly what I was doing for the next six months.
- 5 We were supposed to be home at eleven o'clock.

Grammar & Language in Focus pages 114–115

## REFERENCES

AUDIO SCRIPT >>> p. 176

## EXTRA ACTIVITIES

Photocopiable resource 2  
(future in the past – 15 min.)  
pp. 210, 221–222

## WORKBOOK

p. 9, including Show what you've learnt



# 1.5 Listening

## Sentence completion

I can understand specific details and identify a chronological sequence in an extended description.

- 1 Read the sayings. In pairs, discuss what they tell us about first impressions. Which one best reflects your experience? Why?

A Don't judge a book by its cover.

B It takes seven seconds to make a first impression.

C You never get a second chance to make a first impression.

D First impressions last forever.

### Exercise 2

1 She had to look at photos of people, read short info about them and remember the faces. Three days later, she had to look at them again for less than a second and categorise them as trustworthy or untrustworthy.

2 No.

3 When we have very little time we judge people by appearances but when we have more time, we judge them by other facts/information.

- 2 Listen to Jen talking about an experiment which explores how we form first impressions and answer the questions.

- What did she have to do?
- Did her friend's group have to do the same?
- What did the experiment show?

### LISTENING FOCUS Sentence completion

- 3 Listen again. For questions 1–8, complete the sentences with a word or short phrase.

- Jen was interested in the experiment because she was writing an assignment about the same topic that semester.
- During the experiment, Jen learnt that some of the people often did charity work.
- Jen thought that a memory test might be part of the next step in the experiment.
- Jen found the second part of the experiment very challenging as she had so little time to make judgments.
- Her friend had a different experience in the second part.
- Jen's friend was given a longer time to get her impression.
- Jen felt surprised when she found out that some of the information was false.
- Jen thought the fact that our first impressions are based on physical appearance alone was quite worrying.

- 4 In pairs, put the stages of the experiment in order.

- The volunteers were divided into two groups. 3
- They looked at the faces again and categorised them as trustworthy or untrustworthy. 4
- The researchers chose some photos of various people and added some info about each person. 1
- They had volunteers study the faces and the descriptions and try to remember as much as possible. 2
- The team explained the background to the test. 5

- 5 Discuss the questions in pairs.

- Would you like to participate in such a study?
- Were you surprised by the results? Why?/Why not?
- If you were a scientist, would you carry out this experiment in the same way?

10

### WORD STORE 1F

- 6 Go to WORD STORE 1F on page 3 of the booklet. Match the words from boxes A and B to make collocations. Then listen and check.

- 7 Complete the sentences with the collocations from WORD STORE 1F.

- He often volunteers for various kinds of charity work.
- He got into trouble with the police and ended up with a(n) criminal record.
- Her life changed in a(n) split second when she met him: it was love at first sight!
- I thought of her as a(n) upstanding citizen and was shocked when she was arrested.
- She was arrested for the minor crime of shoplifting.
- I had no reason to distrust him but I just did. It was a(n) gut reaction.

- 8 Think of characters or real people who match the descriptions in Exercise 7. Tell your partner.

- 9 Complete the table with the missing forms of the words from the recording. Then listen and check.

NOUN	VERB	ADJECTIVE
1 <u>coincidence</u>	coincide	<u>coincidental</u>
2 <u>contradiction</u>	contradict	<u>contradictory</u>
3 impression	<u>impress</u>	<u>impressive/impressionable</u>
4 <u>length</u>	<u>lengthen/elongate</u>	long
5 volunteer	<u>volunteer</u>	<u>voluntary</u>

- 10 Think of the last new person you met and discuss the questions in pairs.

- Where did you meet?
- What was your first impression? Why did you think this?
- Has your opinion of this person changed since you met? Why?/Why not?

### REFERENCES

AUDIO SCRIPT >>> p. 176  
INTELLIGENT KEY >>> p. 195

### WORKBOOK

p. 10

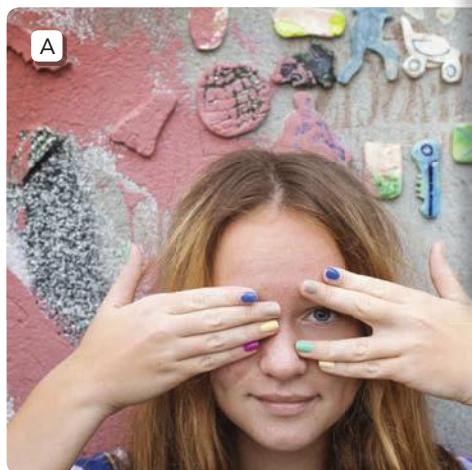
# 1.6 Speaking

## Speculating about appearance

*I can introduce and justify my speculations about a person's appearance.*

- 1 In pairs, look at the photos and descriptions. Which person best fits each description? What other words or phrases would you use to describe the people?

- free and easy
- pensive and melancholic
- takes himself/herself too seriously
- aloof and distant
- introspective and thoughtful
- has got all the time in the world
- uptight and anxious
- fun-loving and content



- 2 Compare your answers in Exercise 1 with a partner. Were they similar? Justify your choice if they were different.
- 3 (1.11) Listen to Chris and Jess talking about one of the photos. Which one is Jess describing? Which phrases does she use from Exercise 1? *Photo C*
- 4 (1.11) Read the SPEAKING FOCUS and complete the text with one word in each gap. Then listen to Jess again and check.

Well, she <sup>1</sup>looks a bit of a mystery. I mean, kind of aloof and distant, not really the free and easy type. I can't really see much of her because of the low light but I can just make out her facial expression. At first <sup>2</sup>glance, I thought she looked a bit pensive and melancholic or even as if she might be angry or upset. But, on closer <sup>3</sup>inspection, I'd say, although she looks introspective and thoughtful at the same time she seems happy ... or maybe content is the right word. <sup>4</sup>Judging by the sunset, I'd say she's at the end of a long, relaxing walk on the beach. It's not really her facial expression that makes me think she's content, it's <sup>5</sup>something to do with the setting and the way she seems to be lost in herself, like she's got all the time in the world and is deep in thought ...

But <sup>6</sup>then again, I could be wrong about all of that. I mean, it isn't a very natural shot. It's <sup>7</sup>hard to say but it almost seems a bit staged. I mean she's posing, isn't she? And there's <sup>8</sup>something about the angle, as if the photographer wanted to get the lighting just right ...

## SPEAKING FOCUS

### Offering initial thoughts

When I first saw the photo, ...

At first glance, ...

She/He looks quite + adj/a bit of a + noun

It looks to me as if ...

My initial impression was ...

### Justifying your speculations

I'm assuming he's/she's ... because ...

It's more than just his/her ...

It's something to do with ...

There's something about the ...

Judging by the way he's/she's ...

### Rethinking your ideas

On closer inspection, I'd say ...

Having said that, he/she may be ...

Mind you/Then again, I could be wrong.

### Hedging

It's hard to say but ...

I can't be certain but ...

I'm only guessing but ...

Going purely on appearance, I'd say he/she ...

I could be wrong but my gut feeling is that ...

- 5 In pairs, look again at Photo A and choose the options that you think best describe the person. Justify your speculations with details from the photo.

- 1 She is an actor / student / artist.
- 2 She's distant / fun-loving / content and generally pretty uptight / sociable / chatty.
- 3 She enjoys spending time with friends / reading / discussing current affairs.
- 4 She also likes spending time in the countryside / at a spa / at a trendy café and doing yoga / working out / cooking.

- 6 In pairs, talk about the person in Photo B. Use phrases from the SPEAKING FOCUS and the questions to help you.

- 1 What do you think he does for a living? Why?
- 2 What kind of personality does he have? Why?
- 3 What does he enjoy doing? What makes you think that?
- 4 Would you like to meet him? Why?/Why not?



## 1.7 Writing

### A formal email/letter

*I can write a formal email/letter of invitation with appropriate register and conventions.*

- 1 Look at the photos on the poster and discuss the questions in pairs.
  - 1 What are the families doing in each of the photos?
  - 2 How important is it for families to spend free time together? Why?
  - 3 What places, events and activities are popular with families wanting to spend time together in your country?
- 2 Look at the poster again and read the information. Discuss the questions in pairs.

If you were to organise such an event at your school,

  - when and where would you hold it?
  - what kind of entertainment would you opt for? Why?
  - who would you contact to ask for help?

- 3 Read the email written by Julia, one of the students involved in organising 'Family Day', and answer the questions.
  - 1 Why is Julia writing?
  - 2 Who is Mrs Lund?
  - 3 What does Julia want her to do?
  - 4 How might Mrs Lund benefit?
- 4 In pairs, discuss how the underlined sections could be changed to make the email sound more formal.
  - 1 *The writer should use full forms rather than contractions.*

#### Exercise 3

- 1 To invite Mrs Lund to participate in a charity event organised by the school.
- 2 A local MP and the chairperson of the charity Families First.
- 3 To be the guest of honour on the day, give a short talk during the opening ceremony and spend the day at the event with her family.
- 4 All the proceeds would be donated to Families First.

# Brownswood Secondary School Family Day

**Saturday 21st May**  
**10 a.m. – 4 p.m.**

- Family entertainment: waterslide, races and competitions, DJ, face-painting
- Food and drinks stalls
- Summer market
- Concert and special guests
- Educational exhibitions

Entry  
£2 per adult.  
Kids under 12  
free.

To: Mrs Lund

Subject: Family Day

Dear Mrs Lund,

My name is Julia Spritely and <sup>1</sup>I'm a student at Brownswood Secondary School, in Lancaster. I am <sup>2</sup>getting in touch on behalf of my **classmates** and our teachers to inform you that we are <sup>3</sup>putting together a charity event at the school and to ask if <sup>4</sup>you'd like to help us with our plans.

**We want to** <sup>5</sup>sort of provide a fun day out for local families and at the same time to **tell people more about** the **troubles** of the disadvantaged living in the city, and of the charitable work undertaken by organisations such as the one you represent. <sup>6</sup>We've got our fingers crossed that 'Family Day' will attract <sup>7</sup>loads of visitors and that the money raised will be used to help families in need **deal with** problems caused by low income, illness and disability.

<sup>8</sup>Anyway, as you are a local MP and the chairperson of the charity Families First, we would be **happy** if you would **think about** being our guest of honour on the day. <sup>9</sup>Do you want to help us? We would appreciate it if you could **give a short talk** during our opening ceremony. <sup>10</sup>Actually, we would also **like you to be there** throughout the day and would like to invite you to **come** with your own family and enjoy the fun.

If you are willing to be involved in the day, <sup>11</sup>that would be awesome and we would happily donate all our proceeds to Families First. <sup>12</sup>It sounds like a good deal, doesn't it?

Yours sincerely,

Julia Spritely

Join us for 'Family Day' and have fun while supporting the work of organisations that assist disadvantaged families in our region. Profits from the day will be used to help further their efforts. The event has been proudly conceived and organised by our enterprising final year students and their teachers.



- 5 Read the **WRITING FOCUS** and compare the rules in it with your ideas from Exercise 4.

## WRITING FOCUS

### Formal style

- Use full forms rather than contractions.  
I am NOT ~~I'm~~  
you would NOT ~~you'd~~
- Choose single verbs rather than phrasal verbs or colloquial phrases.  
writing NOT ~~getting in touch~~  
organising NOT ~~putting together~~
- Avoid colloquial phrases and question tags.  
It is hoped that ... NOT ~~We've got our fingers crossed that ...~~  
We would be greatly honoured ... NOT ~~that would be awesome~~  
I think both your charity and our community will benefit from your participation. NOT ~~It sounds like a good deal, doesn't it?~~
- Use formal quantifiers and qualifiers.  
numerous/a significant number of NOT ~~lots of/loads of~~  
partially/in part NOT ~~sort of~~
- Avoid spoken discourse markers.  
well/anyway/actually
- Address the reader less directly.  
Should you agree to help us ... NOT ~~Do you want to help us?~~

- 6 **USE OF ENGLISH** Write the second sentence so that it has a similar meaning to the first but is more formal. Use the word in capitals and the **WRITING FOCUS** to help you.

1 There are lots of charitable ventures which have become major annual events. **NUMBER**  
*There is a significant number of charitable ventures which have become major annual events.*

2 I'm writing to ask if you'd like to join in.

**PARTICIPATE**

3 We can't wait to see you on the day. **FORWARD**

4 We want to raise money for the local orphanage. **AIM**

5 We'll be so grateful if you help us. **SHOULD**

- 7 Complete the **LANGUAGE FOCUS** with the less formal words and phrases in purple from Julia's email.

## LANGUAGE FOCUS

### Formal vocabulary I

- fellow students – classmates
- deliver a speech – give a talk
- value your presence – like you to be there
- the aim of the event is to – we want to
- contend with – deal with
- raise awareness of – tell people more about
- attend – come
- be willing to collaborate with – like to help
- extremely grateful – happy
- plight – troubles
- consider – think about
- in this venture – with our plans

- 8 Rewrite Julia's email to make it more formal. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

- 9 Complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

You are a volunteer at a local youth centre that organises events and activities for teenagers aged fourteen–sixteen during the school holidays. You have been asked to invite some guest speakers with interesting or unusual jobs to come to the centre and talk to the teenagers. Write a letter to someone you feel would be suitable. You should explain:

- the reasons for organising a series of speakers,
- why you think teenagers would be interested in this person,
- the details of the event.

Write a letter of 220–260 words.

### Exercise 6

- I am writing to ask if you would be willing to participate.
- We look forward to seeing you on the day.
- The aim of the event is to raise money for the local orphanage.
- Should you agree to help us, we would be extremely grateful.



## VOCABULARY

### 1 Replace the underlined words with synonymous phrases including the words in brackets.

They say I <sup>take after</sup> bear a resemblance to (take) my grandfather both in looks and personality. He was a very kind and tolerant person who <sup>never had a bad word to say about</sup> was never critical of (word) anybody. He was also very generous. I remember he would often take me and my siblings out for dinner and pay the huge restaurant bill without <sup>batting an eyelid</sup> showing any surprise or concern (batting). On the other hand, he <sup>put his foot down</sup> was very firm (foot) if any of his grandchildren were badly behaved.

Looking at old photographs of family gatherings always <sup>conjures up memories</sup> reminds me (conjures) of the fun we had together. I do miss him. He lived to the <sup>ripe old</sup> advanced (ripe) age of ninety and when I think back to my grandfather I'm reminded that old people should be <sup>looked up to</sup> honoured and respected (looked) because they have gained a lot more experience and wisdom than us.

### 2 Choose the correct options.

- The police have decided to get tougher on minor citizens / crimes / records in the future.
- In this job you sometimes have to make decisions in a split / fair / dizzy second.
- Having a criminal praise / record / insight can seriously jeopardise your future prospects.
- Be careful dealing with Mat. He's had more than his fair share / shift / second of trouble with the law.
- Paula must be a good role model – Jon's always singing her stature / praises / manner.
- My gut / split / alert reaction was to run. What can I say? I'm a coward.
- Everybody should aspire to be a(n) *compelling* / captivating / upstanding citizen – the world would be a better place.

### 3 Complete the sentences with the prepositions in the box. You can use the prepositions more than once.

[ in   into   of   on   with ]

- Williams's portrayal offers us a fascinating insight into the world of a single mother.
- I'll be there on time, I promise. Don't worry, you can count on me!
- Did you know that twins are often envious of each other?
- We should encourage children to associate with people from other backgrounds.
- I know Jake's on my side – he was nodding in approval the whole time I was speaking.
- Honesty and respect are the two major facets of a good friendship.
- The poverty-stricken are often faced with problems that we can't even begin to imagine.

## GRAMMAR

### 4 Choose the correct verb forms.

Sam and I have known / have been knowing each other since we were at primary school. We met / were meeting at a friend's birthday party and immediately discovered / discovered we had a lot in common. In fact, we were talking / had been talking for so long that it was difficult to get us home. I remember that for weeks before the party my mother had told / had been telling me to be more sociable so she got her wish! Anyway, from that time on we are spending / have been spending most of our free time together. By this time next month, we will have been going / will be gone around together for six years. I hope that in six years from now we will still be doing / will still have done that.

### 5 Complete the sentences with the correct forms of the verbs in the box.

[ attend   finish   play   see   speak  
study   walk   want ]

- We had been seeing each other for over a month when she called it off.
- We have been playing together in the same band for a year now. We'll be bigger than The Beatles one day!
- It's the first time we have spoken, actually. He's really nice, isn't he?
- Let's start heading home. Hopefully, the match will have finished by the time we get back. I can't stand football.
- I had wanted to be in the choir for years. So when I finally got accepted I was over the moon!
- The test is tomorrow morning and I've got so much to revise. At this rate I will be studying till midnight.
- When I last saw Sarah she was walking down the High Street arm in arm with Jake.
- This time next Friday we will have been attending this chess club regularly for exactly two years.

## LANGUAGE IN FOCUS

### 6 Complete the words in the sentences. The first letter of each word is given.

- They said they were going to be here early but it's already 9.30!
- I was supposed to referee the match but it was cancelled.
- Did you expect that they would make up and become friends again?
- He was nervous as the concert was starting in a few minutes. It was his first ever gig.
- We weren't able to finish our conversation. We had to take our seats as the plane was about to take off.
- Sorry, some friends called just as I was on the verge of leaving. That's why I'm late.

## REFERENCES

AUDIO SCRIPT >>> p. 177  
INTELLIGENT KEY >>> p. 195

## EXTRA ACTIVITIES

• Photocopiable resource 3 (Writing – 10 min.) pp. 210, 223

• Class debate: Family background determines whether a person achieves success in life or not. (For instructions see p. 175)

## USE OF ENGLISH

### 7 Choose the correct answer, A, B, C or D.

My best friend is called Zach. We attended the same primary school and we've grown up together. What can I tell you about him? He comes from a rather privileged <sup>1</sup> \_\_\_\_\_, his manner is gentle and <sup>2</sup> \_\_\_\_\_ and he always sees the best in people. He's very open-minded and is one of the most <sup>3</sup> \_\_\_\_\_ people I know when it comes to dealing with others.

Another reason why we get on with each other so well is that we have a lot in common. He often comes over to my house and we spend hours just <sup>4</sup> \_\_\_\_\_ out and talking.

There's definitely a strong <sup>5</sup> \_\_\_\_\_ between us and I know I can depend on him. If I'm having a hard time, I usually try to <sup>6</sup> \_\_\_\_\_ on a brave face and pretend nothing is wrong. But he knows when I'm hiding something and encourages me to talk about it.

Even if we go our separate ways after college, I know we will always <sup>7</sup> \_\_\_\_\_ in touch with each other. I really do believe there's a(n)

<sup>8</sup> \_\_\_\_\_ tie between us.

- |  |   |  |  |
|--|---|--|--|
| 1 A history                                  | <input checked="" type="radio"/> B background | C upbringing                                   | D house  |
| 2 A unconfident                              | <input checked="" type="radio"/> B unassuming | C insecure                                     | D unworried                                    |
| 3 A acceptable                               | B irreverent                                  | C thankful                                     | <input checked="" type="radio"/> D considerate |
| 4 <input checked="" type="radio"/> A hanging | B going                                       | C walking                                      | D staying                                      |
| 5 A link                                     | B chain                                       | <input checked="" type="radio"/> C bond        | D knot   |
| 6 A place                                    | <input checked="" type="radio"/> B put        | C pose   | D set  |
| 7 <input checked="" type="radio"/> A keep    | B continue                                    | C get  | D carry on                                     |
| 8 A devoted                                  | B unconditional                               | <input checked="" type="radio"/> C unbreakable | D obstinate                                    |

### 8 Complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals. Do not change the word given.

- The plan was that we should be at the station at four but we didn't get there in time.  
We were due to be at the station at four but we didn't get there in time. **DUE**
- Next September, it will be four years since my family came to live here.  
By next September my family will have been (living) here for four years. **BEEN**
- It was well known that they were rivals and it had been years since they'd agreed about anything.  
It was well known that they were rivals and that they had been disagreeing (about everything) for years. **DISAGREEING**
- My grandmother was going to come over in a taxi but in the end she walked.  
My grandmother had been planning on coming over/to come over in a taxi but in the end she walked here. **PLANNING**
- It's two weeks since Maria and her cousin quarrelled and they're still not speaking.  
Maria and her cousin fell out two weeks ago and they haven't spoken since then. **FELL**

## LISTENING

### 9 Listen to a talk about arguing. For questions 1–8, complete the sentences with a word or short phrase.

- Arguments-as-proof are meant to prove or disprove a theory.
- Arguments-as-presentation need a/an (captive) audience.
- The speaker considers arguing to be a/an inevitable outcome of interacting with some of the people we meet.
- People who argue with friends or family are often (more) considerate towards other people.
- One of the benefits of arguing is that people have longer life expectancy.
- People who do not express their feelings can be compared to a/an (ticking) time bomb.
- The speaker suggests that an argument is equivalent to communication.
- As long as you avoid personal attacks, a good argument can actually create stronger bonds between people.

## WRITING

### 10 Read the advertisement from a website. Write a reply email of 220–260 words in an appropriate style.

One of the most important and yet least understood areas of psychology concerns the role of friends in our lives. To help us with our research into friendship, we invite readers to write and tell us why their close friends are important to them, how they maintain their friendships and if the nature of their friendship has changed over time.



## NEXT CLASS

- Ask students to do Self-check 1.8 in the WB, pp. 14–15.
- Ask students to prepare for Unit 1 test (Focus Assessment Package).

# 2

## LEARNING FOR LIFE

### Exercise 1

generalise  
memorise  
organise  
personalise  
plagiarise  
rationalise  
recognise  
revise  
summarise  
visualise  
All the verbs  
end in -ise.

*I have never let my schooling interfere with my education.*

MARK TWAIN

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – verbs ending in -ise
- studying and exams
- exaggerated synonyms
- phrasal verbs
- phrases – relaxed/stressed

#### Reading:

- an article about studying abroad
- gapped text

#### Grammar:

- speculating

#### Language in Focus:

- accuracy with articles

#### Listening:

- dialogues about different kinds of informal learning
- multiple choice

#### Speaking:

- giving supporting examples

#### Writing:

- an article

### FOCUS EXTRA

- Grammar and Language in Focus Reference and Practice pp. 115–117
- WORD STORE booklet pp. 4–5
- Workbook pp. 16–27 or MyEnglishLab

16

## 2.1 Vocabulary

Studying and exams • synonyms • phrasal verbs • phrases to describe being relaxed/stressed

*I can talk about studying and exams.*

### SHOW WHAT YOU KNOW

- 1 Write down the verb forms of these nouns and adjectives. What do the verbs have in common?

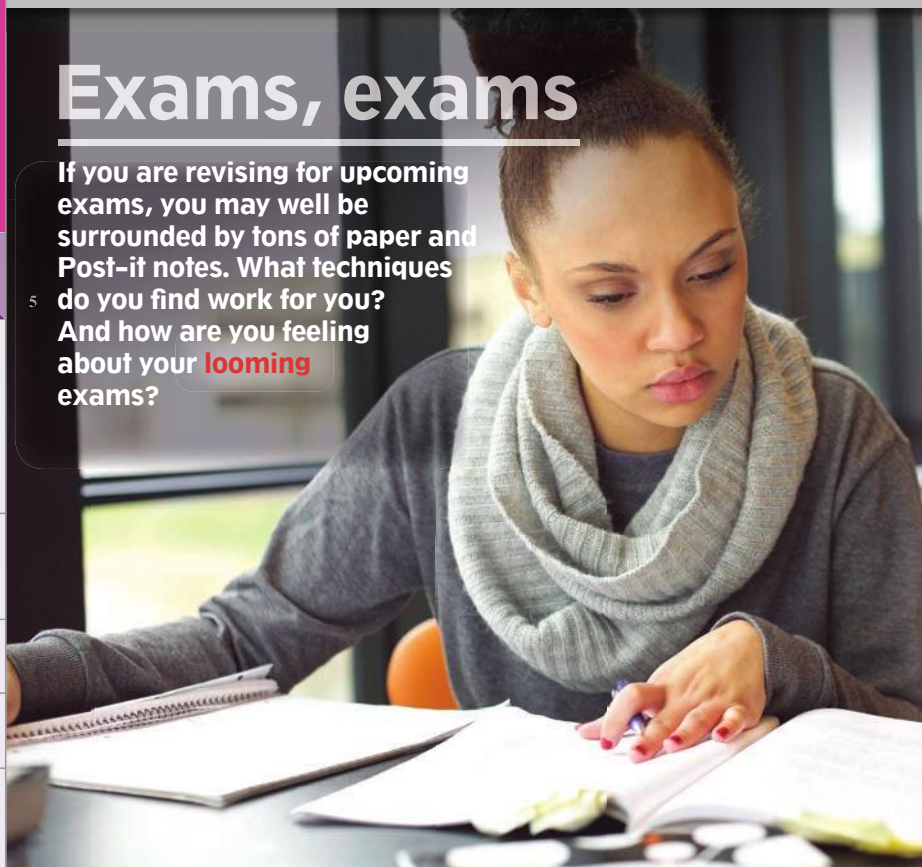
familiar general memory organisation personal  
plagiarism rational recognition revision summary visual

*familiarise*

- 2 Use the verbs you wrote in Exercise 1 to talk about useful skills when studying or taking exams.

## Exams, exams

If you are revising for upcoming exams, you may well be surrounded by tons of paper and Post-it notes. What techniques do you find work for you? And how are you feeling about your **looming** exams?



### Secondary School – Daniel

I sit at my desk, faced with piles of revision files, **frazzled** and frustrated by my improvised timetable.

A few moments ago, I was **swimming in** Spanish irregular verbs. Later today, I will revise Geography, Maths and Chemistry. It's not necessarily the content that I find difficult but the range of knowledge. We **flit** between subjects, and at times, it seems we are being tested on nothing but facts.

My friends and I have found Google Docs useful for exchanging notes, and mobile trivia game apps are a fun, if not particularly efficient, way of topping up our foreign vocab.

### REFERENCES

CULTURE NOTES >>> p. 163  
AUDIO SCRIPT >>> pp. 177–178

### EXTRA ACTIVITIES

Photocopiable resource 4  
(exaggerated language and exams – 15 min.) pp. 211, 224

### WORKBOOK

pp. 16–17, including Show what you've learnt



- 3 Read the revision experiences of three students below. Whose experience do you most relate to? Why?
- 4 Read the text again and answer the questions.
- How does Daniel feel about his exams?
  - What is Daniel so stressed about?
  - Why are upper school exams more challenging compared with lower school ones?
  - What do Jacob's teachers keep telling him?
  - Why does Layli reread her notes several times?
  - What else does Layli do as the exams draw closer?
- 5 What are your revision techniques? Discuss in pairs.

### Upper School – Jacob

- Revising for end of upper school exams is a different kind of **minefield**. There's more content to learn for each exam and you're expected to **regurgitate** more in less time. That's why an entire wall of my room is **plastered** in scribbled notes.
- I do my revision in four stages. Firstly, I take notes from the textbook on huge A3 sheets, then I condense it on to miniflashcards, then I type it all up. Stage four, which will commence a week before the exams, consists of doing past papers. It's being **hammered** into us that you only deserve a place at a good university if you **notch up** a certain amount of marks. More than ever before, the pressure is on.

### University – Layli

- At university, most tasks are reading- and discussion-based and so a coherent set of written up notes is hard to **come by**.
- At school, teachers organise revision sessions **leading up to** the exam; at university, you have to work out your own timetable.
- I find it difficult to retain the information from everything I read, and to **set it out** in clear notes. This leads to me reading and rereading in the hope that the knowledge will somehow become second nature.
- Revision time is **manic** and, as exams draw closer, anxiety starts to **kick in**. I now need to set my alarm, get to the library, make those notes I never made, read **all the books under the sun**, then organise my thoughts and prepare to argue persuasively on a given topic. At university, you just have to find some method in the madness and get on with it.

## WORD STORE 2A

- 6 Complete WORD STORE 2A with the correct forms of the words in red in the text to match them with their literal meanings.
- 7 (1.13) Complete Sarah's email with the correct forms of the words from WORD STORE 2A to match them with their figurative meanings. Then listen and check.

Dear Kim,

Choosing which university to attend is a <sup>1</sup>**minefield** (situation full of problems). I'm <sup>2</sup>**swimming in** (overwhelmed by) course descriptions and application information and I could <sup>3</sup>**regurgitate** (repeat) the advantages and disadvantages of each university in my sleep. I am constantly <sup>4</sup>**flitting** (moving) between different options and I am having a terrible time trying to narrow them down. My teachers are <sup>5</sup>**manic** (very busy) with end-of-year exams so they haven't been able to offer any guidance. I've read <sup>6</sup>**all the advice under the sun** (a lot of advice) but apart from <sup>7</sup>**hammering** (reminding) in how crucial it is to choose the right one, it hasn't really helped. I'm getting so <sup>8</sup>**frazzled** (exhausted) that my face is <sup>9</sup>**plastered** (covered) in spots and the application deadlines are <sup>10</sup>**looming** (upcoming). Help! Sarah

## WORD STORE 2B

- 8 (1.14) Complete WORD STORE 2B with the the phrasal verbs underlined in the text. Then listen and check.
- 9 In pairs, add the correct form of a phrasal verb from Exercise 8 which collocates with two items in each set. Which item doesn't collocate in each set?
- top up** your drink / ~~your dinner~~ / your phone
  - notch up** a win / ~~an exam~~ / a score
  - faced with** help / tough decisions / bankruptcy
  - leading up to** the war / graduation / ~~the notes~~
  - set out** an agenda / ~~my diary~~ / your conditions
  - easy to / ~~opposed to~~ / impossible to **come by**
  - ~~contentment~~ / panic / the medication **kicks in**

## WORD STORE 2C

- 10 (1.15) Listen to the conversation between Sarah and Ben and complete the sentences with the correct forms of the words in the box.

brush cook lap pile lighten summon

- I've got to catch up on my work – it's starting to **pile** up.
- I need to **brush** up on my French.
- You need to **cook** up a better excuse than that.
- Oh **lighten** up! It's Friday night.
- You love history – you **lap** it up.
- I've **summoned** up the courage to ask you out.

- 11 (1.16) Complete WORD STORE 2C with the phrasal verbs from Exercise 10. Then listen and check.

## WORD STORE 2D

- 12 (1.17) Listen to Amy, Matt, Rob and Sally and find out who copes best/worst with exams. *Sally copes best and Amy worst.*
- 13 (1.17) Listen again and complete WORD STORE 2D with the missing words.

### Exercise 4

- He's tired, anxious and frustrated.
- He needs to revise for a wide range of subjects, constantly flitting between one subject and another. He sometimes feels he's only tested on facts.
- In upper school exams you're expected to write about more content in less time.
- They keep telling him that good grades get you into university.
- She finds it difficult to retain information and hopes that thanks to rereading her notes the information will become second nature to her.
- She organises her thoughts and prepares to argue persuasively on a given topic.



## 2.2 Reading

### Gapped text

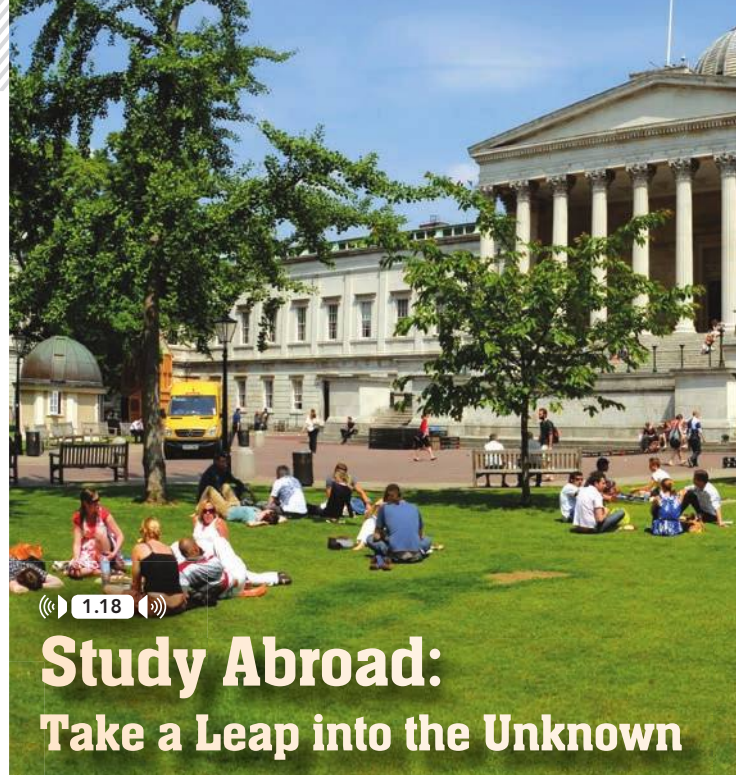
*I can understand the structure of a text using contextual, grammatical and lexical clues.*

- 1 In groups, think of at least three reasons why somebody would want to study abroad.
- 2 Look quickly through the main part of the article and find out why James wants to study abroad. Are his reasons similar to yours?

#### READING FOCUS Gapped text

- 3 Read the whole article. Choose from paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph.

- A Mairi Wightman, twenty, is a University College London Geography student spending a year abroad in Singapore. She stresses that it should not be underestimated how much a different climate can affect day-to-day life and that as much admin as possible should be taken care of before getting on the plane.
- B However prepared you are, studying abroad is not for everyone and I am yet to discover whether or not it will suit me. I know plenty of people who regret not applying and almost nobody who has the same reservations about their decision to go.
- C In the face of all this familiarity, I have made the slightly impulsive decision to spend a term of my final and most important year studying in Germany, despite speaking absolutely no words of the language.
- D There is however a point to these ramblings, beyond giving you something to laugh at. I've travelled a fair amount, and as a result of this, I thought I was beyond prepared and that I would breeze through any culture shock and instantly acclimatise. As I discovered, this can be a risky attitude to take.
- E From a financial standpoint the ERASMUS programme in particular is a very attractive opportunity, particularly for London students used to high living costs. In addition to the regular student loan, students get a grant, which varies according to the living costs of the country in question.
- F But there are some administrative hurdles to get through first. Logistically speaking, it's very different to previous application processes that any student might have experienced. Universities have study abroad teams, host preparation talks and they tell you what you need to do but it requires a lot of independent effort.
- G I'm sure that many students weigh up studying abroad as a series of pros and cons, or a question of whether the grass will be greener on the other side. I would argue that students should think less about whether heading abroad is going to be 'better' and simply view it as an unparalleled opportunity to step outside of their comfort zone.

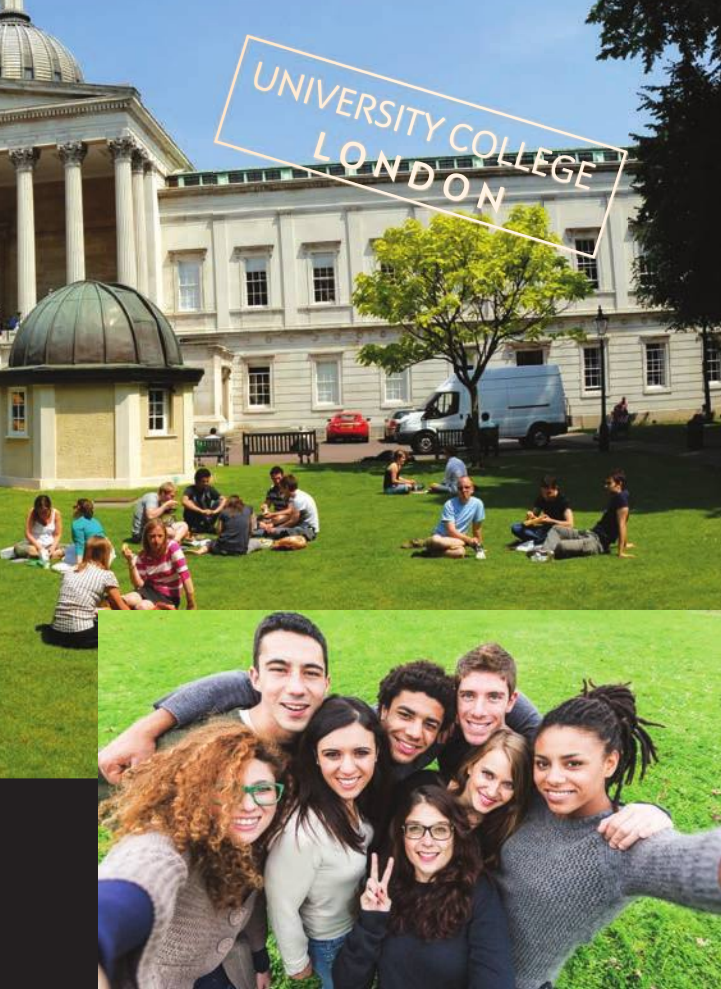


1.18

## Study Abroad: Take a Leap into the Unknown

**There is no better way to break the monotony of everyday university life than choosing to study overseas; a little bit of impulse can go a long way, says James Connington.**

- 5 University so far has been a bit of a challenge but one that has become familiar with repetition. Heading into my third year, I am used to life in London, used to what is expected of me by University College London (I think) and used to justifying my **exorbitant** rent to my friends in different parts of the
- 10 country. Life has fallen into a comfortable series of routines; I go to lectures, work part time, write a lot of essays and muster the energy to go out when possible.
- 1 C
- My modules are taught in English and many Germans speak it well, but according to the **ever-reliable** Wikipedia, I will be
- 15 unable to communicate with around thirty-six percent of the population. I'm currently in the preparation phase of this adventure, with roughly six weeks to go until I fly out to the former German capital, Bonn. I have many justifications for this leap into the unknown. Like the thousands of other students
- 20 heading abroad from the UK this coming year, my reasons include life experience, a desire to travel and something to stand out from the crowd on a CV. The main one, however, is simply to break up what has become routine and to experience the excitement of a new city and a new university all over again.
- 2 G
- 25 However, there are many students each year who let themselves get put off during the application stage. Of course, a lot of people simply don't want to study abroad, but for those who just get cold feet, I think a little bit of impulse can go a long way. Once you're committed to the process, dealing with the
- 30 prospect of living abroad becomes **substantially** easier and you **actively** look for the positives rather than any downsides.



UNIVERSITY COLLEGE  
LONDON

3 F

Arranging visas, sorting out accommodation both abroad and for your return, registering for modules and meeting all of the deadlines for paperwork is solely up to you. You will  
35 get prodded by your university but you need to take a proactive approach, as study abroad teams tend to be small, whilst the number of students being sent and received is vast.

4 E

Many of those venturing further afield outside of this  
40 programme have already left and can provide some valuable lessons for those still preparing to go. Utilising pre-existing networks of students can provide invaluable information that can make all the difference to daily life abroad.

5 A

Marcus Baird, twenty, a student from the same university,  
45 and currently spending a term in Adelaide, Australia, adds to this with advice on the importance of researching your accommodation thoroughly beforehand. Prices can vary wildly and it can be hard to gauge the best locations from online maps alone. Also important is to come prepared for  
50 any mishaps, which means having important documents to hand, as well as key phrases memorised if you don't speak the language.

6 B

So all things considered, I would encourage those teetering on the edge to give it serious thought before dismissing the  
55 idea altogether.

4 **ADJECTIVES & ADVERBS** Replace the words underlined below with stronger adjectives or adverbs in blue in the article. Which sentences are true for you? Why?

1 I am very involved in school programmes.

I am actively involved in school programmes.

2 I usually research a new place well before I travel there.

3 Part-time work experience will prove very useful in future.

4 My dependable friends always meet me on time.

5 I am going to need a much increased allowance!

6 I think that entry tickets to the clubs round here are exorbitant much too high.

5 **PHRASES** Complete the sentences with one word in each gap. Then look at the phrases underlined in the article to check. Use the phrases to describe an experience of your own.

1 Last year, Helen made the slightly impulsive decision to study abroad.

2 Young travellers often get cold feet before a big trip. But in the end, they always step outside their comfort zone and try something new.

3 I think you need to take a proactive approach in life – you can't wait around for things to happen!

4 I'm always venturing further afield when I travel – I like to go to places that most other people don't manage to get to.

5 We were teetering on the edge before we decided to go on the hike. But in the end we were able to muster the energy to get off the sofa and it turned out to be a great day.

6 Leah thought she would breeze through any culture shock, but in fact she found it difficult to adjust to life abroad.

7 Studying in another country doesn't need to be a leap into the unknown. By utilising pre-existing networks you can make friends and find a place to live.

## WORD STORE 2E

6 **COLLOCATIONS** Go to WORD STORE 2E on page 5 of the booklet. Match the verbs from box A with the words from box B. Refer to the article for help if necessary. Then write example sentences.

7 What advice would you give a foreign student thinking of studying in your country? Think about the points and add one more of your own. Explain your advice to a partner using the words and phrases from Exercises 4, 5 and 6.

- choosing a university
- finding accommodation
- learning the language
- understanding the culture
- preparing for the climate



## 2.3 Grammar

### Exercise 4

- a 6 could well be doing
- b 5 must be
- c 4 must have been doing
- d 3 could have just joined,
- e 10 could have been
- f 11 may have learnt
- g 9 can't have learnt it by himself
- h 7 may watch
- i 8 will certainly be
- j 2 might have been taught
- k 1 may have been doing

### Speculating

*I can use a variety of modal verbs to speculate about the past, the present and the future.*

- 1 Look at the photo and the definition. In pairs, discuss what the people are doing and how this might relate to 'communities of practice'.

**Communities of practice** are groups of people who learn how to do something, or perfect a skill, by repeatedly doing that thing together. There are no leaders, formal teachers or students, just people enjoying a shared passion.



### Exercise 2

- 1 It's tricking.
- 2 They are observers.

- 2 Listen to a discussion about the activity in Exercise 1 and answer the questions.

- 1 What is the activity?
- 2 Are the speakers part of the community or observers?
- 3 What might be the pros and cons of learning from a community of practice versus from a teacher?

- 3 Listen again and complete each structure in blue with one word.

#### Extract 1

B: The original group members <sup>1</sup>may have been doing it for years while the younger ones <sup>2</sup>might have been taught more recently. Some of these really young ones <sup>3</sup>could just have joined the group. See the guy in the white T-shirt – he <sup>4</sup>must have been doing it for a couple of years, I'd say.

#### Extract 2

A: Yes, I saw them recording one trick on their smartphones the other day. Why do they do that? I thought it <sup>5</sup>must be so they could learn from the more experienced members of the group ...

B: Well, yes, they <sup>6</sup>could well be doing it so they can watch the clips afterwards and talk about the techniques. But the guy in the white T-shirt <sup>7</sup>may watch the film later too. If he does, it <sup>8</sup>will certainly be to help him improve his technique.

A: And how do you think he learnt that move to start with? I mean, he <sup>9</sup>can't have learnt it by himself ...

B: Who knows? He <sup>10</sup>could have been part of another group and moved on to form his own tricking gang or he <sup>11</sup>may have learnt the first tricks online.

- 4 Read the GRAMMAR FOCUS and find examples in Exercise 3 where the speaker is:

- a guessing about an action that's in progress.
- b certain about a reason for doing sth in the present.
- c certain about sth that started in the past and continues in the present.
- d guessing about sth that happened in the past.
- e certain that sth didn't happen in the past.
- f guessing about sth in the future.
- g certain about sth in the future.
- h guessing about sth that happened in the past using the Passive Voice.
- i guessing about an action continuing in the present.

### GRAMMAR FOCUS

#### Speculating

- You can use the modals *must/may/might/could/can't* to speculate about the present and past:
  - 1 a **modal + infinitive** (present states)  
*They may not be aware of the risks.*
  - 2 a **modal + be + -ing form** (events now in progress)  
*They may be filming their tricks.*
  - 3 a **modal + have + past participle** (finished events in the past)  
*Others could have joined their community.*
  - 4 a **modal + have been + past participle** (finished events in the Passive Voice in the past)  
*The tyres could have been brought by someone's father.*
  - 5 a **modal + have been + -ing form** (events that started in the past and continue in the present)  
*They may have been doing it for years.*
- You can use the modals *may/might/could* + infinitive or *will/won't* + adverb to speculate about the future:
  - He could win the competition next year.*
  - He may not join the club.*
  - She will probably start next week.*
  - He definitely won't come.*

- 5 Choose the correct verb forms.

If you're in Brazil, you might <sup>1</sup>want / *have wanted* to join a samba school. But when you get there, you could <sup>2</sup>be / *have been* surprised by what you see. I certainly was! In fact, the surprise must <sup>3</sup>show / *have shown* very obviously on my face! If you have ever attended a dancing school in the UK, you will almost certainly <sup>4</sup>have been coached / *have been coaching* by a qualified instructor, but here there was just a room full of people dancing, and I felt like they all must <sup>5</sup>be dancing / *have been dancing* samba their whole lives. But then I noticed other people, like me, watching carefully, copying a few steps and moves and I realised they can't <sup>6</sup>be learning / *have been learning* very long. They must <sup>7</sup>notice / *have noticed* me, because they invited me to join them. Now, I'm one of the people helping newcomers who might <sup>8</sup>look / *be looking* for a way in.

- 6 Discuss the questions in pairs.

- 1 Have you ever taught anyone to do anything?
- 2 How do you think they may have felt about the experience?

Grammar & Language in Focus pages 115–116

### REFERENCES

CULTURE NOTES >>> p. 164  
AUDIO SCRIPT >>> p. 178

### EXTRA ACTIVITIES

Photocopiable resource 5 (modal verbs for speculating – 15 min.)  
pp. 211, 225–226

### WORKBOOK

p. 20, including Show what you've learnt

## 2.4 Language in Focus

### Accuracy with articles

I can use abstract nouns with and without 'a/an'.

- When you need advice or help who do you ask? Do you ever look on online forums? Why?/Why not? Discuss in pairs.
- Read the three forum exchanges. In pairs, decide what the logical order is in each of them.

**A**

3a Thanks – you were **a great help** – it all makes sense now.

1b I need **help** with my Maths. I don't have a hope of getting it done on my own. Anybody out there have a moment to spare?

2c Yeah, call me. I'm doing it too.

**B**

2a Oh no! **Sleep** is so important. When I'm stressed out, I sometimes use breathing exercises to help me relax and I usually get a good night's sleep after that.

3b Thanks. I'll try that. My granddad, who has a good understanding of human behaviour, always says 'A good laugh and **a good sleep** are the two best cures.' 😊

1c Help! All of a sudden, I'm very stressed about my exams and I can't sleep.

**C**

2a Why don't you write about a holiday? You can say what you learnt and how you couldn't have learnt that in a class.

3b Great idea! I think I'll write about our trip to Paris – that was **an amazing experience** and **an excellent education**. I learnt more French in two days than I had in two years. LOL

1c I have to write an essay about the importance of **experience** and **education** – I haven't got a clue where to start. Any ideas?

- Read the LANGUAGE FOCUS and complete the example sentences with the words and phrases in blue from Exercise 2.

### LANGUAGE FOCUS

#### Abstract nouns with and without a/an

Some **abstract nouns** (such as *hope, knowledge, love, pleasure*) can refer to either a general concept or a specific situation or example. When talking about a **general concept**, *a/an* is not used before the noun. When referring to a **specific situation/example**, *a/an* can precede the noun. In this case, the noun is generally modified by an adjective or phrase.

#### General concept

I need **'help**.

**2** **Sleep** is so important.

The importance of

**3** **experience** and **4** **education**.

#### Specific situation/example

You were **5** **a great help**.

A good laugh and **6** **a good sleep** are the best cures.

That was **7** **an amazing experience** and **8** **an excellent education**.

**Note:** Some abstract nouns have a plural form (*love/loves, hope/hopes, pleasure/pleasures*) while others do not (*knowledge*).

Eating at that café is always **a pleasure**.

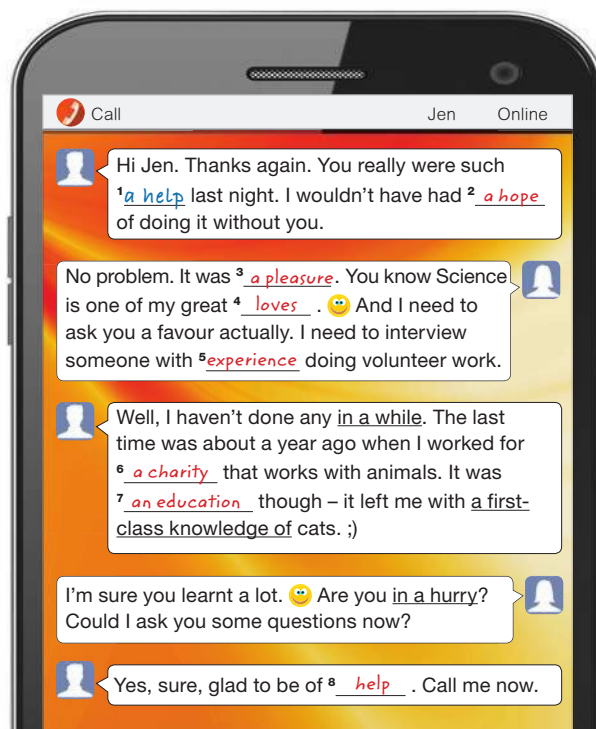
Eating is one of life's great **pleasures**.

He has **a good knowledge** of many things.

NOT He has many knowledges.

- Read the message exchange and complete the gaps with the correct forms of the words in the box and *a, an* or  $\emptyset$  (no article).

charity experience education  
help (x2) hope love pleasure



- Complete the sentences with the correct forms of the phrases underlined in Exercises 2 and 4.

- I really need to get a good night's sleep – otherwise I can't do anything the next day!
- When he has a moment to spare, he likes to read computer advice in forums.
- I have a good understanding of human behaviour – I always know how my friends will react.
- I haven't studied French in a while so I haven't got a clue how to do the assignment.
- I wanted to help her with her exam preparation but I was in a hurry to get home.
- He has a first class knowledge of German. He is practically fluent.
- He didn't have a hope of finishing his exam before the time was up.
- All of a sudden, she felt totally relaxed and knew she would be fine.

- In pairs, follow the instructions below.

- Write a message to your partner asking for advice on something you'd like help with.
- Use at least three nouns from the LANGUAGE FOCUS and two of the phrases underlined in Exercises 2 and 4.
- Exchange your messages. Did you get good advice?

Grammar & Language in Focus page 117



## 2.5 Listening

### Multiple choice

*I can understand specific details in informal conversations.*

#### Exercise 1

1 Possible answers:

- A having trouble building a desk
- B broken computer
- C aggressive dog

- Look at the photos and discuss the questions in pairs.
  - What is the problem in each case?
  - How do you think the problems will be resolved?
  - Have you ever faced such a problem? What did you do?
- Listen to three short dialogues about people who had to solve the problems in Exercise 1. Were your guesses correct?

#### LISTENING FOCUS Multiple choice

- Listen again to the dialogues. For questions 1–6, choose the correct answer (A, B or C).

##### Dialogue 1

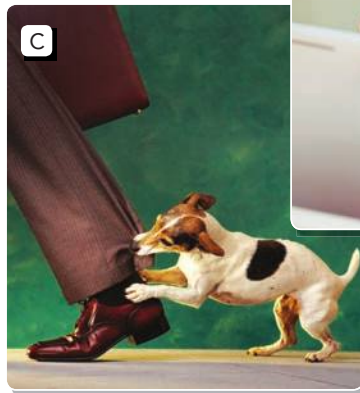
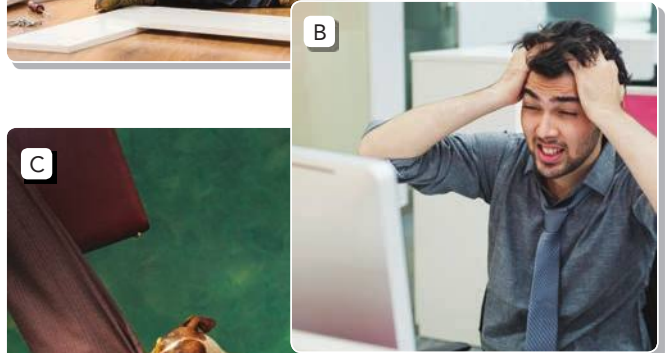
- What was the problem of the instructions that came with the furniture?
  - A There wasn't enough information.
  - B They were incomplete.
  - C They were not clear enough.
- How does the woman respond to the man's problem?
  - A She agrees it was a bad idea to buy flat-pack furniture in the first place.
  - B She sympathises with his difficulties.
  - C She warns him not to follow the instructions so closely.

##### Dialogue 2

- What does the man say about online video tutorials?
  - A Information transmitted visually is easy to remember.
  - B The instructions are given in clear stages.
  - C They can have too much detail at times.
- How does the girl feel about the people who produce online tutorial videos? She is:
  - A pleased that their help is available to everyone.
  - B amused that they appear in their tutorials personally.
  - C appreciative of the production quality of their films.

##### Dialogue 3

- What are the woman's experiences with dogs?
  - A She's had aggressive dogs before.
  - B She was always able to handle her dogs.
  - C One of her dogs ran away and attacked someone.
- Why does the man think the group learning sessions are good?
  - A They allow you to be around people with the same problems.
  - B The dogs learn faster and more efficiently than in other situations.
  - C The dogs get used to being around other dogs and their owners.



#### WORD STORE 2F

- PHRASES Go to WORD STORE 2F on page 5 of the booklet. Complete the phrases with the words in the box. Then listen and check.
- Complete the sentences with the phrases from WORD STORE 2F.
  - It's easier to study for exams with my friends. After all, we all seem to be in the same boat.
  - When I have a problem, I go outside to clear my head.
  - It is good to talk issues through – you will find that others share the same concerns as you.
  - You often get the best results when you don't wait for others to do something for you but use your initiative instead.
  - If you keep your composure, it's easier to do things because your mind doesn't work properly under stress.
  - The best way to solve a problem is to use common sense and focus on what's most sensible in a given situation.
  - You can learn a lot from the Internet because so many people are willing to share their expertise and answer your questions.
  - If you feel an affinity with someone or have something in common, it helps a lot.
- In pairs, discuss which method (1–3) you would choose for learning the things from the box. Why?
 

cooking a new recipe   dancing salsa  
 Chinese installing new software   skiing  
 improving your running technique

  - following written guidance
  - following a video tutorial (e.g. how-to videos)
  - learning in a group

#### REFERENCES

CULTURE NOTES >>> p. 164  
 AUDIO SCRIPT >>> pp. 178–179  
 INTELLIGENT KEY >>> p. 195

#### WORKBOOK

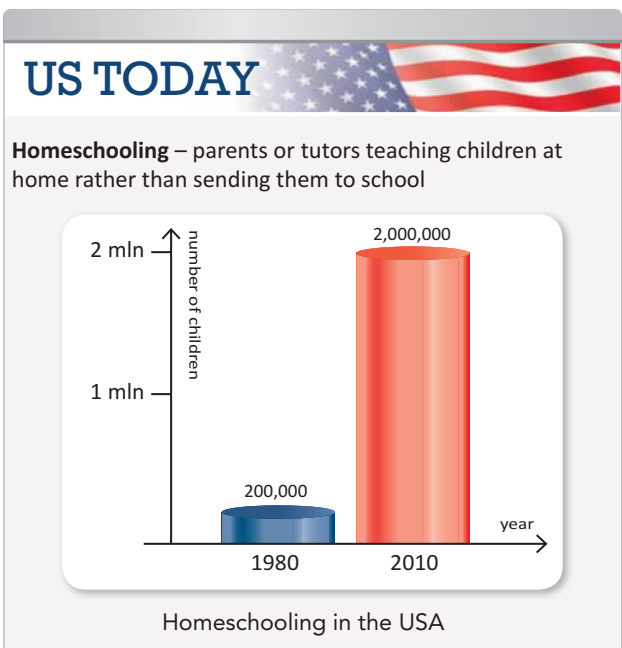
## 2.6 Speaking

### Giving supporting examples

*I can develop an argument with supporting examples.*

#### 1 Read US TODAY and discuss the questions in pairs.

- Why is homeschooling in the USA on the increase?
- Are many children homeschooled in your country?
- What do you think might be the pros and cons of homeschooling?



#### 2 Listen to a podcast about homeschooling and answer the questions.

- What advantages and disadvantages does it mention?
- Whose arguments do you agree with more, the teacher's or the homeschooler's? Why?

#### 3 Match arguments 1–4 from the podcast with their supporting examples (a–g). Then listen again and check.

- Homeschoolers have more time to socialise. c d
- Homeschooling allows children to explore topics in more detail. e f g
- Not everyone can afford the luxury of homeschooling. a
- Schools offer things that homeschooling can't. b

- a **Take** a family where both parents are working.  
 b **A case in point** is the question of socialisation.  
 c **In my case**, I spend a lot of time with other homeschooled kids doing projects together at each other's houses.  
 d **Look at** my cousin, Rob. He's at school from eight thirty till four.  
 e **One of the most notable examples** I can think of was when I was twelve. I wanted to build my own computer.  
 f Just finding out stuff, **for instance**, getting the right parts and the best prices.  
 g I think **it's a prime example of** the kind of thing you have time to do when you're homeschooled.

#### 4 Complete the SPEAKING FOCUS with the phrases in orange from Exercise 3.

### SPEAKING FOCUS

#### Phrases with example:

A typical/classic/obvious example is ...

The most striking/extreme/graphic example that comes to mind is ...

1 One of the most notable examples is ...

2 It's a prime example of

#### Alternative words for example:

A useful illustration is ...

3 A case in point is

4 In my case

5 For instance

#### Imperative verbs:

Consider ...

Think about ...

6 Take

7 Look at

#### 5 Give supporting examples for points 1–4 using the words in capitals. Then complete points 5 and 6 with your own ideas and add supporting examples including the words in capitals.

- Many kids have to get up too early in the morning.  
**INSTANCE**
- A lot of schools don't offer enough time for sport.  
**CASE**
- I spend much of my free time doing homework. **TAKE**
- Some of my friends spend a lot of time at evening classes. **LOOK**
- I think ... of the advantages of homeschooling.  
**STRIKING**
- ... of the advantages of formal schooling is ...  
**ILLUSTRATION**

#### 6 Discuss the questions in pairs. Think of an example to support your opinion. Use the SPEAKING FOCUS to help you.

- Do you think homeschooling can work for everyone? Why?/Why not?
- Do you agree that formal education restricts creativity? Why?/Why not?
- Do you think that formal education prepares students for modern life? Why?/Why not?
- If you could change one thing about education in your country, what would it be? Why?

#### Exercise 2

**Advantages:** children have more time to socialise and to work on projects of their own choice

**Disadvantages:** it's time-consuming and expensive; children get fewer opportunities to socialise



23

### REFERENCES

AUDIO SCRIPT >>> pp. 179–180

### WORKBOOK

p. 23

## 2.7 Writing

### Exercise 2

2

In Conclusion A  
– Yes,  
in Conclusion B  
– Probably not

### An article

*I can write a linguistically complex article giving arguments for and against and ending with a clear conclusion.*

#### 1 Discuss the questions in pairs.

- 1 Are you thinking of going to university when you finish school? Why?/Why not?
- 2 What might be the reasons to go to university? Think of at least two.
- 3 What might be the reasons not to go to university? Think of at least two.
- 4 What alternatives to university are there?

#### 2 Read the task. Then read the article with the alternative conclusions and answer the questions.

Is going to university a valuable thing for a person to do? Write an article of 300–350 words for a student website giving reasons for and against and stating your view.

- 1 Does the writer mention the same reasons as you did in Exercise 1?
- 2 What are the writer's answers to the question in the title in Conclusion A and in Conclusion B?
- 3 Which conclusion do you agree with? Why?

www.studentmatters.eu

## Going to university – is it still worth it?

With the cost of higher education **going through the roof**, many young people are wondering if going to university is still **worth their while**. So it's vital to balance the costs with the potential benefits and make sure it's the right decision for you. Let's take a look at the arguments.

What are the benefits? First of all, a university education improves your job prospects and broadens your future options. Increasingly, you're at a disadvantage without a degree. Statistics show that graduates have a lower unemployment rate than non-graduates and higher annual earnings. And a degree opens up job opportunities abroad as well – when you're a graduate, **the world's your oyster!** But is it only the study element of university that can make a difference to your life? No! Graduate Helen Boyd found the life experience as valuable as the education, if not more so. 'University **is massively character building**,' she says.

Still, not everyone is so enthusiastic about higher education. Some people argue that university education is greatly overestimated and that it gives young people false expectations about their career prospects. Many students leave university **saddled with debt**, and with no guarantee of a decent job. Did you know that there were eighty-three applicants for every graduate job in the UK in 2011? Another argument is that many employers appear to **value work experience over a degree**. As one employer puts it, 'I now make a point of interviewing people first who have spent their time travelling or working instead of doing a degree, because this shows they're prepared to **stand out from the crowd**.'



### Conclusion A

So do the benefits outweigh the costs?  
On balance, I would say that university is definitely worth it – for the economic reasons as well as the less tangible outcomes. Go for it!



### Conclusion B

So do the costs outweigh the benefits?  
On balance, comparing the expenses one has to meet with **the odds of** getting a good graduate job, I would advise you to consider alternative routes to the future.

24

### REFERENCES

CULTURE NOTES >>> p. 164

### WORKBOOK

pp. 24–25, including Show what you've learnt and Show that you've checked

### NEXT CLASS

Ask students to revise for Focus review 2 (lessons 2.1–2.7, Word list on pp. 139–140 in the SB).



- 3 Read the **WRITING FOCUS**. For each point, find more examples in the article on page 24.

## WRITING FOCUS

### Making your article lively

- Addressing the reader directly  
I will look at the issues. → Let's look at the issues.  
University graduates earn more money. → As a university graduate, you will earn more money.
- Direct questions  
More young people are going to university. → Why are more young people going to university?  
University is about experiencing new things. → University is about experiencing new things, isn't it?
- Quotations  
The Education Minister predicts that new employees will require a degree. → 'New employees will require a degree,' predicts the Education Minister.  
Sam Hill points out that university isn't for everyone, and many are better off with apprenticeships. → 'University is not for everyone,' points out Sam Hill, 'and many are better off with apprenticeships.'
- Exclamations  
University isn't the only option. Many entrepreneurs didn't even finish secondary school!

- 4 Rewrite the text below using:

- two direct questions
- one direct address to the reader
- at least one quotation
- an exclamation

- 5 Replace the underlined parts of the sentences below with the more informal phrases in purple in the article. Make any other changes necessary.

- Higher education is becoming increasingly expensive.  
*The cost of higher education is going through the roof.*
- Volunteering or doing internships can help you to differentiate yourself from other candidates. *stand out from the crowd*
- Graduates leave university owing a considerable amount of money. *saddled with debt*
- With a degree, you can find a job anywhere in the world. *the world's your oyster*
- The likelihood of finding a good job after graduating is uncertain. *The odds of ... are uncertain.*
- Many employers believe that work experience is more valuable than a degree. *value work experience over a degree*
- University contributes enormously to your personal development. *is massively character building*
- Many young people wonder if spending a lot on university is a valuable thing to do. *worth their while*

- 6 Complete the writing task. Use the **WRITING FOCUS** to help you.

Is spending a year studying abroad a valuable thing for university students to do? Write an article of 300–350 words for a student website giving arguments for and against and stating your view.

### Exercise 3

**Addressing the reader directly:** ... make sure it's the right decision for you. / Let's take a look at the arguments. / University education improves your job prospects and broadens your future options. / Increasingly, you're at a disadvantage without a degree. / ... when you're a graduate, the world's your oyster! / But is it only the study element ... a difference to your life? / Did you know that there were eighty-three applicants ... in 2011? / Go for it! / I would advise you to consider alternative routes to the future.

**Direct questions:** Going to university – Is it still worth it? / What are the benefits? / But is it only the study element ... a difference to your life? / So do the costs outweigh the benefits? / Did you know that there were eighty-three applicants ... in 2011?

**Quotations:** 'University is massively character building,' she says. / As one employer puts it, 'I now make a point of interviewing people ... stand out from the crowd.'

**Exclamations:** ... when you're a graduate, the world's your oyster! / But is it only the study element ... a difference to your life? No! / Go for it!

# STUDENT LOAN CRISIS

The majority of UK students will still be repaying loans taken out while at university when they are in their forties and fifties, a study has found. According to a BBC report, nearly three-quarters of graduates from English universities will never clear their debt and will have to have at least some of their loan written off. The situation has been blamed on recent increases in course fees, plus the fact that more students from less advantaged homes are entering higher



education. This is the case for Timothy Spiller, twenty-one, an accountancy student at London Metropolitan University. Timothy comes from a low-income family and will need to borrow the maximum amount available in order

to complete his degree. Despite the prospect of huge debts, Timothy remains confident he will graduate, find well-paid work and pay off his loans in full. It is, he says, a very strong motivator to work hard.

## VOCABULARY

- 1 Complete the sentences with the correct forms of the words in the box. There are two extra words.

blank brush keep lap manic muster  
nerve regurgitate through weight wreck

I don't know about you, but sometimes I find it really hard to <sup>1</sup> muster the energy to revise for exams. And the occasional need to simply <sup>2</sup> regurgitate facts is hardly encouraging, is it? No wonder the urge to watch an episode of your favourite TV series is so tempting compared with <sup>3</sup> brushing up on nineteenth-century political science.

And then comes the day of the exam. Despite the rational approach where you try to <sup>4</sup> keep things in perspective and tell yourself 'it's only an exam, I know this stuff' you often find your mind goes <sup>5</sup> blank and you end up staring at the ceiling looking for inspiration. Unfortunately, your eye catches sight of the nervous <sup>6</sup> wreck sitting to your left with panic written all over his face. The next thing you know you're a bundle of <sup>7</sup> nerves like he is.

Still, you try to focus and do your best and when the results come in and you realise that you've sailed <sup>8</sup> through the exams, life is better again as a big <sup>9</sup> weight has been lifted.

- 2 Complete the words in the sentences. The first letter of each word is given.

- I don't think I can summon up the courage to tell my teacher what happened!
- When you are faced with so many assignments to complete, it's hard to stay calm.
- Student accommodation is expensive here; it's hard to come by a good, cheap flat.
- I need to finish these reports. The work is beginning to pile up.
- I'm really thinking of quitting. I feel like I'm teelering on the edge of sanity.
- Josh loves standing out from the crowd. That's the only reason he dresses so outrageously.

- 3 Replace the underlined words to make correct phrases in the given contexts.

- Don't take everything so seriously. Why don't you just cook up? lighten
- I've just failed that test too. Looks like we're in the same head. boat
- When you're a kid it's constantly hit into you to work hard. hammered
- I've been studying around the clock for this exam. I'm absolutely plastered. frazzled
- Marek never gets stressed, does he? He takes everything in his step. stride
- I'm not sure I can make this speech now. I'm afraid I'm getting wet feet. cold

## GRAMMAR

- 4 Choose two correct options in each point.

Adam: Where's Ellie? She's not usually late.

Karen: Give her a few more minutes. She <sup>1</sup> may / might / can be on her way.

Adam: It's rush hour. I guess she <sup>2</sup> might / will / could be sitting in traffic.

Chris: Oh no! Do you think she <sup>3</sup> will / could / may have had an accident?

Karen: I doubt it. I suppose she just forgot the meeting was today. It <sup>4</sup> may / can / could have slipped her mind.

Adam: That's not like her. She's so organised. She <sup>5</sup> mustn't / can't / won't have forgotten.

Karen: Did anyone tell her? She <sup>6</sup> might / may / must have been expecting a message, and thought it was all off if she didn't get one.

- 5 Complete the sentences with the correct forms of the words in brackets. Use the negative form where necessary.

- It's late. She may not be able to (may/able) come at such short notice.
- Your wallet? You could have left (could/leave) it in the car.
- His latest test result was surprisingly good, wasn't it? He might have studied/might have been studying (might/study) at the weekends.
- That's impossible! Such a big decision couldn't have been made/couldn't be made (could/make) without consulting me first.
- That can't be true. He must have been telling/must be telling (must/tell) lies.
- Where's James? Oh, of course. He will be doing (will/do) his workout at this time.

## LANGUAGE IN FOCUS

- 6 Complete the sentences with a/an or Ø (no article).

- I believe Ø education is a right, not a privilege.
- Our parents did all they could to give us a good education.
- Getting to know another culture while studying abroad can be an education!
- Six months after graduating, my brother is still looking for Ø work.
- Revising for exams is Ø hard work.
- This painting is an accomplished work of the artist's late period.
- Many job advertisements ask for Ø previous experience.
- A job interview can be an enjoyable experience.
- All animals have the ability to learn from Ø experience.

## REFERENCES

CULTURE NOTES >>> pp. 164–165  
AUDIO SCRIPT >>> p. 180  
INTELLIGENT KEY >>> p. 195

## EXTRA ACTIVITIES

• Photocopiable resource 6  
(Speaking – 20 min.) pp. 211, 227

• Class debate: Adult learners do not need a teacher to assist them in the process of learning. (For instructions see p. 175)

## USE OF ENGLISH

7 Complete the text with one word in each gap.

### A Musical Partnership

Tenever is a housing estate in a poor area of the North German city of Bremen. In 2007, the Chamber Orchestra of Bremen moved their rehearsal rooms to a secondary school here and, for the pupils of Bremen East Comprehensive School, life <sup>1</sup> was about to change completely. But for this unique partnership, it might never <sup>2</sup> have happened. The school was <sup>3</sup> being renovated and by coincidence, the orchestra was looking for somewhere new to rehearse.

The local authorities suggested using the school as their base. <sup>4</sup> Despite having some doubts initially, the orchestra moved in and musicians and pupils found themselves sharing their daily lives. Teachers now believe this must <sup>5</sup> be the reason why the school's results started to improve dramatically. Now school-leaving exams are <sup>6</sup> looming/ coming for the pupils who entered the school the same year as the orchestra. But teachers are optimistic that their pupils will pass their finals. You <sup>7</sup> might/may well think it sounds like the plot of a feel-good film. In the past, teachers <sup>8</sup> could not have imagined pupils from richer parts of Bremen wanting to join the school but now they are over-subscribed.

8 Complete each set of three sentences with the same word in each gap.

- 1 a I love biographies but this book doesn't go into any depth about John Lennon's life at all.  
b This pool is for children. It's constantly supervised and it has a depth of only one metre.  
c I really don't think I can do this. I have to admit I feel a little out of my depth.
- 2 a You're the special guest, darling. You should sit at the head of the table.  
b I've decided to become the head of the search party and we'll begin by going to the lake.  
c I need to get a breath of fresh air to help clear my head. I'll be back in a few minutes.
- 3 a I love visiting the seaside. I always get an overwhelming sense of calm.  
b I don't understand anything he's saying. I can't make any sense of it at all. Is it even English?  
c Don't touch that! It's boiling hot. Use your common sense, will you?

## LISTENING

9 Listen to three dialogues. For questions 1–6, choose the correct answer (A, B or C).

### Dialogue 1

- 1 What do the speakers disagree about in relation to business travel?  
A It's monotonous.  
B It's uncomfortable.  
C It's time-consuming.
- 2 In the woman's view, business travel allows her to  
A visit places inaccessible for tourists.  
B help people reach their goals.  
C escape from the office.

### Dialogue 2

- 3 What point does the boy make about problems in Europe?  
A They are confined to Europe.  
B He has little to learn from them.  
C They are reflected in other parts of the world.
- 4 How does the girl respond to this point?  
A By insisting that local issues should take precedence.  
B By suggesting he should behave like a tourist.  
C By advising him to travel more widely.

### Dialogue 3

- 5 What is the girl doing during the conversation?  
A Supporting the company's advice.  
B Explaining why education is important.  
C Justifying her parents' decision.
- 6 The man seems to suggest that  
A the current education system needs to be more flexible.  
B there shouldn't be any problem with changing schools.  
C changing schools helps develop relationships.

## SPEAKING

10 Look at the photos and discuss the questions in pairs.

- 1 What abilities might the people need to learn these different skills?
- 2 To what extent do you think those abilities are natural and how much are they learned through practice?
- 3 Who do you think would need more practice to become an expert?



## NEXT CLASS

- Ask students to do Self-check 2.8 in the WB, pp. 26–27.
- Ask students to prepare for Unit 2 test (Focus Assessment Package).



# 3

## LET'S EAT

One cannot think well,  
love well, sleep well,  
if one has not dined well.

VIRGINIA WOOLF,  
A ROOM OF ONE'S OWN

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – foods
- cooking and eating
- food
- kitchen/dining sounds
- collocations

#### Reading:

- an article about food and happiness
- multiple choice

#### Grammar:

- transitive and intransitive phrasal verbs

#### Language in Focus:

- particles in phrasal verbs

#### Listening:

- monologues about different food experiences
- multiple matching

#### Speaking:

- responding appropriately in conversation

#### Writing:

- a proposal

### FOCUS EXTRA

- Grammar and Language in Focus Reference and Practice pp. 118–120
- WORD STORE booklet pp. 6–7
- Workbook pp. 28–39 or MyEnglishLab

28

## 3.1 Vocabulary

Cooking and eating • food • kitchen/dining sounds • collocations

*I can talk about food and cooking.*

### SHOW WHAT YOU KNOW

#### 1 Describe the following to your partner.

- your favourite snack
- your biggest food dislike
- your unhealthiest treat
- your favourite local dish

#### 2 Based on the information you found out in Exercise 1, what would you cook if your partner came round for dinner?

## TOP CHEFS' PET HATES

### 1 MICHAEL WIGNALL

It might be a bit controversial but my pet hate is made-up customer ailments. Over the past five years, the number of ridiculous dietary requirements you get is mad. We've had someone who doesn't eat anything with four legs! Another who said they'd eat nothing that flies!

- 5 I read that one in ten special diets is a legitimate special diet. It's getting ridiculous. We bend over backwards for customers, it's important, but when you get people who don't eat **shellfish**, but eat **lobsters** and **oysters** – surprise, surprise, the most expensive thing on the menu – it can be a bit tiresome. We take allergies seriously, but sometimes people
- 10 claim they're allergic when they just don't like something.

### 2 MICHEL ROUX JR

My pet hate in the kitchen is untidiness. I just can't stand chefs that work in an untidy way and don't put things away properly. It

15 really annoys me. There's a salt pot in our kitchen and it's been in its particular corner since 1981, and if it's not there, I have a fit. I get very, very upset and everybody knows

20 that. If you want to annoy me at work, move that salt pot. Everything should have its place. Sometimes it does take over my life – at least my wife says so.

### REFERENCES

CULTURE NOTES >>> p. 165

### EXTRA ACTIVITIES

Photocopiable resource 7 (food – 15 min.) pp. 211–212, 228–229

### WORKBOOK

pp. 28–29, including Show what you've learnt

- 3 Read the list of foods that some top chefs refuse to eat. Which do you agree with? What foods do you refuse to eat? Discuss in pairs.



## TOP CHEFS' FOODS TO AVOID

Here are some of the things that even top chefs refuse to have on their plates.

- **Nutmeg** – it overpowers everything.
- **Okra** has a **slimy** texture – tasteless and **glutinous**.
- **Coriander** is too **perfumed**.
- The taste of **smoked mackerel** – I can't stand it.
- The texture and the taste of **kidneys** or **liver** – yuck!
- **Chewy** or overcooked meat.
- **Capers** – like licking an aluminium saucepan.

- 4 In pairs, discuss why famous chefs might dislike the following things. Then read and check your ideas.

untidiness   fussy eaters   hushed dining rooms

## 3 TOM KERRIDGE

- 25 I hate hushed dining rooms. It's that term 'fine dining'. The idea of sitting in a country-house hotel, where
- 30 all you hear is the clink of cutlery and chinking of glasses and everyone – including the overbearing waiters
- 35 – speaking in hushed tones, is my worst nightmare. Eating out is surely about having fun and being able to talk to each other, rather than
- 40 worrying about using the wrong knife and fork. But that is changing. You only have to look at Pollen Street Social. It's a Michelin-starred restaurant but it's also fun and buzzy. Of course, there are still places doing the full-on starched tablecloth thing. But it shouldn't be about the
- 45 dining room's own ego.



## WORD STORE 3A

- 5 (1.24) Complete WORD STORE 3A with the words in red from the texts. Then listen and check.

- 6 In pairs, follow the instructions.

- Prepare one shopping list each in your own language with eight items from WORD STORE 3A.
- Dictate your lists to each other and translate your partner's words into English.
- Check your lists.

## WORD STORE 3B

- 7 (1.25) Complete WORD STORE 3B with the words in the box. Then listen and check.

- 8 In pairs, discuss how you feel about each sound from WORD STORE 3B. Use the verbs below and your own ideas.

I adore / don't mind / cringe at / detest ...

I cringe at the constant hum of traffic.

## WORD STORE 3C

- 9 (1.26) Complete WORD STORE 3C with the collocations underlined in the texts. Then listen and check.

- 10 Complete the questions with the collocations from WORD STORE 3C. Then ask and answer the questions in pairs.

- Where would you go to enjoy fine dining?
- Do you have any particular dietary requirements?  
Why can't you eat these things?
- Where might you find people talking in hushed tones?
- What might your siblings or parents do that would make you have a fit?
- Do you have a pet hate? What is it and why don't you like it?
- Have you ever eaten off a table covered in a starched tablecloth? Where?

## WORD STORE 3D

- 11 (1.27) Complete WORD STORE 3D. Match the partitives from box A with the food words from box B. Then listen and check.

- 12 Michel Roux Jr says that he takes tidiness very seriously. What things do you take seriously? In pairs, discuss your own attitudes towards the things below.

- cleanliness
- clothing
- diet
- health
- good manners
- freshness of food
- tidiness

## 3.2 Reading

### Multiple choice

*I can identify key information and understand specific details in an article.*

- Some people say the food we eat can influence our mood. Do you agree? In pairs, discuss what you tend to eat when you are:
  - disheartened after a hard day.
  - anxious about your exams.
  - fatigued by a long journey.
  - content with your achievements.
- Look quickly through the article on the psychological effect of food on humans. Choose the most appropriate topic (a–f) for each paragraph (1–6).
 

a The effect of food that tastes good	<div>3</div>
b A focus on food in all its aspects	<div>1</div>
c The health benefits of homegrown food	<div>6</div>
d The importance of cooking for yourself and others	<div>5</div>
e The connection between smell, taste and memory	<div>2</div>
f A psychological consequence of eating junk food	<div>4</div>

### READING FOCUS Multiple choice

- Read the article again. For questions 1–6, choose the correct answer (A, B, C or D).
  - In Paragraph 1, what is the writer's opinion about the 'burning questions' he mentions?
 

A They are all equally important.

**B** They only affect some people.

C They are not discussed frequently enough.

D They don't take account of physical effects.
  - Why does the writer use the example of Proust's madeleine?
 

A To emphasise the effect on Proust's mood.

B To highlight the way the brain controls feelings.

C To compare its taste to the taste of strawberries.

**D** To illustrate the link between taste and memory.
  - In Paragraph 3, the writer suggests that eating
 

**A** can contribute to research into happiness.

B forms a basic element of happiness.

C warm food improves our general health.

D anything produces feelings of pleasure.
  - What does Andrew Smith think the results of his study show?
 

A Chocolate is clearly unhealthy.

B Eating any snacks encourages depression.

**C** Our opinions affect our moods.

D Snacks are often consumed secretly.
  - What does the writer conclude is the main importance of cooking to happiness?
 

A It takes our minds off our own health problems.

B It provides a focused activity.

C It is an important life skill.

**D** It is central to human social relations.
  - The writer promotes growing our own food because
 

A being outdoors is highly rewarding.

**B** the activity adds to the positive effects of home cooking.

C homegrown food tastes good and is healthy.

D picking homegrown food is pleasurable.

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### WORD STORE 3E

- COLLOCATIONS** Go to WORD STORE 3E on page 7 of the booklet. Complete the collocations with the nouns from the box. Refer to the article for help if necessary.
- Write example sentences using one adjective-noun collocation from each set in WORD STORE 3E.
- Complete the glossary of psychological terms with translations into your own language. Use a dictionary if necessary.

#### GLOSSARY

cognitive difficulties – \_\_\_\_\_

emotional response – \_\_\_\_\_

neuroscience – \_\_\_\_\_

occupational therapy – \_\_\_\_\_

reward system – \_\_\_\_\_

- WORD FORMATION** Complete the table to make word families using the adjectives underlined in the article.

ADJECTIVE	NOUN
<u>influential</u>	<u>influence</u>
<u>emotional</u>	<u>emotion</u>
<u>universal</u>	<u>universe</u>
<u>essential</u>	<u>essence</u>
<u>occupational</u>	<u>occupation</u>
<u>elemental</u>	<u>element</u>
<u>nutritional</u>	<u>nutrition</u>
<u>psychological</u>	<u>psychology</u>

- Complete the sentences with the adjective or noun forms from the table in Exercise 7. Do you agree with the statements? Why?/Why not?
  - Good nutrition is essential to good health – we are what we eat!
  - Rage is a very powerful emotion, far stronger than love, for example.
  - I think it's fascinating to study the psychological factors behind our dietary choices.
  - One element of pleasure is said to be taste.
  - Memories can have a hugely influential effect on our emotional and physical wellbeing.
  - My room, my books, my music – that's my universe! I don't need anything more.
  - I like to keep busy; having no occupation makes me anxious.
  - I feel that the most essential thing to remember about food is that it makes you happy.
- In pairs, discuss traditional dishes from the cuisine of your country and answer the questions.
  - How healthy are the dishes as food choices?
  - What associations do they have for you?

### REFERENCES

CULTURE NOTES >>> p. 165  
INTELLIGENT KEY >>> p. 195

### WORKBOOK

pp. 30–31

### NEXT CLASS

Ask students to do Show what you know 3.3 in the WB, p. 32.



# CAN YOU EAT YOURSELF HAPPY?

1 It seems that food is an unavoidable topic of conversation these days. Whether you're browsing online, flicking through a magazine, zoning out in front of the TV or chatting away to friends, someone will almost certainly be discussing food in one form or another. Favourite talking points include whether we are over- or underweight because of the type of food we eat; whether we eat too much junk and processed food; whether we ought to eat meat or not; and exactly which superfood or diet is going to save our lives and give us the body we want. These are all burning questions for those of us fortunate enough to be able to choose what we eat, and while diet-related issues such as obesity are undoubtedly serious and potentially life-threatening, the effects of eating are not only physical. Recent research has been looking at how food affects our moods as well as our bodies.

2 First and foremost, flavour is a powerful conductor of memories and emotions. Strawberries may evoke a very special summer, a birthday cake may conjure a childlike wonder. In Proust's *Remembrance of Things Past*, for example, the narrator depicts the 'powerful joy' that a tea-soaked madeleine awakes in him when he is 'dispirited after a dreary day, with the prospect of a depressing morrow'. It isn't so much that the sweet cake tastes lovely, but that it transports him to his innocent youth, when his aunt in the country would feed him the very same treat on Sunday mornings. But the single most influential sense in flavour appreciation is the sense of smell. Unlike the other senses, smell is processed in a part of the brain that deals with strong emotional responses and memory. A particular smell can trigger both a memory of the time we first experienced it and a repetition of the feelings we had then. So, for each of us, particular memories and feelings become associated with certain smells. These are just some of the many ways in which food can make us happy.

3 Of course, it does help if these foods are toothsome, delectable or in other words delicious. 'Tasty food is one of the most universal routes to pleasure,' reads an academic paper by the Oxford psychiatrist Morten Kringelbach on our understanding, so far, of the neuroscience of happiness. This is why eating forms the basis of much scientific experimentation into the mechanics behind that elusive, warm, fuzzy sense of wellbeing. Pleasure is widely viewed as an essential component of happiness. Food excites the reward system in the brain, stimulating desire and anticipation, and when we eat something we enjoy, it releases hormones which produce the sensation of pleasure.

4 However, such pleasures are fleeting, and overconsumption of tasty but unhealthy foods may interfere with your reward system, encouraging uncontrollable cravings and binges. You may also feel guilty. Psychologist Andrew Smith of Cardiff University suspects that our attitudes and beliefs about these foods cause us to feel low after consuming them. In a study he carried out, one group were given crisps and chocolate (foods we tend to consider unhealthy and only to be consumed secretly or as special treats!) for their teatime snack over the course of ten days, while another group ate fruit. The results associated chocolate with greater depression, and those who ate chocolate and crisps reported greater cognitive difficulties and fatigue, whereas the fruit group had lower anxiety, depression and distress.

5 Alongside pleasure, another contributor to happiness and wellbeing is a sense of meaningfulness and this is where cooking, as opposed to eating food, comes in. Cooking is in fact an established occupational therapy for depression. According to Mark Salter, a consultant psychiatrist in Hackney, London, 'The preparing, sharing and consuming of food is so precious,' he says, 'because it lies slap

at the heart of what it means to be human – to love, to relate, to plan, to feed, to enjoy and to share. It isn't only a pleasure,' Salter says, 'but a life skill. It's elemental, caring for yourself and others.' When choosing ingredients, combining flavours and creating a dish, you are imagining the health-giving or pleasurable impact it will have on those who will consume it. Cooking takes the focus away from yourself.

6 Combine the power of cooking to make us happy with the tendency for home-cooked food to be healthier, and you have a nutritional and psychological jackpot. Apart from being healthy, eating home-prepared food is also followed by more intense, positive emotions and less anxiety than consuming food away from home. If you go one step further and grow some food of your own, then you do even better. What with the established positive health effects of being active rather than sedentary, being outside and working with nature rather than cooped up inside all day, together with the satisfaction of growing food and the deliciousness of freshly harvested produce, the happy-making potential of eating is enormous.



### 3.3 Grammar

#### Exercise 3

stock up on – transitive, inseparable  
end up – intransitive, inseparable  
plan ahead – intransitive, inseparable  
cut back on – transitive, inseparable  
give up – transitive/intransitive, separable  
snack on – transitive, inseparable  
fill up – transitive, separable  
wolf down – transitive, separable  
pick at – transitive, inseparable

#### Transitive and intransitive phrasal verbs

*I can identify and use transitive and intransitive phrasal verbs and separable and inseparable phrasal verbs.*

- 1 Look at the pictures from an online advice column that specialises in food issues. In pairs, discuss what the problem is in each case.



- 2 In pairs, match extracts a–c with pictures 1–3. Were your guesses in Exercise 1 right? Decide what advice you would give each person.

3 a We're really hopeless at **stocking up on** food at home. We're forever running out of the basics – you know, stuff like meat or vegetables – so we always **end up** having to **dine out**. It's getting really expensive! I guess we just need to learn to **plan ahead**.

1 b Recently I've been trying to **cut back on** snacks, things like chocolate and crisps, but I'm finding it really difficult to **give** them **up**. I've tried leaving fruit and other healthy food on the kitchen table so that I can **snack on** that instead. But it just doesn't **fill** me **up**!

2 c Our cat used to have a really healthy appetite – as soon as we put her food in her bowl, she'd **wolf** it **down** – but recently she just **picks at** it.

- 3 Read the GRAMMAR FOCUS and look back at the phrasal verbs in blue in Exercise 2. Are they transitive or intransitive, separable or inseparable?

#### GRAMMAR FOCUS

##### Phrasal verbs

##### transitive vs intransitive

- Transitive phrasal verbs have an object.  
*Can you **do without** chocolate?* (NOT ~~Can you do without?~~)
- Intransitive phrasal verbs do not have an object.  
***Hang on**, the kettle's boiling!*
- Some phrasal verbs can be both transitive and intransitive.  
*They're **closing** the cafeteria **down**.*  
*The cafeteria is **closing down**.*

##### separable vs inseparable

- Some phrasal verbs are separable, i.e. the object can come between the verb and the particle.  
*They **put** the lunch **off** till Tuesday.*  
*They **put off** the lunch till Tuesday.*  
**Note:** When the object is a pronoun (*it, them, etc.*), it must come between the verb and the particle.  
*They **put** it **off**.* (NOT ~~They put off it.~~)
- Other phrasal verbs are inseparable, i.e. the object must come after the particle.  
*I wouldn't **go for** the prawns.* (NOT ~~I wouldn't go the prawns for.~~)

**Note:** Three-word phrasal verbs are transitive and inseparable.  
*I can never **get round to** cooking a proper meal after work.*

- 4 Read the sentences. Where is the object (*it, them or me*) missing? Add it where necessary.

- I used to love milk. However, I gave up when I became lactose intolerant. **gave it up**
- I really didn't want to eat pizza again but guess where we ended up! **-**
- I ate a lot of meat when I was younger but then I just decided to do without. **do without it**
- My dentist said I was eating too many sweets so I'm trying to cut back on. **cut back on them**
- I hate it when she plays with her food and picks at instead of eating it normally! **picks at it**
- A few biscuits used to be enough for me but they don't fill up anymore. **fill me up**

- 5 Answer the questions using phrasal verbs.

- Do you tend to **pick at** your food or **wolf** it **down**?
- What kind of food do people generally try to **cut back on**? Why?
- What kind of foods do you tend to **snack on** when you're studying?
- Do you **plan ahead** when you **dine out** or do you **end up** going to any old place?

- 6 Compare your answers with a partner. Are they similar?

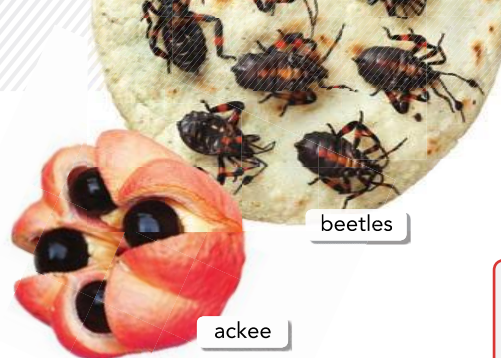
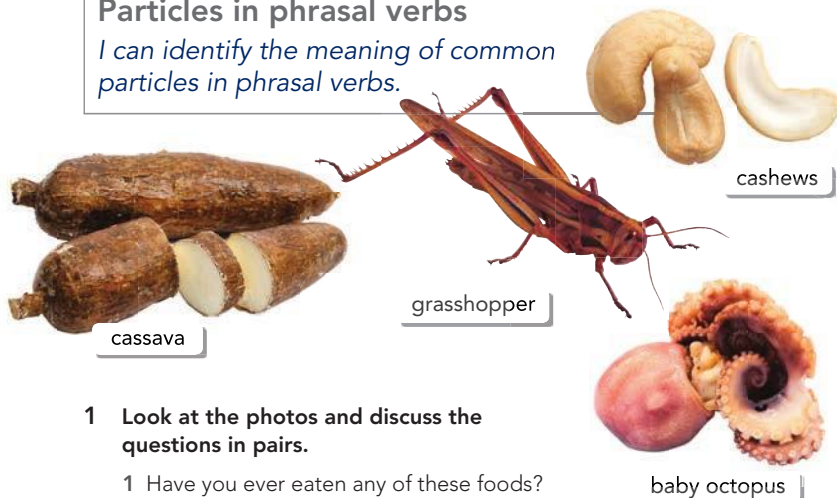
Grammar & Language in Focus pages 118–119



# 3.4 Language in Focus

## Particles in phrasal verbs

I can identify the meaning of common particles in phrasal verbs.



### 1 Look at the photos and discuss the questions in pairs.

- Have you ever eaten any of these foods?
- Where do you think they might be eaten?
- Which ones do you think might be dangerous to eat?

### 2 Listen to a podcast about dangerous food and check your answers in Exercise 1. Then answer the questions below.

- Which of the dangerous foods surprised you? Why?
- Do you know of any other foods that can make people ill?

### 3 Complete the extracts with the correct forms of the phrasal verbs in the box. There is one extra verb. Then listen again and check.

carry on chop off gobble up hand out take out

- You can gobble up insects like fried beetles in Thailand.
- The thing is alive even when you chop off its tentacles ...
- ... they carry on moving and can even stick to your mouth.
- ... when someone hands out a bowl of cashews.

### 4 Match the phrasal verbs from Exercise 3 with their definitions.

- |                            |                  |                     |                 |
|----------------------------|------------------|---------------------|-----------------|
| a give to many people      | <u>hand out</u>  | d divide from       | <u>chop off</u> |
| b eat quickly              | <u>gobble up</u> | e remove or extract | <u>take out</u> |
| c continue to do something | <u>carry on</u>  |                     |                 |

### 5 Complete the LANGUAGE FOCUS with the appropriate particles using the phrasal verbs from Exercise 3.

## LANGUAGE FOCUS

### Particles in phrasal verbs

Certain particles maintain their meanings when used in phrasal verbs.

- The particle <sup>1</sup> on can combine with *carry, drag, go, keep* and *struggle* to talk about actions continuing or going forward.
- The particle <sup>2</sup> off can combine with *break, chop, cut, take* and *slice* to talk about dividing or separating something into parts.
- The particle <sup>3</sup> out can combine with *dish, hand, pour* and *spread* to talk about giving something to people or extending something.
- The particle <sup>4</sup> up can combine *clean, drink, eat/gobble, tidy, use* and *wash* to talk about completing an action.

**Note:** Some particles have multiple meanings.

For example, *up* can also mean:

1 'increasing' (*Prices have gone up.*)

2 'moving towards' (*Come up to my desk.*)

*Out* can also mean 'remove' (*They are steamed to take the toxins out.*)

### 6 Choose the appropriate particles.

- In my family, one person cooks dinner and the other washes out / up.
- I struggled off / on for many kilometres but I couldn't finish the race.
- When I poured up / out the juice, I realised there wasn't enough for everybody.
- I didn't need all the string so I only cut off / on the part I needed.

### 7 Complete the sentences with the correct forms of the phrasal verbs from the LANGUAGE FOCUS. The meaning must match the phrase in brackets.

- The meeting dragged on. It was midnight when it finished. (continued for a long time)
- Can you spread out the map on the table? I can't see it otherwise. (open fully)
- We got cut off in the middle of the call – it was so annoying. (lost connection)
- If you slice/cut off the crust, the baby will be able to eat the bread. (remove)
- To celebrate, they handed/dished out cake to all the guests. (served)
- He went/kept/carried on talking for so long that people started falling asleep. (continued)
- Drink up your coffee! We have to get back to work. (finish)

### 8 Read the sentences. What is the meaning of *up* in each case? Discuss in pairs.

- complete
- increase
- move towards

- You need to **pay up**. We're closing. a
- He **came up to** me and asked me for directions to the station. c
- Sorry, can you **speak up**? I can't hear you! b
- Prices have really **shot up** recently. b

### 9 In pairs, follow the instructions below.

- Look at the sentences in Exercise 8. In what contexts might you hear them?
- Write your own sentences using different phrasal verbs. Think of a context for each.
- Read out your sentences. Can other students guess the context?

Grammar & Language in Focus pages 119–120

## REFERENCES

AUDIO SCRIPT >>> pp. 180–181

## EXTRA ACTIVITIES

Photocopiable resource 8 (phrasal verbs – 10 min.) pp. 212, 230

## WORKBOOK

p. 33, including Show what you've learnt

### Exercise 1

3 Ackee is toxic, bad for blood.

Cassava is poisonous when raw.

You can choke on octopus.

Raw cashews can give you a bad stomach.

### Exercise 2

2 Possible answers: highly spicy dishes, fish not cooked well, foods causing serious allergies e.g. nuts, etc.



## 3.5 Listening

### Multiple matching

*I can recognise speakers' feelings, points of view and opinions in monologues.*

- 1 Look at the photos and match them with the food words in the box.

**D** burger   **A** crepes   **E** fish and chips   **C** oyster   **B** tacos

- 2 Discuss the questions in pairs.

Which food in the photos can be:

- veggie, turkey or bison? **burger**
- served raw and alive? **oysters**
- wrapped in newspaper? **fish and chips**
- made from buckwheat flour? **crepes**
- garnished with guacamole? **tacos**

- 3 1.30 Listen to five people talking about problems they had with food. Match the speakers with the photos and write down at least one adjective each of them uses to describe the food.

Speaker 1 **C** **bland**, awful, hot

Speaker 2 **B** unpleasant, not fresh, sweet and sticky, not spicy, old, stringy, weird, bad

Speaker 3 **D** favourite, simple, tough, burnt, stale

Speaker 4 **E** quick, tasty, crispy, greasy, soggy, old, stodgy, horrible

Speaker 5 **A** sweet, savoury, low-fat, fresh

#### LISTENING FOCUS Multiple matching

- 4 1.30 Listen again. For questions 1–5, choose from the list (A–H) how each speaker felt about the problem they had.

- 1 Speaker 1 **E**   3 Speaker 3 **H**   5 Speaker 5 **D**  
2 Speaker 2 **B**   4 Speaker 4 **G**

- A shocked at the price of the food  
B unsurprised by what happened  
C regretful that they didn't go to the restaurant earlier  
D appalled by the standard of the service  
E unhappy about the freshness of the food  
F upset by the food's smell  
G disappointed that expectations of the food were not met  
H disillusioned with making food for themselves

Listen again. For questions 6–10, choose from the list (A–H) which conclusion each speaker draws from the experience.

- 6 Speaker 1 **F**   8 Speaker 3 **C**   10 Speaker 5 **A**  
7 Speaker 2 **D**   9 Speaker 4 **G**

- A Regular customers should receive better treatment.  
B It's always good to try new things.  
C It's sometimes best to return to old habits.  
D A country's food is inferior when eaten abroad.  
E Some dishes can be cooked better at home.  
F It's a good idea to avoid food prepared outdoors.  
G You can't count on things to remain the same forever.  
H It's always a good idea to ask the waiter about specific ingredients.



- 5 Discuss the questions in pairs.

- 1 Have you ever had problems with food similar to those in the recordings?  
2 What happened exactly?

#### WORD STORE 3F

- 6 1.31 **ADJECTIVES** Go to WORD STORE 3F on page 7 of the booklet. Match the adjectives in the box with their definitions. Then listen and check.

- 7 Look at the list of foods. Describe them using the adjectives from WORD STORE 3F and any others you can think of.

broccoli   croissants   cake   curry   French fries  
lettuce   pizza   rice   steak   sardines   squid

*I like French fries when they are nice and crispy but not when they are greasy.*

- 8 In pairs, look at your partner's sentences from Exercise 7. Do you agree? Why?/Why not? Then describe a food and see if your partner can guess what it is.

- 9 Decide which places in your town have the best street food/takeaway. Consider the food quality, price, location and atmosphere. Report back to the class.

## 3.6 Speaking

### Responding appropriately in conversation

*I can use language flexibly and effectively for social purposes.*



#### 1 Look at the cartoon and discuss the questions in pairs.

- What do you think is happening in the cartoon?
- What is the relationship between the people?
- What do you think the atmosphere is like? Why?

#### 2 (1.32) Listen to some extracts from the dinner conversation in the cartoon. Were your guesses in Exercise 1 correct?

#### 3 (1.32) Listen again and complete the conversation with one word in each gap. Then check your answers with the SPEAKING FOCUS.

##### Extract 1

**Father:** So Todd, Sarah <sup>1</sup>informs me that you're in the football team.

**Todd:** Erm, yes, that's right, I am.

**Sarah:** Well actually, he's the captain, Dad ...

**Father:** Hmm, is that so? And I <sup>2</sup>gather you also play rugby.

**Todd:** Er, well that's not quite <sup>3</sup>correct I'm afraid. It's actually American football.

**Father:** American football?

**Sarah:** Yes, and last weekend they beat a visiting American team, didn't you Todd?

**Father:** You don't <sup>4</sup>say ! Well, I always like to see the Americans get beaten, especially at one of their own silly sports.

##### Extract 2

**Mother:** Will you have a little more meat, Todd?

**Todd:** Er, thank you for the <sup>5</sup>offer , Mrs Cooper, but I'm already full.

**Mother:** Oh go on, just a little.

**Todd:** That's very <sup>6</sup>kind of you but I couldn't <sup>7</sup>possibly eat another bite. It was absolutely delicious though. We hardly ever sit down together to a roast beef dinner, and certainly not as good as this.

**Mother:** Well, I'm very glad you've enjoyed it, Todd, although to be completely <sup>8</sup>accurate this is actually roast pork.

##### Extract 3

**Mother:** Sarah <sup>9</sup>mentioned that you're starting university next year.

**Todd:** Well, yes, <sup>10</sup>sort of, though not exactly university ...

**Sarah:** As a <sup>11</sup>matter of fact, he's going to theatre school.

**Mother:** Oh, really? Theatre school?

**Todd:** Erm, yes, RADA actually ... the Royal Academy of Dramatic Art, you know, in London.

**Mother:** Wow! I'm <sup>12</sup>impressed . Good for you! You know, I was quite the actress in my day.

**Father:** Don't believe a word she says, Todd. She was in one school production and she fell off the stage!

### SPEAKING FOCUS

#### Introducing a new subject

So, I hear/understand/gather that ...

(Sarah) tells/informs me ...

(Sarah/you) mentioned that ...

Did/Didn't I hear (Sarah/you) say that ...?

#### Correcting someone politely

Well, (yes) almost/sort of/in a way, though not exactly ...

That's not quite right/true/correct, (I'm afraid ...)

To be completely accurate ...

#### Emphasising a piece of information

Well, actually, ...

As a matter of fact, ...

Yes, in fact ...

#### Refusing an offer politely

Thanks for/I appreciate the offer, but ...

I couldn't possibly ...

That's very kind/generous/thoughtful (of you) but ...

#### Showing interest

Is that so?/Oh really?/You don't say!

I'm impressed.

That sounds interesting/intriguing/fascinating.

#### 4 Look at the prompts. In pairs, take turns to create appropriate responses using phrases from the SPEAKING FOCUS.

1 You have been invited to a party but can't attend because you are busy.

*I appreciate the offer but I'm afraid that I'm busy that night.*

2 Someone tells you about an interesting trip they took to Brazil.

3 You want to emphasise that you've just been accepted into a university.

4 You want to change the subject to someone's new job.

5 Someone thinks you want to study literature but you want to take journalism.

6 You need to refuse a dish because of allergies.

#### 5 In pairs, write a short dialogue using one of the situations below and phrases from the SPEAKING FOCUS.

• starting a new class

• babysitting for the first time

• joining a new team

• staying with a host family

• meeting a friend's family

#### 6 Act out your conversation for the class. Can they guess the situation?

#### Exercise 4

2 Your trip to Brazil sounds fascinating.

3 As a matter of fact, I've actually just been accepted to university.

4 So, I hear that you have found a new job.

5 That's not quite right I'm afraid. I actually want to take journalism.

6 That's very kind but I am afraid I am allergic (to peanuts).



## 3.7 Writing

### A proposal

*I can write a proposal analysing the present situation and recommending future action.*

- 1 What is a health-promoting school? Read the leaflet to find out. Then discuss the questions in pairs.

- 1 Do you think health promotion is important in schools? Why?/Why not?
- 2 How well do you think your school performs in each of the areas listed?
- 3 Make three suggestions for improvement.

- 2 Read the task. In pairs, find the information it asks you to include.

You have read a post on Facebook about the importance of promoting healthy eating habits in schools. As a member of the Students' Council, you write a proposal for the Head Teacher explaining why you think the school needs to pay more attention to this issue, outlining the main problem areas and making proposals for improvement.

- 3 Read the proposal and answer the questions.

- 1 Why does the writer think the school needs to make improvements?
- 2 What are currently the main problem areas?
- 3 What negative results does the writer mention?
- 4 What two recommendations does the writer make?
- 5 How does the writer justify these recommendations?
- 6 How does the writer summarise the benefits of his/her recommendations?

#### Exercise 3

- 1 Food and eating facilities are unsatisfactory.
- 2 Food in the canteen is of poor quality and does not meet nutritional standards. The canteen is dark and unwelcoming. Students need to queue.
- 3 Students buy unhealthy food in nearby shops.
- 4 Policies should be adopted to regulate which foods can be served at school (fresh food available in the canteen, only snacks low in fat/sugar/salt available in the shop). The canteen should be made more attractive.
- 5 Students will be more likely to eat in the canteen and choose healthy food. This will help them concentrate in class.
- 6 They will improve students' lives.



## Health-promoting schools



**A health-promoting school is a healthy place to learn, work and play. It:**

- provides access to healthy and nutritious food in the school.
- teaches nutrition and health education.
- provides opportunities for regular physical education and recreation in a safe environment.
- promotes a friendly atmosphere, emphasising understanding and respect among students, parents and teachers.
- enables students to take an active role in decision-making and activities, for example through a Students' Council.
- works with parents and the local community (media, businesses, etc.) to communicate the importance of health promotion.

### Proposal to promote healthy eating at school

#### INTRODUCTION

Healthy eating habits **are important for** young people's growth, health and educational achievement. **In my view**, the quality of food and catering facilities are currently unsatisfactory. **The purpose of this proposal is to** identify the main problem areas and recommend improvements.

#### CURRENT SITUATION

**We face several challenges when it comes to** the catering facilities. The canteen serves hot meals, but the food is poor quality and **does not meet** recommended nutritional **standards**. The place itself is dark and unwelcoming and has long <sup>linking phrase</sup> **queues** **with the result that** many students are discouraged from eating there. Instead, they eat junk food such as sweets and salty snacks bought at nearby shops, <sup>comment clause</sup> **which might have a negative effect on their ability to concentrate in class**.

#### RECOMMENDATIONS

**I propose that** the school **should** adopt policies that regulate which foods can be served at school. The canteen should offer more fresh produce, including salads, fruit and vegetables, and freshly made sandwiches. The school shop should only sell snacks that are low in sugar, fat and salt. **This would ensure that** students **have** access to healthy food during the school day. **I would also recommend refurbishing** the canteen to create an attractive social and physical environment. <sup>linking phrase</sup> **In this way**, students will be less likely to go off-site for lunch where they might choose less healthy food options.

#### CONCLUSION

**These recommendations will help to** improve the health and academic performance of our students. **Therefore I urge** the Head Teacher to take immediate steps to implement them.

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#### REFERENCES

CULTURE NOTES >>> p. 166

#### WORKBOOK

pp. 36–37, including Show what you've learnt and Show that you've checked

#### NEXT CLASS

Ask students to revise for Focus review 3 (lessons 3.1–3.7, Word list on pp. 140–142 in the SB).



- 4 Read the **WRITING FOCUS** and make a list of phrases in purple from the proposal for the points below.

## WRITING FOCUS

### A proposal

Title *Proposal to ...*

- Include a neutral title.  
*... are important for ...*

Introduction *In my view, ...*  
*The purpose of this proposal is to ...*

- Introduce the issue and say why it is important.
- State the aim of the proposal.

Current situation *We face several challenges when it comes to ...*  
*... does not meet ... standards*

- Present the current situation.
- Provide any information needed to explain why you are going to recommend changes.

Recommendations *I propose that ... should ...*  
*This would ensure that ... have ...*  
*I would also recommend ...*  
*In this way, ...*

- State your recommendations.
- Recommendation 1:  
I would recommend that ... should ...
- Recommendation 2:  
Another suggestion would be to ...
- Give reasons. (There may be more than two.)
- Reason 1: This would enable/encourage ... to ...
- Reason 2: This would mean that ... could ...

Conclusion *These recommendations will help to ...*  
*Therefore I urge ...*

- Summarise the benefits of your recommendations.
- Persuade the reader to take the recommended action.

- 5 Read the introduction from a proposal. Rewrite the recommendations (1–3) replacing the underlined words. Use the **WRITING FOCUS** to help you and make any other changes necessary.

## Proposal to promote physical activity among students

### INTRODUCTION

Some students give up physical activity at school and focus only on academic studies. However, it is well known that the brain is more alert after exercise, enabling students to focus better on their classwork. This proposal aims to suggest ways of encouraging students to be more active.

- 1 *I propose* I suggest that a fitness week for new students should be organised. *This would mean that* In this way, teachers could assess their fitness.
- 2 *I would also recommend buying* Another suggestion would be to buy recreational equipment for students to use during breaks. *This would encourage them to* ensure that they could engage in physical activity more regularly.
- 3 *Another suggestion would be to* It would be a good idea to invite local sport associations to provide training after school. *In this way, students would be provided with opportunities to* This would provide opportunities for students to develop the skills of teamwork.

- 6 Read the **LANGUAGE FOCUS**. Which of the structures can you find in the proposal?

## LANGUAGE FOCUS

### Expressing cause and effect

#### • Linking phrases

*Students feel they have no say in school affairs. **As a result,** / **The result of this is that** they lose interest in school. → Students feel they have no say in school affairs, **with the result that/so that** they lose interest in school.*

#### • A comment clause

*Some students become disengaged from school. This has a negative effect on their behaviour. → Some students become disengaged from school, **which has a negative effect on their behaviour.***

#### • A participle clause to express a result

*Healthy schools promote the well-being of students. This results in/leads to improved learning outcomes. → Healthy schools promote the well-being of students, **resulting in/leading to improved learning outcomes.***

- 7 **USE OF ENGLISH** Combine each pair of sentences using the words in capitals and the **LANGUAGE FOCUS** to help you.

- 1 A healthy school teaches nutrition and health education. As a result, students' ability to make positive lifestyle choices is greatly improved. **WITH THE RESULT**
- 2 Incidents of bullying are on the increase. This affects students' ability to concentrate. **AFFECTING**
- 3 A healthy school promotes respect for others. This results in a decrease in bullying. **WHICH**
- 4 Some schools do not have a Students' Council. This means students have very little say in what goes on at school. **SO THAT**
- 5 A healthy school encourages participation in decision-making. This leads to increased student engagement. **LEADING**

- 8 Complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

Your school has decided to promote health. Your class teacher has led a workshop to assess the current situation. You have been asked to write a proposal of 220–260 words setting out the main problems your class identified and proposing actions the school should undertake.



### Exercise 7

- 1 A healthy school teaches nutrition and health education with the result that students' ability to make positive lifestyle choices is greatly improved.
- 2 Incidents of bullying are on the increase, affecting students' ability to concentrate.
- 3 A healthy school promotes respect for others, which results in a decrease in bullying.
- 4 Some schools do not have a Students' Council, so that students have very little say in what goes on at school.
- 5 A healthy school encourages participation in decision-making, leading to increased student engagement.

## VOCABULARY

### Exercise 4

- 1 Have we got any crisps to snack on?
- 2 We can't go on a trip without planning ahead.
- 3 The dry weather means the price of fruit and vegetables will go up.
- 4 We grabbed the sandwiches and wolfed them down.
- 5 Chocolate cake always fills me up.
- 6 I wasn't hungry so I just picked at the food.
- 7 We wanted to go out but we ended up eating at home.

- 1 Rewrite the sentences so that the meaning is the same. Use the words in capitals to replace the underlined phrases and make any other changes necessary.
  - 1 The thing I dislike most is cleaning the pots and pans after cooking a meal. **PET** *My pet hate*
  - 2 I have an irresistible urge for some chocolate. **CRAVING** *uncontrollable craving*
  - 3 It's not every day you get to eat in a posh restaurant and enjoy such exquisite food. **DINING** *fine dining*
  - 4 I know I shouldn't eat cake but do allow me a temporary joy once in a while. **PLEASURE** *fleeting pleasure*
  - 5 It's not always easy to think in advance when cooking but it can be important. **PLAN** *plan ahead*
  - 6 You know there's a power cut when the continuous noise of the fridge stops. **HUM** *constant hum*
  - 7 I can barely hear what the waiter says. He speaks in such a quiet voice. **HUSHED** *hushed tones*
  - 8 If your parents knew you had started smoking, they'd be shocked and angry. **FIT** *have a fit*
- 2 Match sentence beginnings 1–7 with endings a–g.
  - 1 To give your soup an extra bite add one large clove **e**
  - 2 Before putting your veggies into the oven, add a knob **g**
  - 3 To sweeten your tea, dump in a large spoonful **a**
  - 4 To increase the boiling point of water add a pinch **f**
  - 5 My sister's a health freak and is always munching on a stick **b**
  - 6 Decorate it by placing a sprig **d**
  - 7 I don't put milk in my tea but I like to add a drop **c**

a of honey.      d of parsley.      f of salt.  
b of celery.      e of garlic.      g of butter.  
c of lemon juice.

- 3 Complete the sentences with the words in the box. There is one extra word.

[bland crispy greasy savoury stodgy stringy]

- 1 I can't eat any more pierogi. They're so stodgy they fill me up in no time.
- 2 I think we need to add some spices to this curry. It's rather bland at the moment.
- 3 I love chips but the doctor told me I should avoid greasy food.
- 4 We'll need some savoury snacks for the party. Can you pick up some crisps and nuts?
- 5 This meat is rather stringy, isn't it? It's started to make my jaws ache!

## GRAMMAR

- 4 Put the words in the correct order to make sentences.
  - 1 we / got / Have / any / snack / crisps / to / on / ?
  - 2 on / trip / We / ahead / go / a / planning / can't / without
  - 3 will / dry / go / weather / The / the / price / means / fruit / of / vegetables / up / and
  - 4 them / the / We / sandwiches / down / and / grabbed / wolfed
  - 5 always / me / Chocolate / up / cake / fills
  - 6 I / food / the / picked / hungry / at / I / wasn't / just / so
  - 7 ended / go / out / We / to / home / but / we / up / eating / at / wanted
- 5 Choose the correct option. Sometimes both are correct. Then find one intransitive verb.
  - 1 Please tell Jack not to wolf down his food / wolf his food down. He'll make himself ill.
  - 2 Why don't you have a proper meal? One banana won't fill you up / fill up you.
  - 3 Stop picking your cabbage at / picking at your cabbage.
  - 4 The dietician told me to think about giving up bread / giving bread up. Empty calories apparently.
  - 5 If we're going to have a party, we really need to plan it ahead / plan ahead. *an intransitive verb*
  - 6 My mum's stocking up on food / stocking food up on as if the third world war is imminent!
  - 7 I've decided to cut back on chocolate / cut chocolate back on. It's giving me spots.

## LANGUAGE IN FOCUS

- 6 Match the particles in 1–5 with their meanings in a–e.
  - 1 If you cut / break / chop something **off**, **d**
  - 2 If something goes **up**, **e**
  - 3 If you use / tidy / clean / drink something **up**, **a**
  - 4 If you drag / keep / go / carry **on**, **b**
  - 5 If you spread / hand / pour something **out**, **c**

a you might be finishing an action.  
b you might be moving ahead with an action.  
c you might be distributing or extending something.  
d you might be separating one thing from another.  
e it might be moving higher.



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## REFERENCES

CULTURE NOTES >>> p. 166  
AUDIO SCRIPT >>> pp. 181–182  
INTELLIGENT KEY >>> pp. 195–196

## EXTRA ACTIVITIES

• Photocopiable resource 9  
(Speaking – 20 min.) pp. 212, 231–232

• Class debate: It is impossible for young people to protect themselves against the pressure to look thin. (For instructions see p. 175)

## USE OF ENGLISH

7 Choose the correct answer, A, B, C or D.

### LABORATORY FOOD



This is the <sup>1</sup> \_\_\_\_\_ question occupying the minds of food scientists today: there will be nine billion people walking the earth by 2050 and, if our current food production systems don't change, how are we going to feed them? This problem has <sup>2</sup> \_\_\_\_\_ a technological revolution in the food industry: the development of synthetic or lab-grown food. What <sup>3</sup> \_\_\_\_\_ would it have on your appetite to know that the bacon <sup>4</sup> \_\_\_\_\_ in the pan was grown in a lab, and that the mouth-watering <sup>5</sup> \_\_\_\_\_ omelette that will accompany it is made from 'eggs' developed from plant protein? Probably very little if you do some research. First and <sup>6</sup> \_\_\_\_\_, we should be aware that there's little or no difference in the <sup>7</sup> \_\_\_\_\_ value of these foods as compared to the goodness contained in naturally produced food. In fact, many of the foods we regard as fresh, homegrown or natural have been treated with artificial substances to make sure they are not actually <sup>8</sup> \_\_\_\_\_ before we get to buy them. So, as the change-the-world technology evangelists would say, bring it on and let's feed the world!

- |  |  |  |   |
|--|--|--|---|
| 1 <input checked="" type="radio"/> A burning | B flaming                                      | C bursting                                   | D heating                                   |
| 2 <input type="radio"/> A handled            | B rocketed                                     | <input checked="" type="radio"/> C triggered | D invented                                  |
| 3 <input checked="" type="radio"/> A impact  | B crash  | C threat                                     | D pressure                                  |
| 4 <input type="radio"/> A crunching          | B clinking                                     | C popping                                    | <input checked="" type="radio"/> D sizzling |
| 5 <input type="radio"/> A slimy              | B starched                                     | <input checked="" type="radio"/> C savoury   | D soggy                                     |
| 6 <input type="radio"/> A last               | B the most                                     | C final                                      | <input checked="" type="radio"/> D foremost |
| 7 <input type="radio"/> A influential        | <input checked="" type="radio"/> B nutritional | C emotional                                  | D universal                                 |
| 8 <input checked="" type="radio"/> A off     | B on   | C out  | D over                                      |

8 Write the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals. Do not change the word given.

- There are so many things Karol won't eat that it's hard to prepare anything for him. **FUSSY**  
It's hard to prepare anything for Karol because he is such a fussy eater.
- My nose is very sensitive to smells and I can tell what somebody is cooking a mile off. **SENSE**  
I have an incredibly strong sense of smell and I can tell what somebody is cooking a mile off.
- Children's health is put at risk if poor quality food is served in schools. **RESULTS**  
Serving poor quality food in schools results in children's health being put at risk.
- It is better to be outside and active instead of staying inside all day at your desk. **COOPED**  
Rather than being cooped up inside all day at your desk, it is better to be outside and active.

## LISTENING

9 1.33 Listen to five short extracts about a sporting or fitness activity. For questions 1–5, choose from the list (A–H) the reason each speaker gives for taking up the activity.

- |  |  |
|--|--|
| 1 Speaker 1 <input checked="" type="radio"/> D | 4 Speaker 4 <input checked="" type="radio"/> A |
| 2 Speaker 2 <input checked="" type="radio"/> F | 5 Speaker 5 <input checked="" type="radio"/> H |
| 3 Speaker 3 <input checked="" type="radio"/> B |  |

- A needing purpose and motivation
- B being encouraged by family members
- C wishing to become part of a team
- D wanting something more interesting
- E looking for a change of direction
- F seeking a new challenge
- G fulfilling a personal ambition
- H being affected by a health issue

Listen again. For questions 6–10, choose from the list (A–H) what each speaker finds most inspiring about their activity.

- |  |   |
|--|---|
| 6 Speaker 1 <input checked="" type="radio"/> G | 9 Speaker 4 <input checked="" type="radio"/> E  |
| 7 Speaker 2 <input checked="" type="radio"/> B | 10 Speaker 5 <input checked="" type="radio"/> C |
| 8 Speaker 3 <input checked="" type="radio"/> H |   |

- A the support of like-minded people
- B the intense excitement
- C the benefits of increased self-knowledge
- D the hope of future success
- E the feeling of making a difference
- F the change in people's attitude
- G being in an outdoor environment
- H the sense of achievement

## WRITING

10 Read the writing task. Write a proposal of 220–260 words in an appropriate style.

Your local youth centre is planning to replace the current youth centre café with a new one and is asking for recommendations from people who use the centre. Write a proposal outlining the main problems with the current café and proposing improvements.

### NEXT CLASS

- Ask students to do Self-check 3.8 in the WB, pp. 38–39 as homework.
- Ask students to prepare for Unit 3 test and Review test 1 (Focus Assessment Package)



# 4

## THE NEW THING

*Just because something doesn't do what you planned it to do doesn't mean it's useless.*

THOMAS EDISON

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – technology collocations
- music industry
- compounds
- phrases – success and failure
- forming nouns from adjectives

#### Reading:

- four short articles about technology in sport
- cross text matching

#### Grammar:

- infinitives

#### Language in Focus:

- sentence modifiers

#### Listening:

- dialogues about technology
- multiple choice

#### Speaking:

- agreeing and disagreeing

#### Writing:

- a review of a product

### FOCUS EXTRA

- Grammar and Language in Focus Reference and Practice pp. 121–123
- WORD STORE booklet pp. 8–9
- Workbook pp. 40–51 or MyEnglishLab

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## 4.1 Vocabulary

Music industry • compounds • phrases to describe success and failure • forming nouns from adjectives

*I can talk about change in the music industry.*

### SHOW WHAT YOU KNOW

- 1 Match the words from boxes A and B to make as many collocations as you can in sixty seconds.

A 1 attach 2 bookmark 3 download 4 log on to 5 post  
6 share 7 stream 8 update

+

B an app an attachment a clip a comment Facebook  
a file a homepage a link music a photo your profile  
your status a video a website a wi-fi network

- 2 Write five questions with the collocations you made in Exercise 1. Then ask and answer them in pairs.

*What's the last clip you attached to an email?*

## The History of Recorded Music: From Phonographs to Spotify

1877

The phonograph was the **brainchild** of prolific American inventor, Thomas Edison. For the first time, people could listen to recorded music at home.

1890

The New York Phonograph Company (now known as Columbia Records) opened the first **purpose-built** recording studios. They looked very different then – entire orchestras would squeeze into a **soundproof** room and play into a large horn.

1930s and 40s

In the early 1930s, the first vinyl record and an early record player were launched but they were a **commercial flop**. Columbia Records continued the development of this technology and in 1948 brought out the first LP (Long Playing record), which was quickly adopted as the new industry standard.

1950s–70s

The vinyl record prevailed as a preferred listening format but in the late 1950s, with the growing popularity of rock and roll, the transistor radio also became a **mainstream** way to listen to music for free. The first personal device for listening to music, the Sony Walkman, was launched in 1979.

1980s and 90s

Music videos **came into prominence** in the 1980s when MTV was launched. Around the same time, the first Compact Disc (CD) was pressed. The first CD player retailed at \$1,000! The portability of the Walkman helped the cassette tape outsell the vinyl record for the first time in 1988, but by the end of the 1990s, cassettes had **fallen by the wayside** and the CD was king.

### REFERENCES

CULTURE NOTES >>> pp. 166–167

### EXTRA ACTIVITIES

Photocopiable resource 10 (word formation – 15 min.) pp. 212–213, 233–234

### WORKBOOK

pp. 40–41, including Show what you've learnt

- 3 In groups, look at the ways of listening to music and try to order them according to when they became available. Read the infographic below to check your ideas.

4 cassettes 5 CDs 1 phonographs 6 MP3s 7 streaming  
vinyl records 2 transistor (portable) radios 3

Portable gramophone, 1940s

Transistor radio, 1960s

Sony Walkman, 1980s

2000s

The turn of the century heralded the arrival of the digital revolution! CD sales started to decline, giving way to the new digital format, the MP3.

2010s

The MP3 remains in the ascendancy for digital music and continues to be the predominant choice of legal music providers. But as long as there have been digital music files, there has been digital music piracy, which has hurt music sales over the last few decades. The increase in online music streaming through subscription-based organisations like Spotify has gone some way to raise awareness and address the piracy problem. Yet, as streaming services have continued to grow, there has also been something of a backlash against them from artists who blame them for the downturn in their royalties. But even as new technology has continued to push out the old, one of the oldest forms has enjoyed a resurgence. Vinyl records have developed a loyal fan base amongst a younger generation, and in the UK vinyl sales reached £20 million in 2014. Whether their popularity will continue into the future remains to be seen.

## WORD STORE 4A

- 4 2.1 Complete WORD STORE 4A with the compounds in red from the infographic. Then listen and check.
- 5 Complete the sentences with the compounds from WORD STORE 4A. Which of them are true?
- The phonograph was the brainchild of Thomas Edison.
  - The first purpose-built recording studios were developed in 1980.
  - The first studios weren't soundproof. A lot of noise leaked in.
  - There was a backlash against cassettes in the 1980s and their sales declined.
  - Downloads became a mainstream way of buying music in the 2000s.
  - Vinyl records will continue to have a devoted fan base among younger generations.

## WORD STORE 4B

- 6 2.2 Complete WORD STORE 4B with the phrases underlined in the infographic. Then listen and check.
- 7 Choose the appropriate phrases. Then ask and answer the questions in pairs.
- Have any of your favourite bands split up and come into prominence / fallen by the wayside? Which ones?
  - Do you think music streaming will remain in the ascendancy / herald the arrival? Why?/Why not?
  - Will illegal download sites give way to / enjoy a resurgence of legal ones? How come?
  - Which songs, singers or bands have been a commercial flop / a downturn?

## WORD STORE 4C

- 8 2.3 Complete WORD STORE 4C with the noun forms of the adjectives in the box. Then listen and check.
- 9 Complete the sentences with the appropriate nouns or adjectives from WORD STORE 4C. Do you agree with the statements? Why?/Why not?
- Streaming will become the predominant music format within five years.
  - Most teenagers show no awareness of the importance of music copyright.
  - It's unlikely that there will be a resurgence in cassette sales.
  - These days, musicians don't need record companies to become popular.
  - Prominent artists who work with charities are just interested in self-promotion.
  - The increased portability of music means that people don't listen together any more.

## WORD STORE 4D

- 10 2.4 Complete WORD STORE 4D with the noun forms of the adjectives in the box. Then listen and check. Write example sentences.

## 4.2 Reading

### Cross text matching

*I can understand specific details in an article.*

- 1 In pairs, look at the photos of two tennis players on page 43. Discuss how sports gear has evolved over the last century.

- 2 In pairs, follow the instructions below.

- Look at the photos below and describe the sports gear using the words from the box.

aerodynamic composite enlarged  
streamlined ultra-light

- Look quickly through the four texts on page 43 to find one more piece of modern sports gear. *fibreglass poles*
- Think of other examples of technological innovation in sport.



### READING FOCUS Cross text matching

- 3 Read the four texts again. For questions 1–4, choose from texts A–D. The texts may be chosen more than once.

Which writer:

- agrees with A about what problem technology causes in sport? *B*
- disagrees with B about the financial impact of technology on sport? *C*
- presents a different view from the others about how athletes regard technology? *B*
- agrees with D about the future of technology in sport? *A*

- 4 **WORDS & PHRASES** Rewrite the sentences replacing the underlined words and phrases with the words and phrases in blue from the texts. Make any other changes necessary.

- Great progress has been achieved in terms of increasing participant safety so athletes can have longer careers.  
*Huge strides have been made in terms of increasing participant safety so athletes can have longer careers.*
- The Olympic Games a century ago looked very different from their modern counterpart the Games today.  
*Their modern counterpart*
- Most people agree that an athlete's skill in their field cannot be fully explained by the use of advanced equipment.  
*prowess*
- There are no limits to people's resourcefulness when it comes to technological innovation in sport.  
*human ingenuity*
- Even equipment that is apparently very ordinary, such as shoes, has improved enormously.  
*seemingly mundane*
- Today, a lot of money depends on how well an athlete performs.  
*rides on*
- Another benefit of technological advances is that more people can get involved in sports that used to be exclusive.  
*formerly exclusive sports*
- Modern athletes are very happy to take advantage of advances in sporting technology.  
*capitalise on*
- This is because, over the past century, sporting technology has developed equipment that has been improving all the time.  
*ever-better equipment*

- 5 **WORD FORMATION** Complete the table with word families consisting of two or three parts of speech using the words underlined in the texts.

NOUN	VERB	ADJECTIVE
<u>accomplishment</u>	<u>accomplish</u>	<u>accomplished</u>
<u>legitimacy</u>	<u>legitimise</u>	<u>legitimate</u>
<u>manifestation</u>	<u>manifest</u>	<u>manifest</u>
<u>expense</u>	<u>expend</u>	<u>expensive</u>
<u>ignorance</u>	<u>ignore</u>	<u>ignorant</u>
<u>alternative</u>	<u>alternate</u>	<u>alternate/alternative</u>
<u>optimum</u>	<u>optimise</u>	<u>optimal</u>
<u>approach</u>	<u>approach</u>	<u>approachable</u>

### WORD STORE 4E

- 6 **COLLOCATIONS** Go to WORD STORE 4E on page 9 of the booklet. Match the verbs in box A with the nouns in box B. Refer to the texts for help if necessary.

- 7 Complete the questions with the correct forms of the collocations from WORD STORE 4E. Then ask and answer the questions in pairs.

- Is sports technology limited to enhancing performance? If not, does it also extend into injury prevention or rehabilitation?
- Are we likely to reach the point where athletes will no longer be able to set records because technology can't improve their performance any further?
- How will nutrition and training change? Will they continue to fuel improvements in sport? Why?/Why not?
- When it comes to using technology in sport, where do we draw the line between what is fair and unfair?
- How much longer can sports science pushing the limits to find how far it can go?

### REFERENCES

CULTURE NOTES >>> p. 167  
INTELLIGENT KEY >>> p. 196

### WORKBOOK

pp. 42–43

### NEXT CLASS

Ask students to do Show what you know 4.3 in the WB, p. 44.





Suzanne Lenglen,  
French tennis player, 1920s

## Text A

If you've ever seen old images of a sporting event, for example a tennis match from the 1920s, you've probably noticed how different the game is from its **modern counterpart**: the gear and outfits look impossibly old-fashioned. Over the past century, technology has changed the entire face of sport, providing **ever-better** gear made with superior materials. As in other fields, the use of advanced technology in sport can be justified if it leads to improved performance. But it is important to distinguish between legitimate improvements and ones that significantly advantage some athletes over others. Every time the Summer Olympics comes around, so does the debate about where to draw the line. Nevertheless, we have to accept that the technology companies are part of the manifestation of **human ingenuity** in sport and that their importance will increase. Despite the ongoing debate, it is certain that athletes will continue to utilise advances in sports technology to enhance and better their performance.

## Text B

The use of technology in sport isn't new: there has been a steady evolution of even **seemingly mundane** sports equipment for decades. You need only look at the **huge strides made** in shoe technology, with better, lighter materials helping to improve performance. It can be argued that these advances have helped to justify the expense of time and money that we invest in sport. Improvements in safety standards have helped to prevent injuries among athletes and enabled them to compete to an older age. Advances in technology can enhance spectator interest and excitement as well as encouraging more people to participate in **formerly** exclusive sporting activities. In extreme cases, however, some players fear that introducing new technology might actually alter the ideal body type for a sport. We must understand how a particular technology affects performance. There's a fine balance between simply enhancing an athlete's fitness and technique and completely eliminating the human factor in competition.

## Text C

Technological innovation is now an integral part of sport at the highest level, and competition isn't just about who is fastest – but whose kit is smartest. Given how much money **rides on** success today, it's little wonder that athletes are keen to **capitalise on** technological advances to help them win. It seems that the old saying 'it's not whether you win or lose' has been replaced by 'winning isn't everything; it's the only thing.' But when people talk about the **pro prowess** of athletes in sports such as tennis, golf, track and field, it's impossible to ignore the part played by technology. Current-day records set with the benefit of these advances cannot be held in such esteem as those of the past. It's not surprising that poorer countries don't compete in sports involving a lot of technology: the investment required is phenomenal. Surely it's not acceptable that competition at the highest level is now only affordable to the elite due to the high cost of equipment.

# THE ROLE OF TECHNOLOGY IN SPORT



Agnieszka  
Radwańska,  
Polish tennis  
player,  
2015

## Text D

Technological advances in sporting equipment and better information about nutrition, training and psychology have added significantly to athletic performance. Professional athletes now have access to far better equipment than ever before and this has undoubtedly played a role in the achievement of these athletes in their respective fields. Yet it doesn't negate or fully explain their accomplishments, even though composite tennis racquets, ultra-light running shoes and fibreglass poles have enabled them to perform better than ever before. No competitive professional would think of returning to the wooden tennis racquet or bamboo pole: today, the alternatives are just that much better. Sports, like all human enterprises, evolve over time. Technology will no doubt continue to fuel improvements that help push the limits of athletic ability still further. But records in future will be broken less frequently and incremental gains will be tiny, as technological innovation helps to optimise the performance of all and athletes begin to approach their physical limits.

## 4.3 Grammar

### Infinitives

*I can use various infinitive structures.*

- 1 Read the beginning of an article about the Tamagotchi Effect. In pairs, discuss what you think the positive and negative results of the effect are.

## THE TAMAGOTCHI EFFECT

Scientists have created the term the Tamagotchi Effect to refer to how people can become emotionally attached to inanimate objects, such as machines, robots or computer software.

- 2 Read the rest of the article and check your ideas.

The phenomenon dates back to 1996, when a Japanese company was **the first to market** a toy in which a newborn creature **is to be looked after** and brought to adulthood by its carer. **To keep your virtual friend alive** the user constantly needs to feed and play with it.

Researchers have studied the attraction and concluded that users become **determined to raise** their new buddy successfully as this fulfils the basic human **need to nurture** relationships. However, they warn, depending so much on these figures can potentially lead to isolation from the real world.

Although the trend for virtual friends **failed to take off** in Europe to the same extent that it did in the East, software companies, **not to be deterred** by the apparent risks to consumers, have continued to develop and modernise the concept, resulting in sales of over seventy-six million worldwide. **To be emotionally attached to gadgets** is perhaps not as uncommon as it would at first seem.

- 3 Read the GRAMMAR FOCUS and find an example of each infinitive structure in the text in Exercise 2.

### GRAMMAR FOCUS

#### Infinitives

You can use the infinitive for a number of different reasons:

- 1 after some verbs **failed to take off**
  - in some phrases after verbs, e.g. *to be to do sth* – used to talk about a rule or arrangements for the future **is to be looked after**
- 2 after certain adjectives **determined to raise**
- 3 after certain nouns **need to nurture**
- 4 after a superlative or an ordinal number **the first to market**
- 5 to indicate purpose – to avoid monotony in writing you can put the infinitive of purpose:
  - before the subject **To keep your virtual friend alive**
  - directly after it **not to be deterred**
- 6 as the subject of a sentence **To be emotionally attached to gadgets**

**Note:** Each of the infinitive structures can be:

- active or passive, e.g. *You need to look after it.*  
→ *It needs to be looked after.*
- simple, perfect or progressive, e.g. *to play, to have played, to be playing.*



- 4 Complete the sentences with the correct positive or negative infinitives (active or passive) of the verbs in brackets.

- 1 I've never had the opportunity to play (play) with a virtual pet.
- 2 Robotics companies, not to be left out (leave out), are also keen on developing the idea of virtual friends.
- 3 He simply refused to be interrupted (interrupt) while playing with his new friend.
- 4 I was surprised to find out (find out) that I couldn't stop playing.
- 5 A cute baby dinosaur is probably the best creature to be looked after (look after) by a novice carer.
- 6 Not to have (have) a pet of any kind is to deprive a child of early emotional development.

- 5 **USE OF ENGLISH** Complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals.

- 1 Making the experience of owning virtual pets as realistic as possible is the goal of game designers. **TRIED**  
Game designers have tried to make the experience of owning virtual pets as realistic as possible.
- 2 To have my own virtual friend would be thrilling. **THRILLED**  
I'd be thrilled to have my own virtual friend.
- 3 Humans often become attached to things which do not have any emotions. **TEND**  
Humans tend to become attached to things which do not have any emotions.
- 4 I always get the latest gadgets before everybody else. **QUICKEST**  
I'm always the quickest to get the latest gadgets.
- 5 Companies will surely develop more emotionally sophisticated robots in the future. **SURE**  
Companies are sure to develop more emotionally sophisticated robots in the future.

- 6 Look at the sentences in Exercise 5. In pairs, discuss to what extent you agree or disagree with each statement.

Grammar & Language in Focus pages 121–122

### EXTRA ACTIVITIES

Photocopiable resource 11 (infinitives – 15 min.) pp. 213, 235–236

### WORKBOOK

p. 44, including Show what you've learnt



# 4.4 Language in Focus

## Sentence modifiers

*I can use modifiers to signal attitude, soften a statement or add emphasis.*

### 1 Discuss the questions in pairs.

- 1 Do you ever use paper maps? If not, why?
- 2 Can you imagine a situation in which a mapping mobile app is not the best solution?

### 2 Read the article and answer the questions.

- 1 Do we read more efficiently on screen or on paper? Why?
- 2 What has the digital age done to the length of reading texts?
- 3 What is the advantage of Google Maps over traditional paper ones?
- 4 How do we read digital texts? Why?

## READING ON SCREEN

Recent studies show that, **strikingly**, we read more slowly and comprehend less on screen than we do when we read on paper. **In fact**, digital reading material may prevent readers from appreciating long texts in a satisfying way. This, **presumably**, is also to do with the fact that so much information these days comes in tiny bite-size pieces.

The study shows that reading a physical book allows the reader to assimilate an extensive amount of information because you can go back and forth between pages easily. This may, **to some extent**, explain why people still print out documents when they could **potentially** just read it all on screen. **Obviously**, the results of the study don't apply to all digital text types – Google Maps, for example, allows you to zoom in and zoom out to get a bigger picture of where you are and is **arguably** easier to use than its paper equivalent.

**Curiously**, another difference lies in the direction in which we read. With digital texts, we often read in a non-linear fashion because we are led in different directions by links embedded within a text – **plainly** this makes us more easily distracted. **Indeed**, we may not finish what we intended to read but discover something totally unexpected instead.

### 3 Do you agree with the article? Why?/Why not?

### 4 Look at the modifiers in blue in the article. Do they modify words or whole phrases?

*Whole phrases or parts of sentences.*

### 5 Read the LANGUAGE FOCUS and complete the gaps with the modifiers in blue from the article.

## LANGUAGE FOCUS

### Sentence modifiers

#### Indicating attitude

- to express surprise: **1 strikingly**, surprisingly
- to indicate interest: **2 curiously**, interestingly
- to say sth is obvious: of course, **3 obviously**, **4 plainly**
- to show a positive attitude: I'm happy to say, happily
- to show a negative attitude: sadly, regrettably

#### Softening a message

probably, likely, **5 presumably**, **6 to some extent**, **7 potentially**, **8 arguably**

**Note:** In conversation, sort of, in a way and maybe are common.

#### Adding emphasis

surely, clearly, **9 in fact**, **10 indeed**

**Note:** In conversation, actually, definitely and as a matter of fact are all common.

### 6 Choose the most likely modifiers based on the context of each sentence.

- 1 **Curiously** / Sadly, co-founder of Microsoft Bill Gates' house was designed using an Apple computer.
- 2 After initial difficulties, **happily** / regrettably Anna was able to recover all her data from the faulty hard drive.
- 3 **Obviously** / **Surprisingly**, the latest model of the phone is twice as powerful but costs little more than the old version.
- 4 While Karen is not totally to blame, **to some extent** / clearly the fault is hers as she forgot to log out of the system.
- 5 **Of course** / Potentially, no one could have predicted just how damaging this computer virus would go on to be.
- 6 With so much competition in the market, **plainly** / likely not every fitness app can be a commercial success.

### 7 In pairs, discuss one of the statements below.

- 1 Despite the impact of communication technology, surely today's teenagers can't be that different from past generations, can they?
- 2 Though we can't be one hundred percent sure, presumably e-readers will continue to get cheaper as competition between manufacturers increases.

## Grammar & Language in Focus pages 122–123



### Exercise 2

- 1 We read more efficiently on paper because we assimilate more information and can go back and forth more easily.
- 2 They have become shorter.
- 3 They are easier to use because you can zoom in and out.
- 4 We read digital texts in a non-linear fashion and are led in different directions by links.

## REFERENCES

CULTURE NOTES >>> p. 167

## WORKBOOK

p. 45, including Show what you've learnt



## 4.5 Listening

### Multiple choice

*I can understand specific details and speakers' attitudes in informal conversations.*

- 1 Look at the photos. In pairs, discuss how these devices and services make our lives easier.

- 2 2.6 Listen to three dialogues about technology and answer the questions.

- Which of the devices or services in the photos are the people talking about?
- What is their general attitude towards them?
- In which conversation do the two people fundamentally disagree?

contactless debit card

social media profile

smart watch

e-reader

wireless router

### LISTENING FOCUS Multiple choice

- 3 2.6 Listen again. For questions 1–6, choose the correct answer (A, B or C).

#### Dialogue 1

- How does the woman feel about contactless cards?
  - A annoyed about the way people use them
  - ☒ B concerned about some aspects of their use
  - C surprised about how quickly they have been introduced
- What do they both think about the cards?
  - A They are only useful in certain situations.
  - B They are less safe than other payment methods.
  - ☒ C They indicate an attitude that is common in modern society.

#### Dialogue 2

- What does the woman dislike most about social media?
  - ☒ A It encourages a superficial form of communication.
  - B It's hard to erase personal details.
  - C It's spoiling people's use of language.
- What is the man doing?
  - A describing how he'd like to change people's approach to social media
  - ☒ B complaining about his own experience of social media
  - C explaining the difficulty of using some social media sites

#### Dialogue 3

- What aspect of e-readers do the two speakers disagree about?
  - ☒ A how convenient and practical they are
  - B how difficult they are to share with others
  - C how they affect the amount people read
- What does the woman dislike most about e-readers?
  - A They're ugly and impersonal machines.
  - B They're heavy and impractical.
  - ☒ C They're not as special as books.

### WORD STORE 4F

- 4 2.7 **VERBS** Go to WORD STORE 4F on page 9 of the booklet. Match the verbs in the box with their definitions. Then listen and check.
- 5 Complete the sentences with the correct forms of the verbs from WORD STORE 4F.
- I think we should have to swipe our ID passes to get into school. It's much safer.
  - I spend a lot of time with books. I savour every page.
  - I don't like reading on screens because they glare with a harsh light.
  - I think social media really cheapens communication – everything is so superficial.
  - I don't like shopping online – it compromises security for convenience.
  - I am always worried that someone might nick my phone.
  - I like books because you can flick through them before you buy.
  - Social media has enriched my life. It helps me to easily keep in touch with my friends.
- 6 In pairs, discuss whether you agree with the statements in Exercise 5 and why.

# 4.6 Speaking

## Agreeing and disagreeing

*I can show degrees of agreement and disagreement using a range of language.*

- Look at the photos on the radio website and answer the questions.
  - How is technology being used in each image?
  - Have you ever seen these uses of technology? If yes, where?
- 🔊 2.8 🔊 Listen to a radio programme about the technological solutions in the photos and answer the questions.
  - Do the speakers think they are a good idea?
  - What reasons do they give for their opinions?
- 🔊 2.8 🔊 Read the SPEAKING FOCUS. Then listen again and tick the phrases that you hear.
- Respond to the statements using phrases from the SPEAKING FOCUS. Give reasons for your responses.
  - I think touch screen menus are just a gimmick! (disagree politely)  
*I'm sorry, I really don't agree with you here. They enable instant ordering and the quick payment of bills.*
  - I like the idea of virtual mirrors – I think they'd be fun. (agree enthusiastically)
  - Classrooms should have virtual books built into the desks! (agree enthusiastically)
  - I think people spend too much time hiding their faces in their screens! (agree in part)
  - I couldn't live without my phone. It's my most important possession. (disagree politely)
  - A lot of people are losing their jobs due to new technology. (agree in part)

## SPEAKING FOCUS

### Agreeing enthusiastically

Absolutely! I'm totally with you on that! ☒  
 I've got to agree with you! ☒  
 You can say that again! ☐  
 You're definitely not wrong there! ☐  
 You've got that right. ☐

### Agreeing in part

You're right of course but ... ☒  
 I know that's true but ... ☐  
 You've got a point, though ... ☒  
 I agree ... but ... ☒  
 I guess you're right, though ... ☐

### Disagreeing politely

Sorry, but I just don't think that's right. ☐  
 I'm sorry, I really don't agree with you here. ☒  
 I'm afraid I have to disagree with you on that. ☐  
 Hmm, I'm afraid I'm not so sure. ☒

### Exercise 1

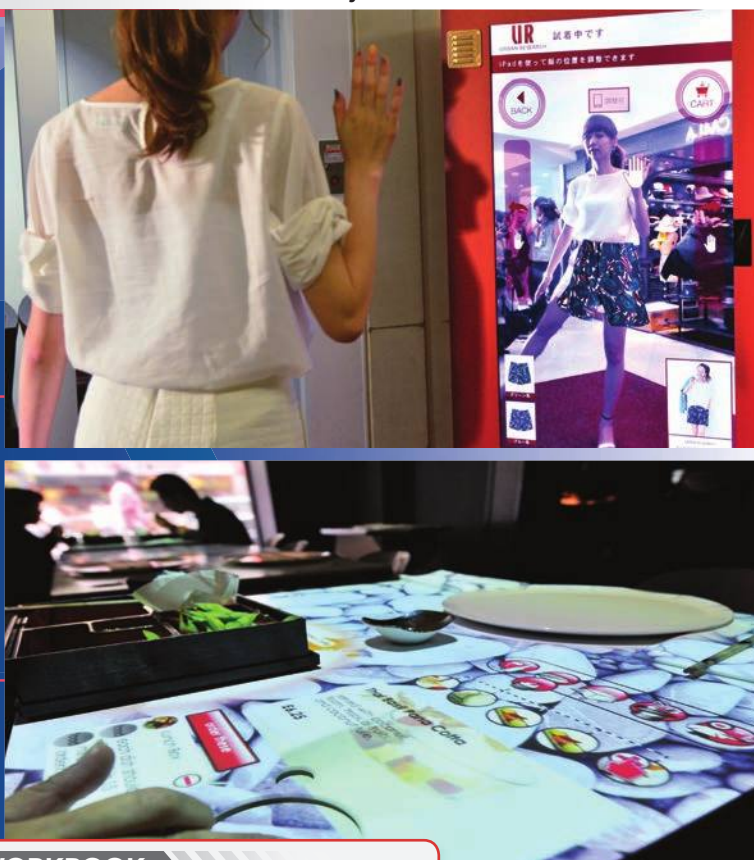
1  
The woman is using the virtual mirror to see how clothes will look on her without having to try them on. Someone is using touch screens at their table to order in a restaurant.

### Exercise 2

1  
Touch screens: Sarah & Stef – yes.  
Virtual mirror: Lyndon – yes. Sarah & Stef – no.  
2  
Touch screens  
For: makes ordering faster; screens pretty well protected  
Against: worried about food being in contact with touch screens  
Virtual mirror  
For: automatically shows you what you look like; you can look at fashions more quickly and combine outfits with your accessories or shoes; could be a hit in boutiques  
Against: you can just try on outfits in the changing room; unlikely to work in chain stores

- In pairs, discuss the advantages and disadvantages of each of the technologies in the classroom. Then choose one you think your school should invest in.
  - a wi-fi connection
  - an interactive whiteboard
  - a digital projector
- In the same pairs, join another pair and try to convince them about your choice from Exercise 5. Use different ways of agreeing and disagreeing and the SPEAKING FOCUS to help you.

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## REFERENCES

AUDIO SCRIPT >>> pp. 182–183

## WORKBOOK

p. 47



## 4.7 Writing

### A review of a product

*I can write a review of a product describing its features, benefits and drawbacks.*

#### 1 Look at the photos of fitness aids and discuss the questions in pairs.

- 1 What does each fitness aid do? Match the aids with the descriptions.
  - a Tells you your heart rate and helps you to train at the right level. It'll keep you training hard but safely. *heart monitor watch*
  - b Tells you your average speed and how many calories you lost, among many other things. *exercise bike*
  - c Tracks your runs and walks using the GPS. *pedometer*
- 2 Which of them do you use/would you be interested in trying out?
- 3 Can fitness gadgets or apps really motivate you to get active or improve your training regime? Why?/Why not?

#### Exercise 3

1 Yes, it does.  
Who is it for?  
Beginners and more advanced runners.  
What does it do?  
Offers 9 weeks of set routines.  
Why is it effective?  
Because it alternates between running and walking, has motivating cues and clear and concise instructions.

## App Review: Get Running

c



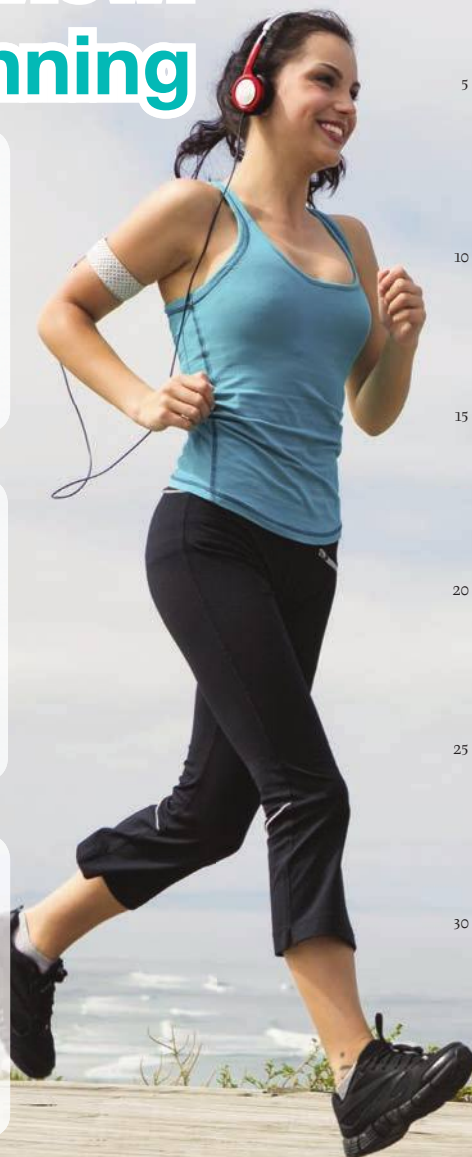
pedometer



heart monitor watch



exercise bike



#### 2 Read the task and answer the questions.

- 1 What is it about? *a review of an exercise app*
- 2 What information do you need to include? *who the app is for, what it does, why it is effective*

You have been asked to try out some exercise apps aimed at encouraging young people to be active, then decide which is the best and write a review of the app for your student magazine. Describe who it is for, what it does and why it is effective.

#### 3 Read the review and answer the questions.

- 1 Does it contain the information asked for in the task?
- 2 Would this app be right for you?

**Want to** get fit but finding it hard to get off the couch and hit the streets? With the proliferation of running apps now available, it's never been easier. **Whether** you're training for your first five-kilometre (5k) run or your ninth marathon, there's an app to motivate you through every mile.

*Get Running* is **one of the best** apps to use the popular training programme *Couch to 5k*. The method is **designed to** start you from scratch as it alternates running and walking in order to build up your fitness. *Get Running* **not only** offers nine weeks of set routines so as to enable beginners to achieve a 5k run in just over two months, but also guides more advanced runners towards increasing their pace.

The app is **easy to use** and focuses on regular cues to motivate you, helped by an encouraging voice to talk you through things. **As well as** enabling you to listen to music while you run, the app **allows** you to pause a run so that you can get your breath back and start again when you're ready. These are all great features, but it's the **clear and concise** instructions that really **make all the difference**. That said, it would be a real **plus** if the app was available in a wider range of languages.

**While it won't** do the running for you, this technology can help you move from the couch to the finishing line. If you're a beginner in need of extra encouragement, this is **the perfect choice** for you.



- 4 Read the **WRITING FOCUS** and complete the gaps with the words in purple from the review.

## WRITING FOCUS

### A review of a product

#### Introduction

- Arouse the reader's interest in the product.  
Interested in ...? <sup>1</sup> want to ...? <sup>2</sup> Whether you're ... or ...

#### Main paragraphs

- Say what the product does and what it offers.  
It is <sup>3</sup> designed to ... It enables/<sup>4</sup> allows (you) to ...  
It has/offers/boasts excellent features such as/like ...
- Explain any special benefits or features.  
An outstanding feature is ... This option is particularly useful ...  
It's the (instructions) that really stand out/<sup>5</sup> make all the difference
- Use positive adjectives to describe features and benefits.  
It's <sup>6</sup> easy to use /user-friendly. The <sup>7</sup> clear and concise (instructions) ...
- Use listing phrases to connect the information.  
It <sup>8</sup> not only ..., but also ... <sup>9</sup> As well as (enabling) you to ...  
Another advantage is ...
- Include a comparison with other similar products if appropriate.  
It's <sup>10</sup> one of the best /most popular ... available  
Some may find ... but ...
- Mention any drawbacks or areas for improvement.  
The only real downside is ... It would be a real <sup>11</sup> plus if ...

#### Conclusion

- Summarise the benefits of the product.  
This is a great product to ...  
<sup>12</sup> While it won't /might not ...,  
This is <sup>13</sup> the perfect choice for (novices)/the best value ...

- 5 Complete the sentences with the words and phrases from the **WRITING FOCUS**. Then put the sentences in a logical order. Which paragraphs do they belong to?

- The online platform offers built-in rewards, such as trophies for reaching certain milestones. 8
- One of the latest is Xtra Mile, a GPS running aid that enables runners to track important data in real time. 2
- It allows users to track time, distance and calories burned using the phone's GPS. 4
- An outstanding feature for serious runners is the heat map. 5
- Whether you're out for a casual jog or training for a race, you can take advantage of one of many running apps available. 1
- The app is designed to motivate serious runners who are looking to improve their performance. 3
- This map not only tracks the route but also plots how fast the user is running using a colour scale. 6
- For serious joggers, Xtra Mile is the perfect choice to help train for an upcoming race and provide motivation at the same time. 10
- Xtra Mile has many other excellent features such as motivation through music and an online community. 7
- A final note to developers: it would be a real plus if the next version of the app allowed users to post to popular social networking sites as well as to the Xtra Mile online community. 9

- 6 Read the **LANGUAGE FOCUS**. Which of the structures can you find in the review on page 48?

## LANGUAGE FOCUS

### Clauses of purpose

- to + infinitive + noun phrase**  
Want something to spice up your run? Use this app to log your activity.
- in order to/so as to + infinitive clause**  
Many people need encouragement (in order) to get off the couch. (*in order* is usually omitted in informal writing)  
This app offers built-in rewards so as to increase your motivation.  
**Note:** Use **in order not to/so as not to + infinitive clause** to express purpose in the negative.  
Keep your pedometer in a waist bag in order not to/so as not to lose it.
- so (that) + clause** (usually with a modal verb – can, will or may)  
Get Running offers routines to follow so (that) you can achieve a 5k run.
- for + noun/verb with -ing**  
We went for a run.  
This app works best for walking.

- 7 Complete the text with the words and phrases in the box. Use each of them once only.

for in order not to so so as to  
so as not to so that to

The *Miles in Your Shoes* pedometer offers users a variety of walking and running challenges set at various levels of difficulty. You can scroll through a user-friendly menu <sup>1</sup> to select a challenge that is suited to you. Some take all day while others require only moments <sup>2</sup> so you can even squeeze them into your lunch break. Small challenges encourage you to keep moving in manageable chunks <sup>3</sup> in order not to lose motivation. Trophies and Awards appear frequently <sup>4</sup> so as to give you a sense of accomplishment. *Miles in Your Shoes* works best <sup>5</sup> for slow walking and won't register activities like biking. It can be kept in your pocket <sup>6</sup> so as not to get in the way while running. It also connects with other fitness apps <sup>7</sup> so that you can log other data like food consumption.

- 8 Complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

REVIEWS WANTED: Ten best gadgets or apps!  
You have been asked to write a review of your favourite app or gadget for a student magazine. Describe what it does, what the benefits are and why it should be included in the top ten. Write your review in 220–260 words in an appropriate style.

### Exercise 6

- for + noun: lines 4–5
- to + infinitive + noun phrase: lines 6–7
- in order to + infinitive clause: lines 11–12
- so as to + infinitive clause: lines 13–15
- so that + clause: lines 21–22

### Exercise 5

- Introduction: e, b  
Paragraph 2: f, c, d, g  
Paragraph 3: i, a, j  
Conclusion: h

## VOCABULARY

### Exercise 4

1 You shouldn't have chosen/ shouldn't choose to buy the cheapest tablet.  
2 She refused/ refuses to let me work on my laptop during take-off.  
3 We (have) made the decision not to enter the website design competition.  
4 It's extremely important to protect your log-in details.  
5 You're the second person to tell me it's broken this morning.  
6 Turn your computer off when not in use to ensure it does not overheat.

- 1 Complete the sentences with the correct forms of the words in the box.

[compromise counterpart downturn  
herald optimise savour]

- This new racquet is specially designed to optimise the strength of your shots.
- Because of Internet technology, there's been a huge downturn in newspaper sales.
- The agreement between the sports tech companies heralds a new era in sport technology development.
- We wouldn't want to do anything to compromise the results of the experiment.
- I like to go slowly and savour what I read. I can't stand all this instant communication.
- In software development, I find it useful to talk regularly to my counterparts in other parts of the world.

- 2 Choose the correct answer, a, b or c.

- The problem with Grant is that he never knows where to \_\_\_\_\_ the line.  
a nick      b stream      **c draw**
- I don't read too much nowadays but I do like to \_\_\_\_\_ through computer games magazines now and again.  
**a flick**      b swipe      c glare
- Approximately five percent of athletes use illegal stimulants to \_\_\_\_\_ their performance.  
a accomplish      **b enhance**      c legitimise
- Modern science has really made great \_\_\_\_\_ in almost every aspect of technology.  
a standards      b records      **c strides**
- If you don't keep up-to-date nowadays, you'll very quickly \_\_\_\_\_ by the wayside.  
a remain      **b fall**      c push
- I know there's a lot of money \_\_\_\_\_ on the success of drones but I'm dead against them!  
a capitalising      b optimising      **c riding**

- 3 Complete the sentences with words from the unit. The first letter of each word is given.

- I have an abundance of ideas – and no money to do anything with them. (large amount of sth)
- Although there are clear signs of poverty, the affluence in this city is equally visible. (lots of money; wealth)
- He destroyed his laptop through his own carelessness. (not giving enough attention to sth)
- My old smartphone was easier to use because of the simplicity of the operating system. (not being complicated)
- The service guy wouldn't repair my computer because he doubted the authenticity of the software I use. (the state of being real or legal)
- Her diligence is admirable – she does great work and never misses a deadline. (working hard and carefully)

## GRAMMAR

- 4 Write sentences from the prompts. Use the correct forms of the infinitive.

- You should / not / choose / buy / the cheapest tablet.
- She / refuse / let / me work on my laptop during take-off.
- We / have / make / the decision / not / enter / the website design competition.
- It / extremely / important / protect / your log-in details.
- You / the second / person / tell / me it's broken this morning.
- Turn your computer off when not in use / ensure / it / not / overheat.

- 5 Complete the text with the correct infinitive forms of the verbs in the box. You may need to use passive forms.

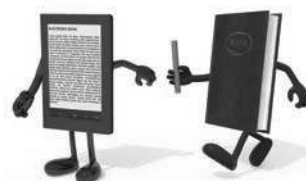
[buy complain convince find out ignore  
log out refund shop speak]

Last week I forgot <sup>1</sup> to log out from my favourite online shopping site and I was shocked <sup>2</sup> to find out later that day that my credit had been reduced to zero. I was convinced the website was safe. In fact, I had chosen <sup>3</sup> to shop on that site precisely because of their security record. I mean, for anybody wanting <sup>4</sup> to buy anything online nowadays you need <sup>5</sup> to be convinced that it's safe, right? Well, I contacted the company, and I was determined not <sup>6</sup> to be ignored. Of course, <sup>7</sup> to speak to anyone I had to go through a number of automated phone messages. Eventually I got through to find out I wasn't the first <sup>8</sup> to complain as there'd been an issue with the company's banking services. All the missing money, they promised, was <sup>9</sup> to be refunded within the hour.

## LANGUAGE IN FOCUS

- 6 Choose the correct modifiers.

### E-reading and the Developing World



One of the prime factors in ensuring a country's growth and cultural development is education. <sup>1</sup> Sadly / In fact, the cost of buying and transporting books in parts of Africa is hindering learning and slowing development. Given the limited supply of physical books, e-reading could <sup>2</sup> interestingly / potentially open up new pathways to reading for kids who might otherwise lack basic textbooks. <sup>3</sup> Interestingly / Likely, latest trends show that younger readers in developing countries are increasingly switching from using dedicated e-readers to reading on their mobile phones. Mobile technology is <sup>4</sup> sadly / undoubtedly one of the most effective and efficient ways of giving marginalised groups all the benefits of access to books. I have to say that <sup>5</sup> personally / probably, I couldn't live without my e-reader. <sup>6</sup> In fact / Arguably, it's so essential that it goes with me everywhere.

## REFERENCES

AUDIO SCRIPT >>> p. 183  
INTELLIGENT KEY >>> p. 196

## EXTRA ACTIVITIES

• Photocopiable resource 12  
(Speaking – 15 min.) pp. 213, 237

• Class debate: Technological development has made us less creative. (For instructions see p. 175)

## USE OF ENGLISH

- 7 Complete the text with the correct forms of the words in capitals.

### How the MP3 revolutionised music

The humble MP3 is one of the most significant inventions of modern history and heralded the <sup>1</sup> arrival (**ARRIVE**) of both listening to and purchasing songs and albums over the Internet. This, in turn, made it possible to download music <sup>2</sup> illegally (**LEGAL**) and effectively brought the global music industry to its knees in the mid 2000s. It took government-funded German engineers a decade of research to figure out that much of the information in recorded music is inaudible to the human ear and therefore does very little to <sup>3</sup> enrich (**RICH**) the sound. Ultimately then, it was their <sup>4</sup> ingenuity (**INGENIOUS**) which facilitated the <sup>5</sup> piracy (**PIRATE**) revolution by releasing for free on the web the first ever MP3-encoding software. As Stephen Witt explains in his book *How Music Got Free*, it was not so much the ordinary people who were able to <sup>6</sup> capitalise (**CAPITAL**) on the new medium but rather an organised criminal conspiracy to steal music. Today, however, legal streaming services are in the <sup>7</sup> ascendancy (**ASCEND**) for digital music and the <sup>8</sup> popularity (**POPULAR**) of listening to digital music looks set to continue.



- 8 Complete the second sentence so that it has a similar meaning to the first using the word in capitals. Do not change the word given.

- Driverless cars will eventually replace traditional cars.  
Traditional cars will eventually \_\_\_\_\_ driverless cars.  
**WAY**
- MP3 will probably remain the most popular audio format for years to come.  
MP3 will probably continue \_\_\_\_\_ for years to come.  
**INDUSTRY**
- Despite the money being invested in smart watches, many believe they will not be commercially successful.  
Many believe smart watches \_\_\_\_\_ despite the investment being made in them. **FLOP**
- They have tested the new drug in trials, I presume.  
The new drug \_\_\_\_\_ tested in trials.  
**PRESUMABLY**
- If you constantly ride your motorbike so hard, you'll damage the engine.  
You'll damage your motorbike if you constantly \_\_\_\_\_ its engine. **PUSH**

## LISTENING

- 9 Listen to three dialogues. For questions 1–6, choose the correct answer (A, B or C).

### Dialogue 1

- What do the speakers agree on in relation to online flight check-in?  
A It is very time-consuming.  
B It is unnecessarily complicated.  
C It is a stressful experience.
- What is the man's opinion of the other services advertised on the site?  
A They are just a way for the airlines to earn more money.  
B They are very useful for customers.  
C They can help ensure customer safety.

### Dialogue 2

- What does the man like most about the website?  
A The amount of information available about bands.  
B The fact that it is very quick to download music.  
C The recommendations of new music that the site makes.
- What is the woman's opinion of buying music online?  
A Online purchases cannot compete with sales of vinyl.  
B The pleasure of buying music is missing.  
C The websites are mostly operating illegally.

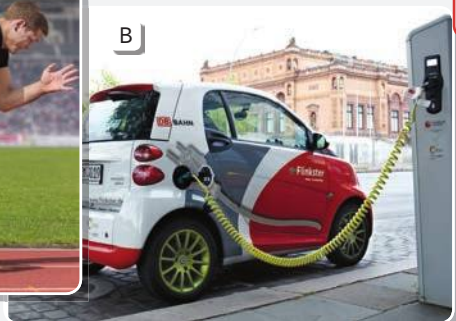
### Dialogue 3

- What is the man doing during the conversation?  
A Admitting his own lack of skills.  
B Complaining about the lack of support.  
C Recommending his friend not to do the course.
- How does the woman respond?  
A She thinks he should ask for help.  
B She suggests asking for a refund.  
C She advises him to give it more time.

## SPEAKING

- 10 Look at the photos and discuss the questions in pairs.

- Why might people choose to use these devices and how might the users of these devices feel?
- What might cause difficulties for the people and how might they deal with them?
- Which device do you think might be more difficult to deal with? Why?



### Exercise 8

- give way to
- being/to be the audio industry standard
- will be a commercial flop/will flop commercially
- has presumably been
- push the limits of

## NEXT CLASS

- Ask students to do Self-check 4.8 in the WB, pp. 50–51 as homework.
- Ask students to prepare for Unit 4 test (Focus Assessment Package)



# 5

## ALL IN A DAY'S WORK

*Though I crave for work ...  
I do not ask for more  
than my proper share.*

JEROME K. JEROME, *THREE MEN IN A BOAT*

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – forming nouns from verbs
- employment and career
- phrasal verbs – work
- colloquial phrases
- collocations – work
- collocations – money

#### Reading:

- an article about young entrepreneurs
- multiple matching

#### Grammar:

- gerunds

#### Language in Focus:

- prepositional phrases

#### Listening:

- a radio programme about job interviews
- multiple choice

#### Speaking:

- buying time

#### Writing:

- an essay

### FOCUS EXTRA

- Grammar and Language in Focus Reference and Practice pp. 124–125
- WORD STORE booklet pp. 10–11, 20–24
- Workbook pp. 52–63 or MyEnglishLab

52

## 5.1 Vocabulary

Employment and career • phrasal verbs • colloquial phrases • collocations to describe work and money

*I can talk about work, careers and internships.*

### SHOW WHAT YOU KNOW

- 1 Complete the table with the noun forms of the verbs in the box.

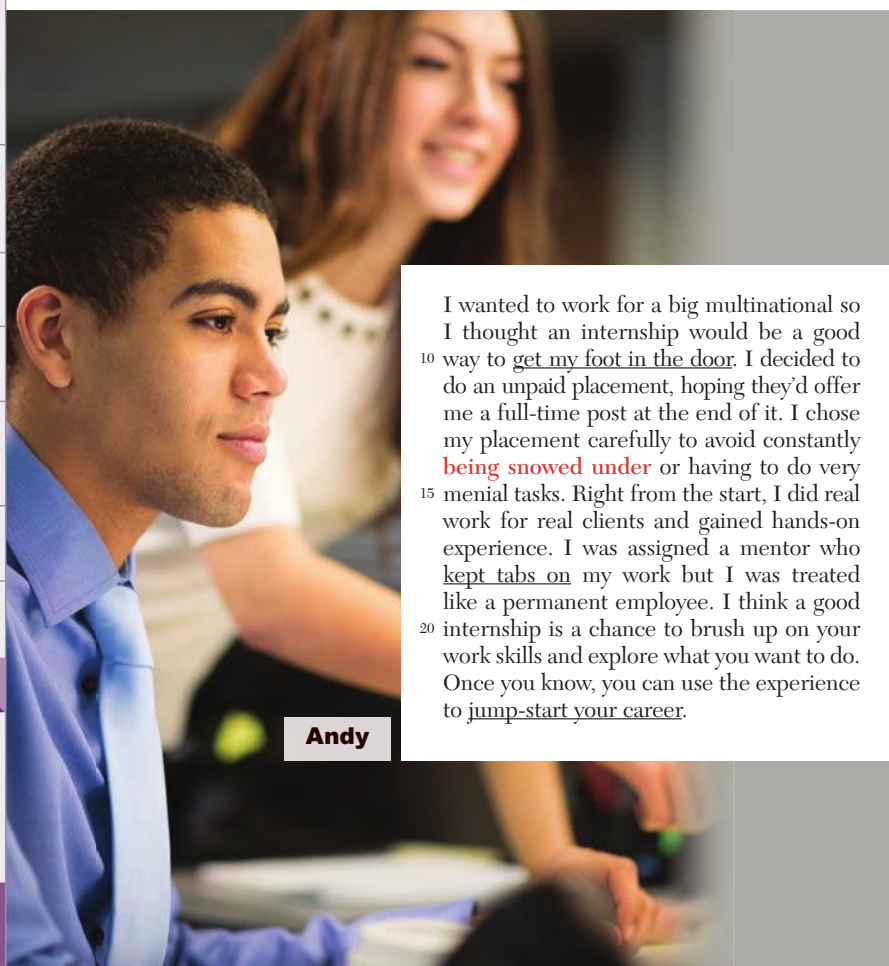
apply compete employ interview manage  
promote recruit train

Verb	Noun (thing/concept)	Noun (person)
apply	application	applicant
compete	competition	competitor
employ	employment	employer/ee
interview	interview	interviewer/ee
manage	(mis)management	manager
promote	promotion	promoter
recruit	recruitment	recruit/er
train	training	trainer/ee

- 2 In pairs, think of an example sentence with one of the words from each group in Exercise 1.

## Working for Nothing

With so much unemployment, it's increasingly difficult for young people to **break into** the job market. One way to get on the first rung of the ladder is to do an internship: most big companies offer these short-term placements as a way to gain work experience with the chance of getting a full-time job at the end of it. Some places pay the minimum wage and some only cover expenses. Here, three graduates describe their internship experiences.



Andy

I wanted to work for a big multinational so I thought an internship would be a good way to get my foot in the door. I decided to do an unpaid placement, hoping they'd offer me a full-time post at the end of it. I chose my placement carefully to avoid constantly **being snowed under** or having to do very mental tasks. Right from the start, I did real work for real clients and gained hands-on experience. I was assigned a mentor who kept tabs on my work but I was treated like a permanent employee. I think a good internship is a chance to brush up on your work skills and explore what you want to do. Once you know, you can use the experience to jump-start your career.

### REFERENCES

CULTURE NOTES >>> p. 167

### EXTRA ACTIVITIES

Photocopiable resource 13 (collocations about work and money – 10 min.) pp. 213–214, 238–239

### WORKBOOK

pp. 52–53, including Show what you've learnt

## 3 Read the article and answer the questions.

- Who was **taken on** by a start-up? *Karen*
- Who persevered despite having to do really boring things? *Jan*
- Who **slaved away** putting in extra hours? *Karen*
- Who felt disappointed as the company didn't keep their promise? *Jan and Karen*
- Whose really positive experience **made up for** the lack of pay? *Andy's*

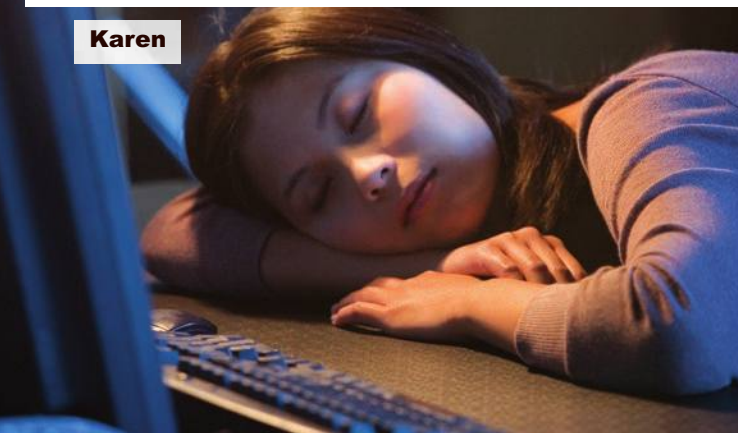
During the summer of my first  
 25 year at university, I interned for  
 a magazine. It was unpaid but  
 I was promised a bonus if I got  
 more than ten Twitter followers  
 a week. I increased Twitter  
 30 followers from 700 to 7,000 but  
 the incentives never materialised.  
 I was constantly asked to do  
 menial tasks like photocopying  
 and fetching coffees. I put on  
 35 a brave face but a low point  
 was when the boss asked me  
 to help his daughter with her  
 schoolwork. I ended up with  
 the boss's daughter ordering  
 40 me around. I didn't have the guts  
to stand up for myself because  
 I didn't want to scupper my  
chances.



Jan

I was taken on as an intern for a start-up. They used unpaid  
 45 internships as entry-level jobs with the promise of a permanent  
 contract at the end of it. I figured that it was a good thing to have  
 on my CV and would show dedication to the industry that I wanted  
 to work in. That was what interested me – showing that I could  
hit the ground running and make myself indispensable. It quickly  
 50 became clear that I was expected to work overtime but I didn't want  
 to damage my chances of landing a permanent job so I pressed on.  
 After three months, I was told that they were only hiring interns  
 and I would be let go.

Karen



## WORD STORE 5A

4 2.10 Complete WORD STORE 5A with the phrasal verbs in red from Exercise 3 and the article. Then listen and check.

5 Replace the underlined words with the correct forms of the phrasal verbs from WORD STORE 5A. Then finish the sentences so that they are true for you and tell your partner.

- A company where I'd like to be employed is ...  
*A company where I'd like to be taken on is a charitable organisation.*
- I'd never dare tell my ... what to do. *order my ... around*
- The last school project I really worked hard on was ... *slaved away*
- A belief I'd always defend is that ... *stand up for*
- When I have too much work, I feel ... *am snowed under*
- A mistake I'd like to compensate for is ... *make up for*

## WORD STORE 5B

6 2.11 Complete WORD STORE 5B with the phrases underlined in the article. Then listen and check.

7 In pairs, find the incorrect word in each sentence and correct it. Discuss which sentences are true for you.

- My parents like to hold tabs on me. They know where I am at all times. *keep*
- I'm very slow in the mornings. I never strike the ground running. *hit*
- I've got a good voice but I don't own the guts to sing in public. *have*
- I would like to do an internship so I can jump on the first rung of the ladder. *get*
- I think appearance is very important in a job interview – the wrong one can scupper your luck. *chances*

## WORD STORE 5C

8 2.12 Complete WORD STORE 5C with the correct words from the article to make collocations about work. Then listen and check. Write example sentences.

9 Do you agree with the statements from WORD STORE 5C? Why?/Why not? Discuss in pairs.

## WORD STORE 5D

10 2.13 Complete WORD STORE 5D with the correct forms of the verbs in the box. Then listen and check.

11 Would you consider doing an internship? Why?/Why not? Discuss in pairs.

## Exercise 2

A Ross Kemp:

Beginnings:

a project at university

Challenges &

milestones: hard at first, wanted to do everything himself, not knowing whom to trust and ask for advice

Advice: hold on

to your day job as long as possible while building a business

B Rowena

Simmons:

Beginnings:

arts and crafts supplies left over from school & a passion for making things, photos of bracelets posted on Facebook

Challenges &

milestones: no challenges really, no intention to become so prosperous, the success came as a surprise

Advice: patience

is the key, you must be eager to develop your product and prepared for fluctuations in revenue

C Ry Morgan:

Beginnings: fresh out of university, just after internship so no other experience

Challenges &

milestones: difficulties

recruiting staff being a very young person without prior experience

Advice: while

recruiting people it's not about getting the right professional match but about getting the right personal match

# 5.2 Reading

## Multiple matching

*I can understand specific details in an article.*

- 1 Read UK TODAY and answer the questions.

## UK TODAY

In order to recognise entrepreneurship and nurture talent among young people in the UK, many universities and institutions offer awards for innovation in business to graduates and undergraduates. **The Enterprise Awards** are one such scheme set up in association with a well-known bank and a newspaper. They celebrate the achievements of young business people across the UK and winners enjoy not only recognition for their products and services, but also benefits such as help with funding and free legal and business advice.

- 1 Who are the Enterprise Awards aimed at? *young business people*
  - 2 What are the benefits for winners? *recognition of products and services, help with funding, free legal and business advice*
  - 3 What do you think the judges take into consideration when choosing a winner?
  - 4 Do you think such award schemes are a good idea? Why?/Why not?
- 2 In groups of three, read one section each of the article about the recent winners of the Enterprise Awards. Make notes under the headings below and report back to your group.
    - Beginnings of business
    - Challenges & milestones
    - Advice to potential entrepreneurs

## READING FOCUS Multiple matching

- 3 Read the article again. For questions 1–8, choose from the entrepreneurs (A–C). They can be chosen more than once.

Which young entrepreneur mentions:

- 1 that having another source of income is highly desirable? A
- 2 an area where their age proved a disadvantage? C
- 3 a view that regular income is not guaranteed? B
- 4 an opinion that it is worthwhile to wait for the results of your work? B
- 5 their efforts to remain optimistic against the odds? A
- 6 an outcome that was unexpectedly successful? B
- 7 a criticism of trying to work alone? A
- 8 an opinion about what is most important in an employee? C

## WORD STORE 5E

- 4 **COLLOCATIONS** Go to WORD STORE 5E on page 11 of the booklet. Complete the collocations with the verbs in the box. Refer to the article for help if necessary.

- 5 Write five questions you would like to ask one of the Enterprise Awards winners using the collocations from WORD STORE 5E.

*When it comes to building a business, do you think it is better to follow your gut instinct or to take advice from others?*

- 6 In pairs, discuss how you think your chosen winner(s) might answer the questions you wrote in Exercise 5.

- 7 **COLLOCATIONS** Complete the sentences with the correct forms of the collocations in blue in the article.

- 1 Before launching our product globally we used social media to gauge consumer opinion here in the UK.
- 2 I didn't realise the potential of Twitter as a marketing tool until I read an article in a business magazine.
- 3 Most investors expect to see a return on their money within a couple of years of buying shares.
- 4 Although there are seasonal fluctuations in revenue generated by the hotel, the business remains profitable.
- 5 Simon still has a lot to learn as a salesman but he certainly has a great rapport with customers.
- 6 Joanne is not a very experienced businesswoman. She is fresh out of college.
- 7 The course was extremely practical and what I learnt on it gave me a flying start to my career.

- 8 **WORD FORMATION** Complete the table with word families using the words underlined in the article.

ADJECTIVE	NOUN
<u>restless</u>	<u>restlessness</u>
<u>tenacious</u>	<u>tenacity</u>
<u>curious</u>	<u>curiosity</u>
<u>prosperous</u>	<u>prosperity</u>
<u>persevering</u>	<u>perseverance</u>
<u>hyper-competitive</u>	<u>hyper-competitiveness</u>
<u>competent</u>	<u>competence</u>

- 9 List the qualities from Exercise 8 that you possess. In pairs, discuss how these qualities prove useful at school, or in social life.

*You could say that I'm tenacious: I've got a lot of determination and even when things are difficult at school, I just keep trying.*



Meet some of the recent winners of the Enterprise Awards, a scheme developed to recognise the entrepreneurial talent emerging from universities across the UK.

A

## Ross Kemp: Asap Water Crafts

The hardest bit was starting, honestly. My product was something that began as a project at university. Once I started, each step led to the next, with difficult decisions to make at each one. My biggest mistakes always came when I tried to do everything myself. I soon realised that I couldn't do everything without sustaining financial losses – and very often other people can do bits better than me!

A challenge is knowing who to trust and where to gain feedback. I talk through decisions with lots of different people to **gauge their opinions**, but in the end, big choices (like whether to give away fifty percent of my business) come down to following my heart and gut instinct.

I've got a poster above my desk which says 'work hard and be nice to people' – I try to live by this. My success has been simply through taking opportunities when they came my way, being **tenacious** and saying 'yes'. I try to look for positives in everything, even when things are really tough.

However, I would urge entrepreneurs to hold on to their day jobs as long as possible while building a new business. If you can continue your day job until the business you have founded generates enough cash to pay your wage, this is the best scenario!



B

## Rowena Simmons: Black & White Boutique

I studied Art Textiles at secondary school. After I finished, I had an assortment of embroidery threads, charms and other arts and crafts supplies left over. I enjoyed playing around with them and was **curious** to know if they could be made into something saleable. I decided to try my luck and posted images of my handcrafted bracelets on Facebook. Much to my surprise, my schoolmates enthused about them immediately and started asking where they could buy them.

Having **realised the potential** of homemade items, my boyfriend and I set out to establish an online store. My intention wasn't to build a brand, nor was it to become as **prosperous** as we have. In fact, it was simply a passion I had for creating things, which ended up giving me **a flying start** to a career as an entrepreneur.

Our initial investment amounted to £200, which went on purchasing fifteen different products to sell on our website. The other jewellery we offered was all my handiwork. I remember receiving our first order for £21 from a customer in Spain shortly after our opening promotion, which made the whole thing thrilling. All of a sudden, I realised how straightforward it was to access international markets through the Internet.

I reckon patience is definitely the key. It is, however, worth noting that while there are many positives to owning and managing your own business, it isn't child's play and it doesn't come without its **restless** nights and pressured days. You must be eager to develop your products and prepared for **fluctuations in the revenue** you receive. With a lot of effort and **perseverance** and a dose of good luck, you will eventually **see a return**, though.

C

## Ry Morgan: Pleasecycle Exercise App

I guess recruitment has been one of our biggest challenges. I **was fresh out of** university and still had a babyface and had only had experience as an intern when we started. I think trying to recruit exceptional talent in what is already a **hyper-competitive** space, in terms of the tech industry, has proven interesting and probably one of the bigger difficulties.

Trying to bring in experienced individuals who are maybe a decade older than I was at the time has been quite a tricky task. It's one that's got better over time, but having never run a business before, it's been hard doing the interview process, and actually sitting down and quizzing people to recruit really good talent.

And it's about getting not just the right professional match but the right personal match, so linking them in with your culture is sometimes more important than their **competence**. If there's a guy that's a little bit better in terms of his CV versus the girl that you **have a great rapport with** and who matches the company culture, I'd say go for the girl over the guy because, in the long term, rapport and fitting in with the culture are more important.



## 5.3 Grammar

### Gerunds

*I can use various gerund structures.*

- 1 Look at the jobs in the box. In pairs, discuss which of them you would like to apply for and why.

barista	landscaper	pet groomer
shelf stacker	usher	

- 2 In pairs, discuss the pros and cons of having a part-time job. Then read the text below and check your ideas.

### IS WORKING PART-TIME BAD FOR YOUR GRADES?

Saturday jobs for teens have long been seen as a good way to earn both a little money and some independence. However, part-time jobs are now being viewed somewhat sceptically as recent research shows **working while studying** may be detrimental to high school grades.

Tales of teens **succeeding in saving** hard-earned cash and studying at the same time are not uncommon. But, **with more and more young people not doing well** at school, the results of the research are possibly a cause for concern. **On seeing** the results of the research parents may be worried that their children are jeopardising their education by taking on such extracurricular activities.

**Having worked** throughout both my school and university, however, I for one took advantage of the opportunity for greater self-development. And like many parents, mine also **appreciated my getting** a good education for life. **Being motivated** equally by a desire to learn and to earn, I was able to have the best of both worlds.

- 3 Read the GRAMMAR FOCUS and find an example of each gerund structure in the text in Exercise 2.

### GRAMMAR FOCUS

#### Gerunds

You use gerunds for a number of different reasons:

- as the subject of a sentence **working while studying**
- after certain verbs **appreciated my getting**
- after all prepositions **succeeding in saving**
  - e.g. after on at the beginning of a sentence to mean as soon as **On seeing**
- in complex sentences where the subject is the same in both clauses:
  - e.g. to express cause and effect **Being motivated**
  - e.g. to express the sequence of events **Having worked**
- in complex sentences after with + subject when the subject is not the same in both clauses. **With more and more young people not doing well**

**Note:** You use possessive adjectives (my, his, etc.) or object pronouns (me, him, etc.) if the subject of the gerund is different from the subject of the sentence, e.g. **They are** worried about **him** flunking his exams.



- 4 Complete the sentences with the correct forms of the verbs in brackets. Add any other words necessary.

- I can't help **being considered** (consider) irreplaceable. Even if I'm not.
- She supported **me/my being sacked** (I/sack) – which really upset me.
- Not having received/Not receiving** (not/receive) good results, I stand little chance of getting into uni.
- Having been given** (give) the job, I now regret applying.
- He was in the middle of **being told off** (tell off) when I walked into the room.
- Not having** (have) a reliable source of income can be a strain on any family.

- 5 **USE OF ENGLISH** Complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals and a gerund structure.

- You develop a better sense of responsibility when you earn your own money. **DEVELOPS**  
**Earning your own money develops** a better sense of responsibility.
- I really don't like to be told what to do. **DESPISE**  
I **despise being told** what to do.
- The concern my parents have is that I work too hard. **ABOUT**  
My parents **worry about me/my** working too hard.
- To be successful in life you are required to work hard. **BEING**  
**Being successful in life requires** you to work hard.
- I tell my parents as soon as I receive any exam results. **ON**  
**On receiving** exam results, I immediately tell my parents.
- The job market has got increasingly competitive so it's essential to have good qualifications. **WITH**  
**With the job market getting** increasingly competitive, good qualifications are essential.

- 6 Choose three of the sentences from Exercise 5 that you agree with. Share your thoughts in pairs.

- 7 Make a short list of part-time jobs you would refuse to do. Compare your lists in pairs.

Grammar & Language in Focus pages 124–125

### EXTRA ACTIVITIES

Photocopiable resource 14 (gerunds – 15 min.) pp. 214, 240

### WORKBOOK

p. 56, including Show what you've learnt



# 5.4 Language in Focus

## Prepositional phrases

I can use various prepositional phrases with 'by', 'at', 'to' and 'in'.

- 1 Read the cartoon captions. In pairs, discuss which of them you find more amusing and why.
- 2 Read the LANGUAGE FOCUS and look up the meaning of the prepositional phrases.

## LANGUAGE FOCUS

### Prepositional phrases

<b>BY</b> accident all means chance means of virtue of	<b>AT</b> a loss fault sea sb's disposal the end of the day
<b>TO</b> a certain degree date my mind no avail some extent	<b>IN</b> advance any case the long run the wrong vain

- 3 Look at the phrases in the box and find their synonyms in the LANGUAGE FOCUS. Then write example sentences with three of the phrases and ask your partner to transform them using the synonymous phrase.

by chance    to no avail    at fault  
by accident    in vain    in the wrong  
by virtue of    at sea    to a certain degree  
by means of    at a loss    to some extent

by accident = by chance

- 4 Choose the appropriate prepositional phrases.

- 1 A: You've been trying <sup>1</sup>in vain/ in the long run / by all means to find a better job for ages.  
B: Yes, I know. And it's all <sup>2</sup>at sea / to no avail/ in any case. I guess I'm here for life.
- 2 A: Oh no. I've broken the printer again. It was <sup>3</sup>by accident/ at fault / by all means – I promise.  
B: I'm <sup>4</sup>in any case / in the wrong / at a loss to explain how you do it. That's the third time this month.
- 3 A: I've managed to save some money <sup>5</sup>by means of/ by accident / to some extent working overtime.  
B: Well, <sup>6</sup>in the long run / to some extent/ to date I'm jealous. I don't want the extra work but I could save some money!
- 4 A: I love my new job. <sup>7</sup>In the long run/ At the end of the day / To date I hope to be the boss one day.  
B: I'd hate to be a boss. You have to be <sup>8</sup>at fault / by virtue of / at everybody's disposal the whole time.
- 5 A: I appreciate the money's not very good but <sup>9</sup>to my mind/ by means of / to no avail gaining experience is the most important thing.  
B: I agree <sup>10</sup>in advance / to my mind / to a certain degree – but money's good to have!



I'm all at sea when it comes to working the new washing machine.



To my mind, you should change your hairstyle.

- 5 Complete the text with the appropriate prepositional phrases from the LANGUAGE FOCUS. Sometimes more than one answer is possible.

Well, I agree with my boss <sup>1</sup>to a certain degree but I can't say she's one hundred percent right. I mean, <sup>2</sup>at the end of the day it's her decision and I have to do what she tells me to do – and I'm in no position to tell her that she's <sup>3</sup>in the wrong. I will admit, however, that she's been very helpful <sup>4</sup>to date and she's always been <sup>5</sup>at my disposal whenever I've needed some help. For example, when I was trying <sup>6</sup>in vain to come up with an idea for the new marketing campaign and not getting anywhere. She could clearly see that I was <sup>7</sup>at a loss for inspiration and gave me a few ideas to work with. <sup>8</sup>To my mind that's more important than agreeing with everything she says – after all, I am here to learn <sup>9</sup>by virtue of gaining experience.

- 6 Discuss the questions in pairs.

- 1 When was the last time you tried something in vain? What was it? How did it end?
- 2 Do you have trouble admitting when you are in the wrong? Why?
- 3 Can you name a few things you prefer to do in advance?
- 4 When were you last at a loss for words?
- 5 At the end of the day, what are your language learning objectives?



WORD STORE pages 20–24



## 5.5 Listening



### Multiple choice

*I can understand specific details in a radio programme.*



- 1 Look at the photo of two people waiting for a job interview. In pairs, discuss how they feel and what is going through their minds.
- 2 Discuss the questions in pairs.
  - 1 Have you ever been interviewed? For what?
  - 2 Was it a relaxing or a stressful experience? Why?
  - 3 What advice would you give someone attending a job interview?
  - 4 What common mistakes do people make in interviews?
- 3  **2.15**  Listen to a radio programme about interview techniques and answer the questions.
  - 1 Do you agree with the advice given?
  - 2 Would you change any of your suggestions from Exercise 2? Why?/Why not?



#### LISTENING FOCUS Multiple choice

- 4  **2.15**  Listen again. For questions 1–6, choose the correct answer (A, B, C or D).
  - 1 What does Jonathan recommend as effective preparation for a job interview?
    - A documenting your complete range of skills
    - B** developing the right mental attitude
    - C researching the company and their target market
    - D predicting the questions the interviewer might ask
  - 2 What does Carole say is most important when she meets a prospective employee?
    - A** a positive outlook
    - B a polite and civilised manner
    - C the candidate's body language
    - D a candidate's general appearance
  - 3 Jonathan and Carole both say that
    - A candidates should avoid errors if possible.
    - B having the ability to learn from your mistakes is crucial.
    - C** an unwillingness to admit errors is undesirable in a candidate.
    - D the occasional mistake won't negatively affect your chances.
  - 4 What does Jonathan say about being mentally prepared for an interview?
    - A Treat each interview as seriously as possible.
    - B Strive to be completely calm on the day.
    - C** Don't exaggerate the importance of the interview.
    - D Be realistic about your chances.
  - 5 How does Carole feel about the interview she did?
    - A** It is an amusing story that reveals a serious point.
    - B It demonstrates that all interview strategies are to be avoided.
    - C It shows why it is beneficial to take a risk and try something new.
    - D It highlights how embarrassing a candidate's performance can be.
  - 6 What do Jonathan and Carole both think is essential for success in an interview?
    - A weighing your words
    - B persevering when things are going badly
    - C being prepared but not overly prepared
    - D** trusting your instincts and being honest

#### WORD STORE 5F

- 5  **2.16**  **WORD FORMATION** Go to WORD STORE 5F on page 11 of the booklet. Complete the table with the noun forms. Then listen and check.
- 6 Complete the sentences with the nouns from WORD STORE 5F.
  - 1 He didn't give up when he failed and expressed a willingness to take the test again.
  - 2 He showed great resourcefulness and found out almost everything about the job.
  - 3 Everyone appreciated her authenticity. She never came across as fake or phony.
  - 4 Her boss liked her adaptability – how she could work in many different fields.
  - 5 She showed real persistence and after seemingly endless interviews, finally got the job she wanted.
  - 6 Having self-assurance and believing that you can succeed is important in work.
  - 7 She is incapable of admitting she is wrong – she has a complete lack of humility.
  - 8 It's always better to say what you feel – sincerity is the greatest of virtues.
  - 9 My teacher told me he liked the enthusiasm and keenness to learn.
- 7 Discuss the questions in pairs.
  - 1 Which qualities from Exercise 5 do you think would help you most in an interview?
  - 2 How about in a career you would like to have? Why?

# 5.6 Speaking

## Buying time

*I can use stock phrases to gain and keep the turn when responding to questions.*

### 1 Look at the photo of a student in an interview with a job counsellor. Discuss the questions in pairs.

- 1 What is the difference between this kind of interview and a job interview?
- 2 What kinds of questions do you think the counsellor is asking the student?
- 3 How could the interviewer put the student at ease during such an interview?

### 2 Listen to an interview between the student and the counsellor and answer the questions.

- 1 Which of the counsellor's words put the student at ease?
- 2 What jobs are mentioned?
- 3 What two kinds of jobs are referred to? What is the difference between them?
- 4 If Monica didn't know the answer to the question right away, how did she give herself time to think?
- 5 In what other situations might you need to give yourself time to think?

### 3 Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

depends know interesting  
see thought tough truth

## SPEAKING FOCUS

### Buying time

When you respond to questions, you can use phrases which give you time to think about your answers.

(Hmm,) let me <sup>1</sup> see / think about it ...

(In actual fact,) I've never really <sup>2</sup> thought about it/ considered it/ been asked that before ...

(Wow,) that requires a moment's thought ...

My mind has gone blank. Can you give me a second?

(I mean,) to be honest with you ... / to be frank ... / to tell you the <sup>3</sup> truth ...

(Actually,) it's kind of a <sup>4</sup> tough / that's a tricky one ...

(Well,) all I can say/ all I <sup>5</sup> know is that ...

(Come to think of it,) that's an <sup>6</sup> interesting / a difficult question ...

(I suppose) it <sup>7</sup> depends on what you mean/ you're referring to ...



Counsellor

Monica

### 4 Complete the dialogue between Dylan and his teacher with the words in the box.

blank honest requires tough truth

T: Dylan, did you finish reading Chapter 3 for homework?

D: Chapter 3? Oh er ... yes, sir.

T: Good. And tell me, what did you think about the unexpected death of the main character?

D: Death? Oh that's a <sup>1</sup> tough one. Let me see. Tragic; I thought it was really tragic and so unexpected, sir.

T: I see. And how do you think the story will unfold now the main character is dead?

D: Wow. That <sup>2</sup> requires a moment's thought.

T: Take your time.

D: Actually, sir, my mind has gone <sup>3</sup> blank. Can you give me a second?

T: Of course.

D: Well, to be <sup>4</sup> honest with you, I'm not really sure.

T: Dylan, the main character doesn't die in Chapter 3. There are still another twenty-seven chapters to go. You didn't do your homework, did you?

D: Er, to tell you the <sup>5</sup> truth, sir, I meant to but then it was suddenly really late and I must've fallen asleep.

T: And what song are you going to sing for the class, Dylan?

D: Song, sir?

T: You know the rules, Dylan. Those who arrive late or 'forget' to do their homework have to sing a song for the class. Whenever you're ready ...

### 5 In pairs, choose one of the situations below and prepare a short dialogue which includes some of the phrases from the SPEAKING FOCUS.

- 1 You have done something wrong at school and have to explain your actions to the head teacher.
- 2 You meet your girlfriend's/boyfriend's parents for the first time.
- 3 You are interviewed in a shopping centre by a team from the local TV news.

### 6 Act your dialogue out for the class. Can they guess the situation? Did everybody choose the same phrases?

### Exercise 1

Sample answers:

- 1 There isn't the same pressure as in a job interview. The interviewer is only giving advice.
- 2 Open questions to find out what ideas the candidate has for a future career.
- 3 By being friendly and supportive so the candidate feels he/she can share information.

### Exercise 2

- 1 Was your journey OK? Make yourself at home. No problem, that's what we're here for.
- 2 Vet, chef's apprentice, chef, hairdresser
- 3 Jobs which require or don't require a lot of studying. Becoming a vet requires a lot of studying, while becoming a chef or a hairdresser requires less.
- 4 She used expressions to fill time: Well, let me see ...; Erm, to tell you the truth, ...; Actually, it's kind of a tough one ...; Erm ... that's an interesting question ...
- 5 E.g. at a job interview, when telling a white lie, making an excuse, saying something you know will be upsetting, trying not to answer a question

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## 5.7 Writing

### An essay

*I can write a structured essay supporting my arguments with reasons and examples and using a range of cohesive devices.*

#### 1 Discuss the questions in pairs.

- 1 Do you know what you want to do when you leave school or university?
- 2 If not, how will you decide?
- 3 If you do know, what helped you make a decision?

#### 2 Read UK TODAY and answer the questions.

### UK TODAY

**Portfolio working** is when an individual has multiple strands to their career rather than just one. This trend has been growing for some time in the UK, where, fuelled by desire and also economic necessity, younger people are actively seeking more variety in their employment than older generations did. Portfolio working acknowledges that people are not one-dimensional but have different skills and interests and can successfully fulfil more than one professional role.

- 1 What advantages and disadvantages to portfolio working can you think of?
- 2 Do you think portfolio working would suit you personally? Why?/Why not?
- 3 Given the choice, which two or three careers would you like to combine?

It is often said that the traditional 'job for life' is on the way out and is being replaced by portfolio working, or in other words, holding a variety of jobs at the same time. If this is true, what is most important to consider when deciding if portfolio working is suitable for you?

To begin with, few of us have just one ability and in fact, most of us possess a range of skills and are able to fulfil a variety of different professional roles. This is where portfolio working comes in since it provides the opportunity for individuals to work in many different fields. What this means is that someone with computer skills, for instance, could be employed two days a week by a software company. In addition to this job, if he or she also has good writing skills they might find employment as a journalist for a further two days, then spend another day volunteering. Working in this way allows the use of different talents rather than only one. However, this is not to say that there are no drawbacks. It is, for example, not easy to manage a variety of working environments and this can cause considerable anxiety for those engaged in portfolio working.

#### 3 Read the task and answer the questions.

Portfolio working is a modern alternative to the traditional 'job for life'. Write an essay of 300–350 words in which you present your opinion on the topic. In your essay discuss the following aspects:

- developing a variety of skills and knowledge,
- potential risks,
- career building.

- 1 What could be the advantages of developing a variety of skills and knowledge through portfolio working? *lines 9–10, 16–17, 21–25*
- 2 Describe your idea of an average working week for someone engaged in portfolio working. *lines 11–13*
- 3 Which career path appeals to you more: one offered by a single employer or one working independently for a variety of employers? *The author does not answer this question.*
- 4 What are the potential risks of working in two or three different fields at the same time? *lines 18–20, 25–27*
- 5 What is your overall opinion on 'portfolio working'? *lines 28–30*

#### 4 Read the essay. How does the author answer the questions from Exercise 3?

# Portfolio



# Working

Perhaps a more important aspect to consider, however, is choice. Portfolio working allows people to choose how they will develop their own careers, rather than following a set career path laid out by a company. There is also the potential advantage of being able to fit work around home life and interests, thus maintaining a more favourable work/life balance. It can be argued, though, that the financial uncertainty which goes hand in hand with this freedom makes portfolio working too risky for some people.

On balance, it would seem that what is most important to bear in mind about portfolio working is the variety it offers by taking advantage of different skills and interests. Nevertheless, we should remember that it may not be suitable for everyone, particularly those uncomfortable with risk or uncertainty.

### WORKBOOK

pp. 60–61, including Show what you've learnt and Show that you've checked

### NEXT CLASS

Ask students to revise for Focus review 5 (lessons 5.1–5.7, Word list on pp. 143–144 in the SB).



- 5 Read the **WRITING FOCUS** and make a list of phrases in purple from the essay for the points below.

## WRITING FOCUS

### An essay

#### Introduction

- Give a general introduction to the topic.  
This is a controversial topic ... *It is often said that ...*  
It is generally maintained that ...
- Lead into the discussion. ... *what is most important*  
However, there are different views ... *to consider ...*  
What can be done?

#### Main paragraphs

- Introduce each main point in a new paragraph beginning with a topic sentence. *To begin with, ...*  
*Perhaps a more important aspect to consider, however, ...*  
In the first place, ...  
The main thing to remember is that ...
- Follow this with examples to support and/or clarify your point. ... *for instance, ... What this means is ...*  
*There is also ...*  
For example, / A case in point is ...  
This is illustrated/shown by ... (supporting)  
In other words ... / That is to say ... (clarifying)
- Introduce an opposing point to show you take a balanced view. ... *this is not to say that ...*  
Despite this, ... *It can be argued, though, that ...*  
A possible criticism is that ...

#### Conclusion

- Indicate the end of the essay with a summary statement. *On balance, ...*  
In conclusion, ...  
On the whole, ...  
Taking everything into account, ...
- Give your point of view. *Nevertheless, we should remember that ...*  
In my view ...  
It is clear that ...  
There is no doubt that ...

- 6 Complete the sentences with appropriate phrases from the **WRITING FOCUS** including the word in capitals.

- It is generally maintained that* an internship offers students valuable experience. **MAINTAIN**
- The main thing to remember is that,* it provides a chance to interact with experienced professionals. **REMEMBER**
- In other words,* it enables students to learn how to work in a professional environment. **OTHER**
- Despite this,* it is argued that internships frequently exploit free labour. **DESPITE**
- Taking everything into account,* internships are beneficial as they expose students to the working world. **ACCOUNT**

- 7 Read the **LANGUAGE FOCUS**. Then find examples for the points below in the essay on page 60.

## LANGUAGE FOCUS

### Writing cohesive texts

You can connect the ideas in the text by:

- synonyms** or words from the same family.  
*Finding a **job** is not easy, and while the **work** available may not appeal to you, being **employed** is better than being **unemployed**.*
- substitution:** *one/ones* instead of a word already mentioned.  
*Finding a **job** is not always easy and while the **ones** you first see may not appeal to you, the **one** you want may be just round the corner!*
- reference:** *this/that/it/they* instead of a phrase or section of text.  
*Careers advice centres are useful places. **They** offer a valuable service and **this** is foolish to ignore.*
- linkers:** conjunctions and adverbs.  
***While** the first job you take may not appeal to you, it is always beneficial to have a source of income. **Consequently**, you should consider every offer.*

- 8 Complete the text with the words in the box.

amount back backer, enterprise  
investment one however this

Starting your own business is not easy. What is required most of all is money. And that is where finding someone to <sup>1</sup>back you comes in. Whoever it is, perhaps a family member or friend, a <sup>2</sup>backer will supply you with the necessary cash to begin. Remember, <sup>3</sup>however, that any serious investor will want a return on his/her <sup>4</sup>investment. <sup>5</sup>This may be a share of your <sup>6</sup>enterprise or interest on the original <sup>7</sup>amount given to you. Think carefully about which <sup>8</sup>one will suit you before you agree to terms.

- 9 In pairs, find examples of synonyms, word families, substitution, reference and linkers in the completed text in Exercise 8.

- 10 In your notebook, complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

Young people often consider setting up their own business rather than looking for a permanent position. Write an essay of 300–350 words in which you present your opinion on the topic. In your essay discuss the following aspects:

- initial investment,
- competition,
- personality.

### Exercise 7

**Synonyms:**  
to work,  
employed, job,  
employment  
**Substitution:**  
talents ... one  
**Reference:**  
... traditional  
'job for life'  
is on the way  
out ... If this is  
true; portfolio  
working ... it;  
... work in  
many different  
fields. What  
this means ...  
Working in this  
way; ... is choice  
... this freedom  
**Linkers:** since,  
in addition to,  
however, also,  
thus, though,  
nevertheless,  
particularly

### Exercise 9

**Synonyms:**  
business,  
enterprise;  
money,  
investment,  
cash, amount;  
backer, investor;  
starting, begin  
**Word families:**  
investor,  
investment;  
back, backer  
**Substitution:**  
a share or  
interest ... one  
**Reference:** ...  
a return on  
investment ...  
This may be ...  
**Linkers:** however

## VOCABULARY

### Exercise 4

- 1 I clearly remember him mentioning a salary increase.
- 2 The author of the article about interns objected to their not being paid.
- 3 At first, my parents did not approve of my choosing journalism as a career.
- 4 Being an entrepreneur means (your) being ready to take risks.
- 5 Don't let this bad experience discourage you from following your chosen career.
- 6 When you start your own business, you should focus on getting results.

### 1 Complete the sentences with the words in the box.

foot hit incentives jump-start  
slaving tabs take

- 1 Many larger companies offer incentives to attract and retain staff.
- 2 In order to get a foot in the door, it can be a good idea to take a lower position than you really want.
- 3 Multinational organisations regularly take on new employees because of high staff turnover.
- 4 There is nothing worse than having a boss who keeps tabs on everything you do.
- 5 Experience will help you hit the ground running if you set up your own business.
- 6 Getting some basic training can be a good way to jump-start a new career.
- 7 In smaller companies you can find yourself slaving away for a pittance and struggling to save.

### 2 Choose the correct prepositions.

It can be hard at first to stand <sup>1</sup>up / down / out for yourself when you're the newest member of staff – and if you are fresh <sup>2</sup>through / out of / in to university with no experience, it can be even harder to assert yourself. If you find yourself working for a boss who likes to order people <sup>3</sup>out / off / around you really have little choice other than to put <sup>4</sup>by / out / on a brave face and do what you're told. This may mean taking on too much – in which case you will quickly find yourself snowed <sup>5</sup>in / under / out with work. Once again, you just need to press <sup>6</sup>on / out / through and do the best that you can. But don't worry. Work's not all bad. Just think of the money! That, if nothing else, will make <sup>7</sup>out of / off with / up for it.

### 3 Complete the sentences with the correct forms of the words in capitals.

- 1 This applicant seems perfect for the job. **APPLY**
- 2 Did you hear that Marek's leaving? He's got a job with our main competitor. **COMPETE**
- 3 The government are tackling unemployment by offering retraining to thousands of jobless people. **EMPLOY**
- 4 The company has been losing money for years. You can only put it down to mismanagement. **MANAGE**
- 5 I've decided I need some training. I'm off to speak to the head of HR. **TRAIN**
- 6 AKP Chemicals are in the process of a big recruitment programme. Why don't you apply? **RECRUIT**
- 7 We've got only one more interviewee to speak to and then we need to make our decision. **INTERVIEW**

## GRAMMAR

### 4 Write sentences from the prompts. Add any other words necessary.

- 1 I / clear / remember / him / mention / salary increase.
- 2 the author / article / about / interns / object / their / not be / pay.
- 3 at first, / my parents / not approve / my / choose / journalism / as a career.
- 4 be / an entrepreneur / mean / be / ready / to take risks.
- 5 not let / this bad experience / discourage / you / follow / your / chosen career.
- 6 when / start / your own / business, / you / should / focus / get / results.

### 5 Complete the sentences with the correct gerund forms of the verbs in the box. Where necessary, add the correct forms of the words in brackets.

accept drink have learn  
retire sack see tell

- 1 I was anticipating being/getting sacked. So you can imagine my relief when I was given a promotion instead.
- 2 Drinking during work hours is strictly prohibited.
- 3 (He) His/Him telling me the bad results of the interview nearly broke my heart.
- 4 On learning about Gerald's resignation I immediately applied for his job.
- 5 Janet was angry about having/having had to work another evening shift last night.
- 6 Having retired, James finally moved to the country.
- 7 (They) Their/Them being accepted on the training course is great news! Lucky them!
- 8 I can't bear seeing her so unhappy. Can't she find another job?

## LANGUAGE IN FOCUS

### 6 Complete the sentences with at, in, by or to.

- 1 I know she's right to some extent but I still think her decision to sack him was harsh.
- 2 Just ask if you need any help. I'm completely at your disposal.
- 3 Older workers are, by virtue of their life situation, considerably more reliable.
- 4 I'm at a loss to explain where the money is.
- 5 Barbara's been trying to contact him all day – and to absolutely no avail.
- 6 Personally, I'd say she's one of the best managers we've had here to date.
- 7 By all means, take the rest of the day off.
- 8 He's a good worker but at the end of the day it has to be last in, first out.
- 9 I hear Rob's been trying in vain for years to get a management post.

## REFERENCES

AUDIO SCRIPT >>> p. 185  
INTELLIGENT KEY >>> p. 196

## EXTRA ACTIVITIES

• Photocopiable resource 15  
(Writing – 10 min.) pp. 214, 241

• Class debate: It is a good idea for children to follow in their parents' footsteps and choose the same career path. (For instructions see p. 175)

## USE OF ENGLISH

7 Complete the text with one word in each gap.

### Business is a joking matter

Fledgling business people may be better off practising stand-up comedy rather than signing up for academic courses or <sup>1</sup> doing an internship. One young entrepreneur has decided that the risk of humiliation one faces while trying to make people laugh is far better preparation for <sup>2</sup> following the dream of running your own company than studying for three years. The resulting self-confidence it builds will also help you <sup>3</sup> gain far greater insight into risk-taking than any amount of theoretical knowledge. In stand-up comedy you either fail completely or you carry it off. Similarly, in the world of business there is always a danger that a start-up may fail, sustain huge financial <sup>4</sup> losses and result in bankruptcy. So, despite the need to make <sup>5</sup> ends meet, for the time being put off the idea of <sup>6</sup> founding/starting your own company and get practising your comedy routine!



8 Complete each set of three sentences with the same word in each gap.

- 1 a Water levels were rising and beginning to cover the fields.  
b I was really surprised by parts of the exam. I'm sure we didn't cover some of the topics.  
c I'm being sent to Prague for the week and the company is going to cover all my expenses.
- 2 a Most new businesses don't see a decent return for a couple of years.  
b I can't wait for Matthew's return. I haven't seen him since 2007.  
c Train travel is much cheaper if you buy a day return.
- 3 a I know it might rain but let's take a chance on it. It's been ages since we've had a picnic.  
b You stand little chance of gaining employment with no experience.  
c I met her completely by chance. I never even knew she was back in the country.
- 4 a I'm completely at a loss to explain how it happened. I've no idea at all.  
b After the loss of his father, he became head of the company.  
c Many new ventures make a loss in the first year.

## LISTENING

9 2.18 Listen to two colleagues discussing the results of a personality test. For questions 1–6, choose the correct answer (A, B, C or D).

- 1 Which of these qualities is NOT listed in the test as a feature of being a thinker?  
☒ A Being introverted.  
B Listening rather than contributing.  
C Preferring to reflect rather than take action.  
D Tending not to compete for attention.
- 2 According to the next part of the test, what qualities do Marcia and Rob share?  
A They are able to think creatively.  
B They are resourceful.  
☒ C They look for realistic solutions.  
D They like to see the whole picture.
- 3 Why does Rob bring up the Higgins case?  
A To justify a decision he made.  
B To provide evidence of one of Marcia's skills.  
C To disprove the results of the test.  
☒ D To support the results of the test.
- 4 What do the two speakers agree on in regard to Rodgers?  
A He wasted a lot of the company's money.  
☒ B He was rightly released by the company.  
C He made no contribution to the company.  
D He showed no interest in developing himself.
- 5 Which of the following does NOT describe Marcia?  
A She tends to be very detail oriented.  
☒ B She thinks you can never be too well-prepared.  
C She is reliable and always on time.  
D She needs deadlines to help her perform.
- 6 Which statement is true?  
A Both speakers find tests like these generally very accurate.  
B Managers rarely find such tests a valuable corporate tool.  
C Rob is unconvinced by the usefulness of such tests.  
☒ D Marcia is sceptical about the validity of such tests.

## WRITING

10 Read the writing task. Write an essay of 300–350 words in an appropriate style.

You have had a class discussion on different ways to obtain advice about how to choose a career path. Write an essay in which you present your opinion on the topic. In your essay discuss the following aspects:

- consulting the school careers adviser/counsellor,
- interviewing someone inside the industry,
- talking to friends and relatives.

## NEXT CLASS

- Ask students to do Self-check 5.8 in the WB, pp. 62–63 as homework.
- Ask students to prepare for Unit 5 test (Focus Assessment Package).



# 6

## JOURNEYS

### Exercise 1

1 boat/ship: cruise, embarkation, pier, quayside

2 car: boot, bypass, gear stick, roundabout

3 plane: aisle, gate, jet lag, overhead locker

4 train/underground: buffet car, express, platform, sleeper

*To travel hopefully  
is better than  
to have arrived.*

ROBERT LOUIS STEVENSON

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – transport
- travel and sightseeing
- phrasal verbs
- suffixes – forming adjectives
- colloquial phrases

#### Reading:

- an article about a train journey in the Namib Desert
- gapped text

#### Grammar:

- advanced comparative structures

#### Language in Focus:

- words and phrases with *ever*

#### Listening:

- monologues about different travel experiences
- multiple matching

#### Speaking:

- comparing photos

#### Writing:

- a report

### FOCUS EXTRA

- Grammar and Language in Focus Reference and Practice pp. 125–127
- WORD STORE booklet pp. 12–13
- Workbook pp. 64–75 or MyEnglishLab

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## 6.1 Vocabulary

Travel and sightseeing • phrasal verbs • suffixes • colloquial phrases

*I can talk about various ways and aspects of travelling.*

### SHOW WHAT YOU KNOW

- 1 Match the nouns in the box with the forms of transport they are usually associated with.

aisle boot buffet car bypass cruise embarkation  
express gate gear stick jet lag overhead locker  
pier platform quayside roundabout sleeper

1 boat/ship

3 plane *aisle*

2 car

4 train/underground

- 2 In pairs, take turns to tell each other about the last long journey you or someone you know went on. Use as many words from Exercise 1 as possible.



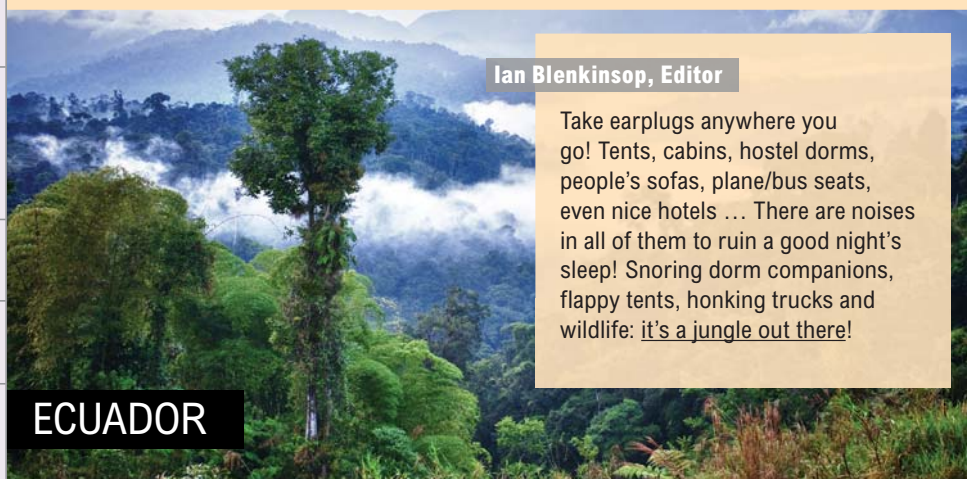
**ROUGH  
GUIDES**

## Travelling for the first time

by Eleanor Aldridge

Travelling for the first time can be daunting. Do you go alone? What do you pack? Will you meet people along the way? And, most importantly, where should you go?

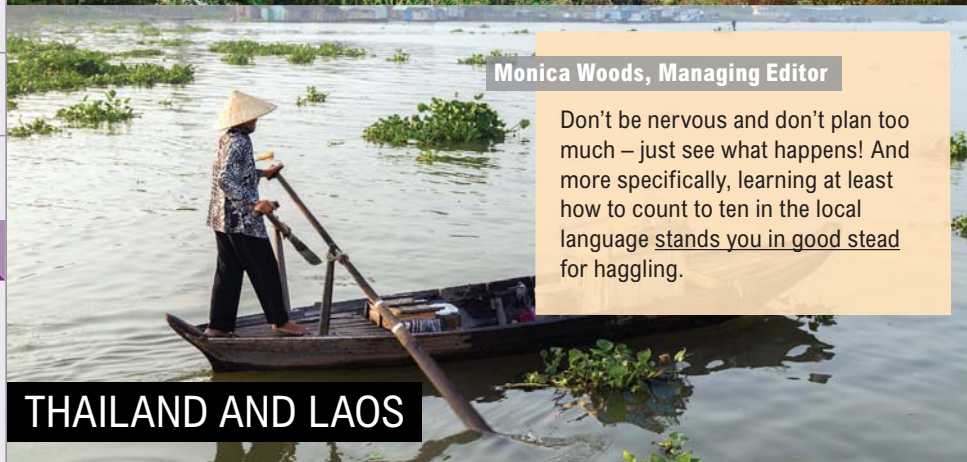
Here's the advice we at Rough Guides wish we'd been given back when we embarked on our first big trip.



Ian Blenkinsop, Editor

Take earplugs anywhere you go! Tents, cabins, hostel dorms, people's sofas, plane/bus seats, even nice hotels ... There are noises in all of them to ruin a good night's sleep! Snoring dorm companions, flappy tents, honking trucks and wildlife: it's a jungle out there!

ECUADOR



Monica Woods, Managing Editor

Don't be nervous and don't plan too much – just see what happens! And more specifically, learning at least how to count to ten in the local language stands you in good stead for haggling.

THAILAND AND LAOS

Are you about to **head off** travelling for the first time? Or do you have any

### REFERENCES

CULTURE NOTES >>> pp. 167–168

### EXTRA ACTIVITIES

Photocopiable resource 16 (forming adjectives – 10 min.) pp. 214, 242

### WORKBOOK

pp. 64–65, including Show what you've learnt

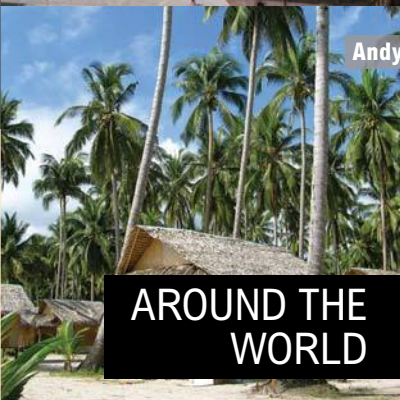
- 3 Imagine your friend is about to take their first trip abroad. What advice would you give him/her? Say **Do** or **Don't**.
- 1 Do take earplugs.
  - 2 Don't spend too much time online.
  - 3 Do relax and **fit in with** the local environment.
  - 4 Don't plan lots of activities.
  - 5 Do **check on** the climate conditions.
  - 6 Do **bank on** being able to buy daily necessities.
- 4 Read the text. Check your ideas in Exercise 3 and find at least four more pieces of advice.



Lucy Kane, Editor

Enjoy the places for what they are, rather than as a tick-box exercise. I became obsessed with seeing everything recommended in my guidebook, rather than going with the flow and soaking up the local atmosphere. Now I use my guidebook as just that: a guide.

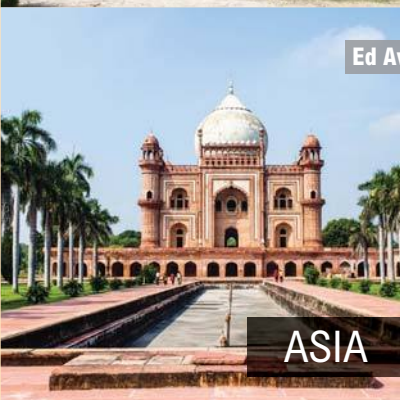
## ITALY &amp; FRANCE



Andy Turner, Senior Editor

Be mindful of mosquito coils (almost **burned down** my Thai beach hut). Spend the least amount of time online – checking Premiership scores in a sweaty Internet café is not 'travel'. Remember that time is relative. Yes, the bus probably should have left three hours ago but do you see anyone else complaining?

## AROUND THE WORLD



Ed Aves, Senior Editor

Not to go to the north of India in May/June as it was ferociously hot. I basically spent five weeks in a sauna. To chill out more, worry less about being **ripped off** and engage more with local culture. Looking back through the pictures, what **passes for** backpacking fashion is far from respectable, even when across the other side of the world.

## ASIA



Olivia Rawes, Editorial Assistant

Pack only what you can comfortably carry; you really can buy everything you need when you are out there. That said, it's always handy to keep a spare set of clothes in your day bag – it makes losing your luggage a bit more bearable!

## SOUTH AMERICA

words of wisdom to **pass on**? Let us know.

## WORD STORE 6A

- 5 (2.19) Complete WORD STORE 6A with the phrasal verbs in red from Exercise 3 and the text. Then listen and check.
- 6 Complete the questions with the correct forms of the phrasal verbs from WORD STORE 6A. Then ask and answer the questions in pairs.
- 1 Can you be banked on to help your fellow travellers?
  - 2 Do you prefer to fit in with other people's plans or do your own thing?
  - 3 If you could pass on one piece of advice to your younger self, what would it be?
  - 4 Have you ever been ripped off when shopping? What did you do?
  - 5 If you could head off and never come back, where would you go?
  - 6 Are you the kind of person who likes to check on all the details before you go somewhere?

## WORD STORE 6B

- 7 (2.20) Complete WORD STORE 6B with the adjectives formed from the words in the box using the suffixes. Then listen and check.
- 8 Complete the text with the adjectives from WORD STORE 6B.

The thought of travelling alone was a <sup>1</sup>daunting prospect, so I signed up for an organised tour of the Amazon rainforest. I was apprehensive about the wildlife, but I assumed that the climate would be <sup>2</sup>bearable. What I wasn't prepared for, however, was the <sup>3</sup>relative humidity. The entire time I was there it was well over eighty percent and I was constantly uncomfortable and <sup>4</sup>sweaty. It would have been <sup>5</sup>handy to check on the humidity beforehand.

## WORD STORE 6C

- 9 (2.21) Complete WORD STORE 6C with the adjectives formed from the words in the box using the suffixes. Then listen and check.

## WORD STORE 6D

- 10 (2.22) Complete WORD STORE 6D with the phrases underlined in the text. Then listen and check.
- 11 Complete the sentences with the phrases from WORD STORE 6D. Do you agree with the statements?
- 1 It's best to have no plans and just go with the flow.
  - 2 Travelling shouldn't just be a tick-box exercise.
  - 3 It's more important to experience the local culture and simply soak up the local atmosphere than see all the sights.
  - 4 Be prepared for the unexpected – it's a jungle out there!
  - 5 Travelling when you're young will stand you in good stead for later life.
  - 6 'It is better to travel well than to arrive' are words of wisdom everyone should agree with.

## Exercise 4

Enjoy the places for what they are. Don't be nervous. Be mindful of mosquito coils. Remember that time is relative. Worry less about being ripped off and engage more with local culture. Pack only what you can comfortably carry.



## 6.2 Reading

### Gapped text

*I can understand the structure of an article using contextual, grammatical and lexical clues.*

#### 1 Read the quotation about travel and discuss the questions in pairs.

- 1 What might people learn about themselves and others while travelling?
- 2 Do you agree with the suggestion that travel can make you a 'better' person? Why?/Why not?
- 3 Would you be willing to sleep on floors if it made travel affordable?

#### Exercise 3

- 1 On the train.
- 2 Early morning.
- 3 A steward on the train.
- 4 Running up a dune.
- 5 In Windhoek.
- 6 Game drives, dune excursions and lion-feeding.

*'If you're twenty-two, physically fit, hungry to learn and be better, I urge you to travel as far and as widely as possible. Sleep on floors if you have to, find out how other people live and eat and cook. Learn from them wherever you go.'*

Anthony Bourdain

#### 2 Read the main article about Gavin Bell's journey. In pairs, put the events in order.

- a Gavin admires a view.
- b German soldiers build a railway across the desert.
- c Gavin gets a good night's sleep.
- d San hunter-gatherers travel through the desert.
- e The train approaches Swakopmund.
- f Animals are visible from the train.
- g Gavin catches the overnight express.

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

#### 3 Read the first two paragraphs of the main article and paragraph D in the READING FOCUS. Then answer the questions.

- 1 Where is the author?
- 2 What time of day might it be?
- 3 Who is Cedric?
- 4 What is Cedric doing?
- 5 Where did the train journey start?
- 6 What does the train make stops for?

## Namibia's Desert Express

Gavin Bell crosses Namibia on the Desert Express

2.23

Waking up on my second day on the overnight Desert Express train from Windhoek, I see what at first I think is a mirage. A lone figure, shimmering in the heat, loping through the emptiness of the Namib Desert. In the distance, it is a dark spectre, diminishing as it jogs towards a towering sand dune. I rub my eyes. Is it an illusion, a trick of heat and dust or the spirit of a long-dead San Bushman returned to his hunting grounds?



#### 1 D

Like most sightseeing trains, it is not actually an express service. On weekends, it **trundles** between the Namibian capital of Windhoek and its final destination, the old German colonial **seaside resort** of Swakopmund on the Atlantic Ocean, passing through the Namib, and stopping along the way for game drives, dune excursions and lion-feeding. On the face of it, the Namib is not the most inviting place to build a railway. The San hunter-gatherers who once **roamed** its bone-dry gravel plains and shifting sands called it 'the land God made in anger'. Then along came German soldiers and settlers, who decided in 1897 it would be a good idea to lay a railway across it.

#### 2 C

An hour into the journey, we spot a troop of baboons preening each other on a hillock. Then we see a flock of vultures, **wheeling** in the sky like scraps of burned paper above a carcass in the bush. Next there are springbok and kudu, then wildebeest and zebra, grazing in a private game reserve. The highlight is a giraffe, barely twenty yards from the

train, regarding us with polite interest. But we're hoping to get a closer look at the animals soon.

#### 3 F

Back on the train after our road trip, we tuck into freshly prepared game of the kind we have been admiring and then, full of food, **stagger** off to our beds. Sleeping on a moving train can be tricky, but in a quiet siding outside a desert town it isn't. When I wake, we appear to have passed through a space-time continuum and landed on Mars. The hills, the savannah, the camel thorns are gone.

#### 4 G

This is the land the Nama people call Namib, meaning 'plain without end'. It stretches for more than 800 kilometres from north to south, and 120 kilometres from the Skeleton Coast to the grasslands of the Kalahari. There is no shade because there are no trees, and no rivers because there is no rain to speak of. Giant dunes driven by wind march across the desert, swallowing **settlements** that become ghost towns choked to death by sand. It is a strangely disturbing landscape to wake up to.

#### 5 E

This strange place is now a tourist playground. Led by the train staff, we climb a massive dune. From the crest, there is a view to the ocean, three miles distant, **shrouded** in fog created by the convergence of desert heat and the icy Benguela Current. In days gone by, this was a place of death for mariners, their ships impaled on **reefs**. Now close to shore, a vessel hovers in the gloom like a ghost ship suspended in midair. Behind us lies a panorama of **haunting beauty** as we look back from the top of the dune over the Namib Desert.

#### 6 A

The excitement of running down a vast mountain of sand over, we approach the end of our journey and discover that the yellow lights we saw in the distance at dawn were the outskirts of Swakopmund. The ghosts of Schutztruppe cavalry who **trotted** through its streets are long gone but happily the railway they left behind survives in the land God made in anger.

#### REFERENCES

CULTURE NOTES >>> p. 168  
INTELLIGENT KEY >>> p. 196

#### WORKBOOK

pp. 66–67

#### NEXT CLASS

Ask students to do Show what you know 6.3 in the WB, p. 68.



## READING FOCUS Gapped text

4 Read the whole article. Choose from paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph.

- A The desert is two billion years old and its stillness exerts an almost spiritual influence on travellers who take the time to stand and stare. This is nature in all its primeval magnificence, where troubles of the modern world become utterly insignificant. It is also a place of fun. Running down a dune is easier than trekking up it, especially when you bound in great leaps and fly through the air.
- B Okahandja, a country town of dusty roads and weather-beaten stores, appears suddenly and is quickly left behind. The hills recede into the distance and now we are in vast grasslands dotted with termite mounds, skyscraper sandcastles of the insect world.
- C In fact, they had little choice. At the time, there were no roads worthy of the name and the only way of travelling through it was by ox wagon. The railway station in Windhoek, where we start our journey, is in fact a survivor from these past days. With thirty-five passengers on this trip, the public coaches are never crowded and a troop of high-spirited but well-behaved Afrikaner children adds to the sense of fun. There is a bell that clangs to announce our departure, and soon, we are out of Windhoek and chugging through low green hills. As if glad to be free of the city, the train slackens speed and proceeds at a pace an arthritic giraffe could match. A yellow butterfly flutters by, faster than us.
- D Neither: it's Cedric, a steward on the train and a keen footballer, who is running up the dune to make sure it is safe for passengers to trek up after him and view the Atlantic Ocean from its summit. Journeys on the Desert Express tend to be a bit out of the ordinary and this one is no exception, starting with the train's wildly inaccurate name.
- E Still half awake, I look out at the dunes. Beside the train, the monotony is broken by two lines of wooden telegraph poles, marching into infinity, that deepen a sense of loneliness. But this is where we stop for breakfast and the dune sprinter appears, ready to guide us to the top.
- F And sure enough, later on that first day the train halts in the middle of nowhere. Beside the tracks there are two safari trucks waiting. We all pile in and bounce along dirt roads for a couple of hours. This is a disappointment. Supposedly there are white rhino and giraffe in the bush but all we see are a few buck, two ostrich and a family of donkeys. The latter serve as guards against leopards – apparently their braying scares the daylighters out of the big cats and keeps them from preying on game on the reserve.
- G In their place is an endless flat nothingness of sand and rock, and in the grey half-light of dawn, it has a reddish tinge. The sense of an extraterrestrial experience is heightened by a line of yellow lights twinkling on the horizon, like a lone settlement on a hostile planet.

5 **VERBS OF MOVEMENT** Replace the words underlined below with the correct forms of the verbs in blue in the READING FOCUS and the main article. How many of these verbs could describe how you move? When?

- The moths flew quickly and lightly around the lights. fluttered
- The wheels turned and the old train moved slowly and heavily out of the station. (x2) trundled/chugged
- I watched the birds flying round and round in the sky. wheeling
- I had eaten too much and I walked unsteadily out of the restaurant. staggered
- The horses moved with quick, short steps through the streets. trotted
- Nomads have wandered through the desert for centuries. roamed
- I took a running jump from the top of the dune and landed in the sand. bounded

6 **WORDS & PHRASES** Complete the text with the correct forms of the words and phrases underlined in the READING FOCUS and the main article.

### Beautiful Mexico

Mexico's aptly named landscapes (the Copper Canyon really has a copper tinge) are incredibly diverse, from the <sup>2</sup> haunting beauty of the coastline of Baja California with its picturesque <sup>3</sup> seaside resorts and the bone-dry and <sup>4</sup> weather-beaten desert towns of the north, to the ancient Mayan <sup>5</sup> settlements and gorgeous, cosmopolitan tourist playgrounds of the south. You can walk through <sup>6</sup> primeval rainforests, climb volcanoes, watch whales in a <sup>7</sup> shimmering ocean, scuba dive on <sup>8</sup> reefs teeming with marine life or visit nature reserves to view protected animal species.

### WORD STORE 6E

7 **DESCRIPTIVE VERBS/ADJECTIVES** Go to WORD STORE 6E on page 13 of the booklet. Match the words highlighted in the READING FOCUS and the main article with their definitions.

8 In pairs, discuss what your country has to offer to the following types of visitors.

- Those on a tight budget.
- Those looking for a bit of luxury.
- Those hungry for adventure.

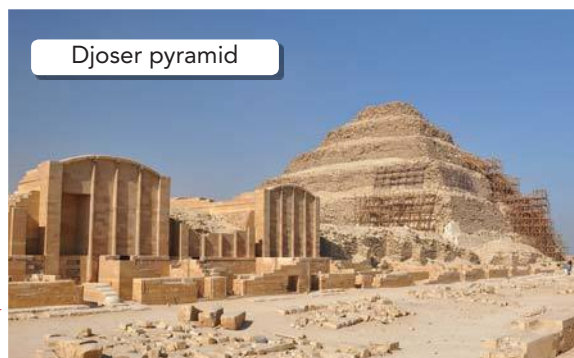
## 6.3 Grammar

### Advanced comparative structures

*I can use various structures to make complex comparisons.*

- 1 Look at the two photos and discuss the questions in pairs.

- Where do you think the places are?
- Why might somebody choose to go there?



Djoser pyramid



Moray terraces

#### Exercise 5

- bohemian rather than conservative
- becoming less and less
- such a noisy hostel that
- romantic a place as
- more agricultural than
- the more cultured you
- such an expensive city as

#### Exercise 6

- harder and harder
- the more homesick
- surreal rather than
- such an expensive hotel that
- was not as daunting an
- such cold water that
- is green rather than blue

- 2 2.24 Listen to an extract from a radio programme and check if your ideas are mentioned.

- 3 2.24 Listen again. Match the extracts from the recording with the things they refer to.

- not as uncomfortable a journey as I thought f
  - less and less awe-inspiring the closer I got e
  - more disappointed than impressed g
  - such a magnificent sight c
  - awe-struck rather than merely impressed h
  - the more remote the place, the greater the impression d
  - more agricultural than residential a
  - such a dark night b
  - not so much excited as impatient i
- a the function of Moray  
b the evening of their arrival  
c Djoser pyramid  
d general feelings about less touristy places  
e Giza pyramid  
f the journey by taxi from Cairo to Djoser  
g Patrick's feelings on approaching Giza  
h Patrick's feelings on seeing Djoser  
i Patrick's feelings about having to wait

- 4 Read the GRAMMAR FOCUS and find an example of each comparative structure in Exercise 3.

### GRAMMAR FOCUS

#### Advanced comparative structures

**Combined comparison with the:** *the more remote the place, the greater the impression*

- the + comparative adjective ..., the + comparative adjective ...

**Progressive comparison:** *less and less awe-inspiring the closer I got*

- comparative adjective + and + comparative adjective

**as and such:**

- as + adjective + a + noun + as ... *not as uncomfortable a journey as I thought*
- such a + adjective + noun + as/that clause *such a magnificent sight*

**Contrasting two connected qualities:**

- more + adjective + than + adjective *more disappointed than impressed*
- not so much + adjective + as + adjective *not so much excited as impatient*
- adjective + rather than + adjective *awe-struck rather than merely impressed*

- 5 **USE OF ENGLISH** Complete the sentences with the words in brackets. Do not change the order of the words given but add any other words necessary.

- I wasn't so much disappointed in Paris as underwhelmed. (disappointed / Paris)
- Personally, I'd say Rome is \_\_\_\_\_. (bohemian / rather / conservative)
- Truly unspoilt land is \_\_\_\_\_ common. (become / less / less)
- It was \_\_\_\_\_ I couldn't get any sleep. (such / noisy / hostel)
- Prague wasn't as \_\_\_\_\_ I was expecting. (romantic / place)
- Poland is still \_\_\_\_\_ urban. (more / agricultural)
- The more you travel, \_\_\_\_\_ become. (more / cultured)
- Berlin wasn't \_\_\_\_\_ I thought it would be. (such / expensive / city)

- 6 **USE OF ENGLISH** Complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals.

- Vienna is the most delightful city I've ever visited. **AS**  
I've never visited as delightful a city as Vienna.
- It's getting increasingly hard to find a cheap B & B. **AND**  
It's getting \_\_\_\_\_ to find a cheap B & B.
- People suffer greater homesickness the further away they travel from home. **MORE**  
The further away you travel from home, \_\_\_\_\_ you get.
- She described the landscape as being more surreal than picturesque. **RATHER**  
She described the landscape as being \_\_\_\_\_ picturesque.
- We decided not to stay in the hotel because it was so expensive. **SUCH**  
It was \_\_\_\_\_ we decided not to stay there.
- The itinerary was less daunting than it looked at first. **NOT**  
It \_\_\_\_\_ itinerary as it looked at first.
- The water was so cold it was unbearable. **THAT**  
It was \_\_\_\_\_ it was unbearable.
- If you ask me, I'd say the sea is green not blue.  
In my opinion, the sea \_\_\_\_\_. **THAN**

- 7 In pairs, compare the following. Which do you prefer? Why?

- going on organised trips and backpacking
- self-catering and all-inclusive

Grammar & Language in Focus pages 125–126

### REFERENCES

CULTURE NOTES >>> pp. 168–169  
AUDIO SCRIPT >>> pp. 185–186

### EXTRA ACTIVITIES

Photocopiable resource 17 (advanced comparative structures – 15 min.)  
pp. 214–215, 243

### WORKBOOK

p. 68, including Show what you've learnt



# 6.4 Language in Focus



## Words and phrases with ever

I can use compound adverbials and phrases with 'ever'.

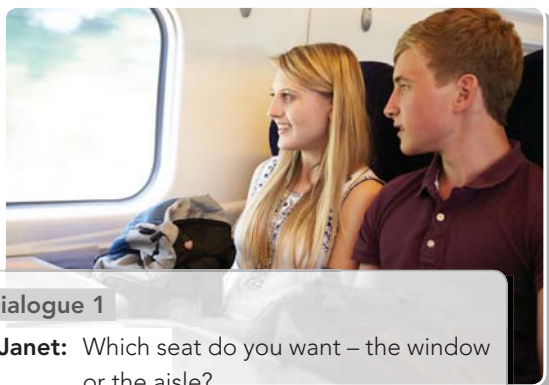
- 1 Read the quote. In pairs, discuss what it means to you.

'When you leave a beautiful place, you carry it with you wherever you go.'

Alexandra Stoddard, Author

- 2  2.25  Listen and complete the dialogues with the words in the box.

however    whatever (x 2)    whichever



### Dialogue 1

**Janet:** Which seat do you want – the window or the aisle?

**Ben:** <sup>1</sup> Whichever, I don't mind. You choose.

### Dialogue 2

**James:** <sup>2</sup> However did you manage to park in there? That space is tiny!

**Marta:** I don't really know! I just did it.



### Dialogue 3

**Sandy:** It's such a long journey. Is it really worth it, do you think? I mean <sup>3</sup> whatever form of transport we choose, it's gonna take us at least ten hours. And it's so expensive!

**Paula:** No, it isn't actually, not at the moment. Look, there's a great offer for this weekend! Come on, you know it's worth it!

**Sandy:** OK, <sup>4</sup> whatever – book the flights then!

- 3 Read LANGUAGE FOCUS I. In pairs, match the uses of -ever with items 1–4 from Exercise 2.

## LANGUAGE FOCUS I

### Words with -ever

You can form words by adding **-ever** to *who*, *what*, *which*, *how*, *where* and *when*. These can be used in a number of different ways:

- in questions to give emphasis, *However did you manage ...* Whatever form of transport we choose ...
- to emphasise that the specific time, person, etc. doesn't matter, *choose ...*
- in short answers, *Whichever, I don't mind.*
- as an informal and often disrespectful response to say you won't try to change someone's mind (only *whatever*). *OK, whatever – book the flights then!*

- 4 Replace the underlined words with words with -ever. Then match them with the uses in LANGUAGE FOCUS I.

1 A: What film would you like to see?

B: I don't care which, I am good with anything. whichever

2 In what kind of shop did you find that bike?!

3 A: You're not going out tonight. B: I don't care!

4 The person who did this is going to have to pay for the damage.

- 5 Read the sentences. In pairs, think of contexts where each could be used.

1 Whenever are you going to find the time to do all that?!

2 Whoever did this, I'm going to find them and make them pay for it!

3 Whatever! It won't change a thing!

4 Don't worry. We'll replace it, whatever the cost.

5 However did you get up there? Can you get back down?

- 6 Read LANGUAGE FOCUS II and statements 1–7. The word **ever** has been removed from each of them. In pairs, decide where to put it.

1 There are <sup>ever</sup> increasing opportunities to travel. And this is set to continue in the future.

2 The world is getting <sup>ever</sup> smaller. This has many positives and negatives.

3 Speaking even a little of the local language is <sup>ever</sup> so useful.

4 Travelling is the best <sup>ever</sup> experience.

5 There are more opportunities than <sup>ever</sup> to learn from other cultures.

6 As <sup>ever</sup> travelling to some parts of the world will always be restricted.

7 Exploring your own country is <sup>ever</sup> such an educational experience.

## LANGUAGE FOCUS II

### Phrases with ever

- **ever** meaning *all the time* in compound expressions: *ever-increasing, ever-present, ever-larger, etc.*
- **ever so, ever such** meaning *very* in informal English: *She's ever so nice. She's ever such a nice girl.*
- **as ever** meaning *as always happens*: *As ever, Jack was late.*
- **ever** used for emphasis in comparisons: *the best ever, wider than ever, etc.*

- 7 In groups, discuss the statements from Exercise 6.

Grammar & Language in Focus pages 126–127

## REFERENCES

CULTURE NOTES >>> p. 169  
AUDIO SCRIPT >>> p. 186

## WORKBOOK

p. 69, including Show  
what you've learnt



## 6.5 Listening

### Multiple matching

*I can recognise speakers' feelings, points of view and opinions in monologues.*

#### 1 Look at the photos and discuss the questions in pairs.

- What kind of holiday is illustrated by each photo?
- What kind of problems or challenges could each holiday entail?
- Which of the holidays would suit you most/least? Why?



A Cruise



B Trekking/Camping



C Surfing/Beach holiday

Iceland  
Patagonia  
Australia

#### Exercise 6

- get away from it all
- taking a dip
- pinch myself
- get off the beaten track
- using my time wisely
- roll up
- travel on a shoestring

#### 2 Listen to five people talking about holidays. In your opinion, which speaker enjoyed their holiday the least?

##### LISTENING FOCUS Multiple matching

#### 3 Listen again. For questions 1–5, choose from the list (A–H) the main reason each speaker gives for choosing a particular trip.

- Speaker 1 **A** A the pace of the itinerary
- Speaker 2 **G** B the recommendation of others
- Speaker 3 **E** C the way the trip was financed
- Speaker 4 **C** D the opportunity to make new friends
- Speaker 5 **H** E the need to please different people  
F the extras offered in the itinerary  
G the freedom the trip allowed  
H the unusual destination

Listen again. For questions 6–10, choose from the list (A–H) the opinion each speaker expresses about their trip.

- Speaker 1 **C** A It had unforeseen drawbacks.
- Speaker 2 **A** B It was an exhilarating experience.
- Speaker 3 **D** C It allowed me to proceed with my plan.
- Speaker 4 **F** D It felt worryingly dangerous at times.
- Speaker 5 **G** E It was unexpectedly enjoyable.  
F It was a good way of relieving stress.  
G It was worth the effort involved.  
H It was too varied and disorganised.

#### 4 Has your opinion changed about which holiday would suit you most/least? Why?/Why not?

##### WORD STORE 6F

#### 5 PHRASES Go to WORD STORE 6F on page 13 of the booklet. Match the phrases from the recording with their definitions. Then listen and check.

#### 6 Complete the sentences with the correct forms of the phrases from WORD STORE 6F.

- I don't like to play it by ear. I like to have a plan.
- The most important thing on holiday is to \_\_\_\_\_ and forget about life at home.
- When I'm on holiday, I love \_\_\_\_\_ first thing in the morning.
- I saw some wonderful things on my trip. I had to \_\_\_\_\_ to make sure they were true.
- I don't like visiting tourist attractions. I like to \_\_\_\_\_ and discover new things.
- I am very bad at \_\_\_\_\_. I never leave the hotel before noon.
- I never have a real summer vacation – I just \_\_\_\_\_ at my friends' houses.
- I don't have a lot of money so I always have to \_\_\_\_\_.

#### 7 PHRASES Replace the underlined words with the correct forms of the phrases in the box. Then listen and check.

bottom line give it a go hard going  
keep an eye on swing it for

- Bungee jumping is perfectly safe. Would you like to try it? would you like to give it a go
  - Have you ever looked after anyone's pet while they were away on holiday? kept an eye on
  - Last time you were shopping and had to choose between two brands, what was it that persuaded you? swung it for you
  - If you were choosing holiday accommodation for your family, what would be the priority for you? bottom line
  - Would you find trekking difficult? hard going
- 8 In pairs, discuss the questions in Exercise 7.

#### REFERENCES

CULTURE NOTES >>> p. 169  
AUDIO SCRIPT >>> p. 186  
INTELLIGENT KEY >>> p. 196

#### WORKBOOK





## 6.6 Speaking

### Comparing photos



*I can compare photos highlighting similarities and differences.*

- 1 In pairs, describe the holidays shown in Photos A–C. Use the words in the box to help you.

budget freedom pace physical  
preparation specialised spontaneous  
tranquillity varied wilderness

- 2  2.29  Listen to two people comparing the photos. What do they say about these holidays with regard to:

• cost? • pace? • spontaneity? • freedom?

- 3  2.29  Read the **SPEAKING FOCUS** and complete the sentences. Then listen again and check.

- I can see a number of similarities in Photos B and C. They're both holidays you can do quite cheaply.
- These two photos are also alike because these are holidays that young people with limited funds might like.
- On the other hand, Photo A differs from the others in some key ways.
- The mountaineering holiday is also dissimilar in that it probably requires a great deal of preparation and a predetermined schedule.
- On the sightseeing holiday, you'd be surrounded by people, whereas on the camping holiday ...
- Another crucial difference is that this is a holiday about being at one with nature.

### SPEAKING FOCUS

#### Highlighting similarities

These photos have various things in common, like/such as ...

I can see a number of similarities between Photos A and B.

They're both .../They each have ...

The photos are also alike because ...

These photos resemble each other in that ...

The images are related/are not dissimilar in that ...

Not unlike Photo A, this photo ...

#### Highlighting differences

On the other hand, Photo A differs from the other photos in ...

There are other notable differences too/as well ...

Another crucial difference is that ...

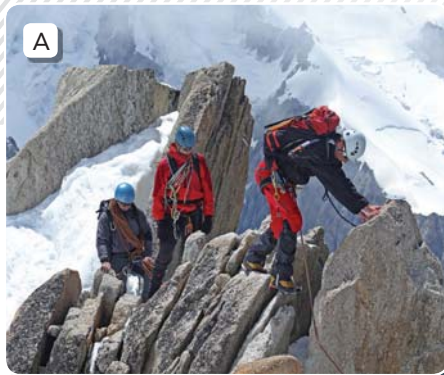
It's also dissimilar in that ...

In contrast, in this photo ...

In this photo ..., whereas in this photo ...

This photo ..., as compared to this photo ...

Unlike the first image, the second image ...



- 4 In pairs, make statements comparing holidays and photos using the words in capitals and phrases from the **SPEAKING FOCUS**.

- staying in hostels / camping / cheap to do **RESEMBLE**  
*staying in hostels and camping resemble each other in that they are both cheap to do.*
- the resort photo / adventure one / most people are just sitting / on beach **DIFFER**
- photo of cruise / photo of resort / show people relaxing **BOTH**
- biking and trekking holidays / get exercise and be outside **COMMON**
- people / who hate camping / I find / really comfortable **UNLIKE**

- 5 In pairs, follow the instructions below. Use phrases from the **SPEAKING FOCUS** to help you.

#### Task 1

**Student A:** Compare Photos D and E and say why the people might be travelling in this way and how enjoyable their experience might be.

**Student B:** Respond to A's comments. Who looks like they are enjoying themselves the most? Why?

#### Task 2

**Student B:** What kind of holiday are the people having in Photos D and E? Where do you think they are going? Why?

**Student A:** Respond to B's comments. Offer a different interpretation if possible. Remember to justify your answers.



#### Exercise 2

**Cost:** The sightseeing and the camping holidays can be done cheaply but the mountaineering holiday would require lots of money for the equipment.

**Pace:** The pace of the sightseeing trip could be quite fast and dynamic, while the mountaineering trip would require a more fixed schedule; the camping trip is very quiet.

**Spontaneity:** It is easier to be spontaneous on the sightseeing trip.

**Freedom:** On the sightseeing holiday you are free to do what you want; the mountaineering and the camping holidays would appeal to people who want to get away from others.

#### Exercise 4

2 The resort photo differs from the adventure one in that most people are just sitting on the beach.

3 The photo of the cruise and the photo of the resort both show people relaxing.

4 Biking and trekking holidays have several things in common, like/such as getting exercise and being outside.

5 Unlike people who hate camping, I find it really comfortable.

#### REFERENCES

CULTURE NOTES >>> p. 169

AUDIO SCRIPT >>> p. 187

#### WORKBOOK

p. 71



## 6.7 Writing

### A report

*I can write a linguistically complex and logically structured report and recommend action.*

**1 Look at the photos and discuss the questions in pairs.**

- 1 What would attract you about each of the places? Why?
- 2 What would deter you from visiting them? Why?

**2 Read the task. In pairs, find the information it asks you to include.**

A student website is compiling a series of reports on countries for students to visit during their gap year between school and university. You decide to send in a report on a country you have visited. In your report, you should give an overview of your visit showing why this country is a suitable destination and describing any potential problems other students should be aware of. You should also include some recommendations.

**3 Read the report. Does it contain the information asked for in the task? Discuss in pairs.**



Shanghai, China



Rio de Janeiro, Brazil



Taebaek Mountains, South Korea

## Visiting South Korea: A Student's View

### Introduction

The aim of this report is to provide an overview of the visit I paid to South Korea with a student group during our gap year, and to identify factors which may make it a suitable student destination, as well as to point out potentially problematic areas. In the final section, there are recommendations for the prospective student visitor.

### Visit overview

We spent three months in South Korea, visiting the main cities and some rural areas. We did not travel to the more remote places.

### Suitability as a student destination

All of us visited the capital, Seoul, which we found to be a cosmopolitan city with a wide variety of entertainment options. The majority of us also ventured further afield into the countryside, where we were very impressed by the hospitality of the local people. In addition, the spectacular scenery was another feature that made the trip worthwhile.

### Potential problems

Since our visit took place during the winter, the cold weather conditions presented problems we had not fully prepared for. Furthermore, having no knowledge of the language made communication difficult outside the major cities.

### Recommendations

It is clear that visitors need to be aware of the climatic conditions they may encounter and be appropriately equipped. I would also recommend taking some basic language classes before leaving in order to more fully appreciate the country's culture and people.

### Conclusion

Given these preconditions, I would have no hesitation in suggesting that students visit this fascinating country.

72

### REFERENCES

CULTURE NOTES >>> p. 169

### WORKBOOK

pp. 72–73, including Show what you've learnt and Show that you've checked

### NEXT CLASS

Ask students to revise for Focus review 6 (lessons 6.1–6.7, Word list on pp. 144–146 in the SB).



- 4 Read the **WRITING FOCUS** and make a list of phrases in purple from the report for the points below.

## WRITING FOCUS

### A report

#### Introduction

- Summarise the aim of the report in your own words.  
This report sets out to/presents ... *The aim of this report ...*

#### First heading

- Give any information needed to set the context.  
I was assigned ... *We spent three months in ...*  
During this project, I took part in ...

#### Second heading

- Introduce the first information you wish to present. (Add supporting details if necessary.)  
All of those interviewed ... *All of us visited ...*  
Only some of those taking part ... *The majority of us ...*

#### Third heading

- State and support your second point. (You might present some negative aspects here.)  
As few people were able to ... *Since our visit took place ...*  
However, according to ...

#### Recommendations

- Give one or two recommendations (based on the evidence you have presented).  
I would suggest that ... *It is clear that visitors need to be aware of ...*  
I would definitely advocate ... because ... *I would also recommend ...*

#### Conclusion

- Use an appropriate concluding sentence.  
In the light of ..., I ... *Given these preconditions, I ...*  
In short, I ...

- 5 In pairs, put the notes from a report on Shanghai into a logical order. Then expand them into full sentences. Use the **WRITING FOCUS** to help you.

- I was assigned to / canvass opinions / students who / visit / the city [2]
- However, according to / some / those interviewed / number of people / can make / difficult / to get around [6]
- This report sets out to / give information / Shanghai / as part / Cities of the World Project [1]  
*This report sets out to give information about Shanghai as part of the Cities of the World Project.*
- I would suggest / prospective visitors / research / best time of year / to visit / avoid crowds [7]
- The majority of these / spent time / city / during / gap year travels / although / some / there / part / exchange programme [3]
- All those interviewed agreed / vibrant / exciting / place / to visit [4]
- Given the above, / this fascinating city / high on list of cities to visit / both / because / history / and / current position / centre for international trade [8]
- Some cited / combination / old and new / major draws [5]

- 6 Read the **LANGUAGE FOCUS**. Then find more examples of sentences with some of the nouns, verbs and adjectives in the report on page 72.

## LANGUAGE FOCUS

### Vocabulary used in reports

#### Nouns

aim/purpose – *The aim/purpose of the report ...*  
division – *There was a division between ...*  
factor – *One of the factors ... to identify factors which ...*  
the former ... the latter – *The former were in favour of ..., while the latter were not.*  
overview – *An overview of ... to provide an overview of ...*

#### Verbs

address – *One issue that should be addressed ...*  
assign – *I was assigned to ...*  
cite ... as – *One person cited the cost as an issue ...*  
conduct – *The survey was conducted ...*  
deter – *This deters people from ...*  
identify – *Two problems were identified ... to identify factors which ...*  
outline – *The report will outline ...*

#### Adjectives

clear/obvious – *It was clear/obvious that ... It is clear that visitors ...*  
current – *The current situation ...*  
major – *A major issue was ... outside the major cities.*  
positive – *A positive step would be ...*  
principal – *The principal purpose of ...*

- 7 Rewrite the sentences replacing the underlined words with words from the **LANGUAGE FOCUS** and making any other changes necessary.

- The main aim of this report is to describe the event.  
*major/principal outline*
- It will also give a summary of people's reactions to it.  
*an overview*
- We held the interviews in the school hall.  
*conducted*
- Unfortunately, the heavy traffic stopped some people from attending.  
*deterred*
- This was an important issue for many people.  
*a major*
- However, only two people said the venue itself was a problem.  
*cited as*
- The first issue was therefore considered the main problem while the second was not relevant.  
*The former the latter*
- As a result, we recognised poor scheduling as the biggest issue for most people.  
*identified factor*

- 8 Complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you

You have seen this advertisement on a student website.  
*We're collecting information about student-friendly cities around the world for our student travel website. Send us a report on your city or any other city that you know.*  
Your class has decided to send in a report. Your report should include an overview of the city and your connection to it and alert students to anything they need to consider before visiting. You should suggest what makes this an interesting place for students to visit and give recommendations for their time there.  
Write your review in 220–260 words in an appropriate style.

### Exercise 5

- I was assigned to* canvass the opinions of students who had visited the city.
- The majority of these* had spent time in the city during their gap year travels, although some had been there as part of an exchange programme.
- All those interviewed* agreed it was a vibrant and exciting place to visit.
- Some cited* the combination of the old and the new as major draws.
- However, according to* some of those interviewed the number of people can make it difficult to get around.
- I would suggest* that prospective visitors (should) research the best time of year to visit in order to avoid crowds.
- Given* the above, this fascinating city should be high on the list of cities to visit, both because of its history and its current position as a centre for international trade.

# FOCUS REVIEW 6

## VOCABULARY

### 1 Choose the correct options.

- 1 Don't spoil your trip by wondering whether you're being ripped off / headed off every time you buy something.
- 2 I like to get off the beaten track / away from it all and see the things no one else wants to see.
- 3 As we sailed into the harbour, we could see flags fluttering / trotting from the castle walls.
- 4 There's nothing I like more than soaking up the atmosphere / playing it by ear whilst strolling through the city streets and markets.
- 5 Have you ever seen an antelope bounding / staggering gracefully?
- 6 Choosing the best holiday from the vast array presented in the media is a daunting / dwindling task.
- 7 It was the offer of self-catering that really stood me in good stead / swung it for me. I hate the idea of having to cook when I'm on holiday.
- 8 The best thing is not to plan too much – just go with the flow / travel on a shoestring to wherever your fancy takes you at the time.

### 2 Complete the sentences with the correct forms of the words in capitals.

- 1 A good tourist is always mindful of the local culture and customs. **MIND**
- 2 There's nothing more handy than a good guidebook when you're on a city trip. **HAND**
- 3 I never travel with a backpack. I hate getting all sweaty on the back. **SWEAT**
- 4 This heat is unbearable. Can't we please find a café or something with some air conditioning? **BEAR**
- 5 The next group ready for the tour is not divisible by five. So I'll take a bigger group. **DIVIDE**
- 6 As eco-tourism becomes more popular, prices are getting more competitive. **COMPETE**

### 3 Complete the sentences with appropriate prepositions.

- 1 I just need to check on something at work before we set off, okay?
- 2 You'd better take some more colourful clothes if you want to fit in with the locals.
- 3 That's a real shame! I was banking on her coming to help with the language.
- 4 Keep an eye on my things for me while I take a quick dip in the sea.
- 5 The history of Reszel Castle is shrouded in mystery.
- 6 Oksana's timing is perfect again! Just as we're about to leave she rolls up and insists on joining us.
- 7 The Czechs and the Poles have a lot in common despite greatly differing views on religion.

## GRAMMAR

### 4 Identify a grammar error in each sentence and correct it.

- 1 The longer the journey, the ~~most~~ <sup>more</sup> satisfying your arrival.
- 2 The trip was as wonderful an experience ~~I~~ <sup>as</sup> could have imagined.
- 3 The train ride was more tiring ~~than~~ <sup>than</sup> dull.
- 4 It was ~~so~~ <sup>such</sup> an exciting adventure that I couldn't calm down for days.
- 5 I'd say the water was fresh rather ~~as~~ <sup>than</sup> cold.
- 6 The hotel was not so much posh ~~than~~ <sup>as</sup> extravagant.

### 5 Complete the text with the correct forms of the adjectives in brackets. Add any other words necessary.

#### IS IT REALLY THE NEW BERLIN?

Belgrade really is just <sup>1</sup> as amazing a (amazing) city as Berlin. There is <sup>2</sup> such a good (good) vibe on the streets that it's hard to believe the levels of poverty and unemployment which still blight much of Serbia. In fact, it's not so <sup>3</sup> much surprising (surprising) as astonishing given how war tore the area just over fifteen years ago. The budget-end accommodation may best be described as basic rather <sup>4</sup> than comfortable (comfortable) but what you get for your money is not to be questioned. With more bars, cafés, restaurants and clubs than you could possibly visit in a week, my advice is: <sup>5</sup> the earlier (early) you start, the more you'll get to see and do. So, if you fancy seeing a city which, for the moment at least, is <sup>6</sup> more fresh (fresh) than clichéd, do yourself a favour and visit Belgrade before everyone finds out what they're missing.

## LANGUAGE IN FOCUS

### 6 Replace the underlined words with words containing -ever. Make any other changes necessary.

#### Why I love Sri Lanka

Sri Lanka has become my favourite holiday destination and I go there <sup>1</sup> whenever I can. The country offers great value for money <sup>2</sup> however limited your budget is / whatever your budget <sup>3</sup> even if your budget is limited and you can count on good weather <sup>4</sup> whichever <sup>5</sup> any time of year – summer or winter. <sup>6</sup> Wherever <sup>7</sup> any place you go in Sri Lanka the people are friendly and welcoming. <sup>8</sup> Whatever <sup>9</sup> it doesn't matter <sup>10</sup> what your interests are, you will find there is something for everyone; and <sup>11</sup> whoever <sup>12</sup> it doesn't matter who thinks Sri Lanka lacks cultural depth – they are wrong: it actually has as many as eight World Heritage Sites. There's more to do here than in Thailand or Cambodia or <sup>13</sup> wherever <sup>14</sup> any other place. Once you get there, you will ask yourself why on earth you didn't go before.

## REFERENCES

CULTURE NOTES >>> pp. 169–170  
AUDIO SCRIPT >>> p. 187  
INTELLIGENT KEY >>> pp. 196–197

## EXTRA ACTIVITIES

• Photocopiable resource 18  
(Speaking – 15 min.) pp. 215, 244

• Class debate: Space tourism might soon start to really compete with traditional tourism. (For instructions see p. 175)

## USE OF ENGLISH

7 Choose the correct answer, A, B, C or D.

### THE SILK ROAD

The term Silk Road evokes an era with caravans of heavily-laden camels, <sup>1</sup> through weather-beaten lands transporting everything from jade and gunpowder to rhubarb and, of course, silk between China and the Levant. There was never actually a single 'silk road', however, but a vast network of routes <sup>2</sup> the edge of Europe with the eastern fringes of Asia and the Pacific Ocean. Despite being incredibly <sup>3</sup> going, the route operated for at least fifteen centuries, only <sup>4</sup> in use due to geopolitical changes, the rise of shipping and the Black Death. To the east lie Mongolia and China's less-explored desert fringes and to the west, Azerbaijan and the Caucasus. <sup>5</sup> of the

curious recent history of the Silk Road countries, the juxtapositions will startle most visitors. You will see not only Lada cars <sup>6</sup> along the road and surviving Lenin monuments but also bling and all-out consumerism. The bottom <sup>7</sup> is that this is a vast, largely underdeveloped region which is in many ways <sup>8</sup> as it is impressive. Should you choose to visit the area, aim for either a lot of travel and window-gazing or a more focused trip to a couple of key cities. <sup>9</sup> you choose, you will meet a rich mix of people along the way. And if you do decide to come, a hat, light clothes and sunblock will <sup>10</sup> you in very good stead.

- 1 ☒ A trundling    B bounding    C grazing    D shimmering  
 2 ☐ A relating    B neighbouring    ☒ C connecting    D bypassing  
 3 ☐ A difficult    B risky    C trick    ☒ D hard  
 4 ☐ A slackening    ☒ B dwindling    C receding    D dipping  
 5 ☒ A Because    B Despite    C In spite    D Instead  
 6 ☒ A chugging    B flapping    C wheeling    D trotting  
 7 ☐ A point    ☒ B line    C end    D fact  
 8 ☒ A daunting    B delighting    C dividing    D varying  
 9 ☐ A Wherever    B Whenever    C However    ☒ D Whichever  
 10 ☐ A stay    B put    ☒ C stand    D get

8 Complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals. Do not change the word given.

- 1 The facilities are better in a more expensive hotel.  
The more expensive the hotel, the better the facilities. **BETTER**  
 2 In some countries certain behaviour is mistaken for bad manners.  
Certain behaviour may mistakenly pass for bad manners in some countries. **PASS**  
 3 Nowadays I'm always travelling to new places and I like to buy souvenirs there.  
I buy souvenirs whenever I travel to new places – which is quite often nowadays. **WHENEVER**  
 4 Although we often felt exhausted at the end of the day, we always had a cooked family meal.  
We always had a cooked family meal however exhausted we felt at the end of the day. **HOWEVER**  
 5 Only a few children decided not to take the boat trip.  
The (vast) majority of children decided to take the boat trip. **OF**

## LISTENING

9 Listen to five extracts in which people are talking about a journey. For questions 1–5, choose from the list (A–H) the reason each speaker gives for taking the journey.

- 1 Speaker 1 ☒ A    4 Speaker 4 ☒ D  
 2 Speaker 2 ☒ E    5 Speaker 5 ☒ F  
 3 Speaker 3 ☒ B

- A It was a business trip.  
 B It was in connection with a hobby.  
 C It was a sightseeing trip.  
 D It was to celebrate a family occasion.  
 E It was a social visit.  
 F It was to attend an arts event.  
 G It was to attend a training course.  
 H It was part of a special offer.

Listen again. For questions 6–10, choose from the list (A–H) the problem each speaker mentions.

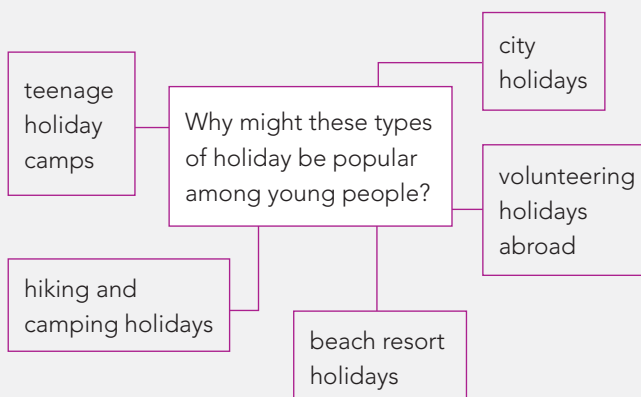
- 6 Speaker 1 ☒ A    9 Speaker 4 ☒ D  
 7 Speaker 2 ☒ C    10 Speaker 5 ☒ G  
 8 Speaker 3 ☒ F

- A There was a mistake with a booking.  
 B There was a flight cancellation.  
 C There was a missed connection.  
 D There were problems with jet lag.  
 E There was a problem at border control.  
 F There was a mechanical problem with the means of transport.  
 G There was a late change in accommodation plans.  
 H There was a lack of business.

## SPEAKING

10 In pairs, follow the instructions below.

- Look at the different types of holiday.
- Talk together about why these types of holiday might be popular among young people.



- Now decide which two might be most popular in the long term, as people get older.

## NEXT CLASS

- Ask students to do Self-check 6.8 in the WB, pp. 74–75 as homework.
- Ask students to prepare for Unit 6 test and Review test 2 (Focus Assessment Package).



# 7

## EXPRESS YOURSELF

*I shut my eyes  
in order to see.*

PAUL GAUGUIN

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – art and culture
- theatre and musicals
- exaggerated synonyms
- theatre words
- compound adjectives

#### Reading:

- an article about the poet Kate Tempest
- multiple choice

#### Grammar:

- advanced conditionals

#### Language in Focus:

- phrases with *if*

#### Listening:

- dialogues about the redevelopment of a skatepark
- multiple choice

#### Speaking:

- discussing advantages and disadvantages

#### Writing:

- a review of a book/film

### FOCUS EXTRA

- Grammar and Language in Focus Reference and Practice pp. 128–130
- WORD STORE booklet pp. 14–15
- Workbook pp. 76–87 or MyEnglishLab

76

## 7.1 Vocabulary

Theatre and musicals • exaggerated synonyms • theatre words • compound adjectives

*I can talk about theatre, dance and public performance.*

### SHOW WHAT YOU KNOW

- 1 Complete the table with the job titles in the box. Add two more to each category.

biographer	casting agent	cinematographer	conductor
curator	gallery owner	novelist	playwright
soloist	sound engineer	translator	sculptor

Art	Literature	Film/theatre	Music
curator gallery owner sculptor	biographer novelist translator	casting agent cinematographer playwright	conductor sound engineer soloist

- 2 Choose three of the jobs from Exercise 1 and describe what they involve. See if your partner can guess which one you are describing.

## How The Lion King Came to Reign

by David Gritten, October 2014

The long-running *The Lion King* celebrates its fifteenth anniversary at London's Lyceum Theatre with a **flurry of** remarkable statistics **swirling around** it. This is the **highest-grossing** stage show in history, having already made some £3.8 billion globally – more than the previous record-holder *The Phantom of the Opera*. Or, to place it in a broader context, more than the combined global revenues of the six most popular *Harry Potter* films. At the weekend, I took my seat, just like the other twelve million people so far since its opening in 1999.

I was keeping my expectations in check. Musicals do not always date well. I looked in on *The Phantom of the Opera* a second time for professional reasons in 2004, when the **ill-judged** film version was released. It was eighteen years after its original London opening, and a dispiriting evening; it felt clapped-out and past its sell-by date. I also wondered if anything could **replicate** the **sheer sense** of **slack-jawed** awe at seeing the astonishing opening of *The Lion King* for the first time.



### REFERENCES

CULTURE NOTES >>> pp. 170–171

### EXTRA ACTIVITIES

Photocopiable resource 19 (compound adjectives and collocations – 15 min.) pp. 215, 245

### WORKBOOK

pp. 76–77, including Show what you've learnt

- 3 Read the review below. What does it say about the differences between:
- 1 *The Lion King* show and the *Harry Potter* films?
  - 2 *The Lion King* and *The Phantom of the Opera* shows?
  - 3 *The Lion King* show and *The Lion King* film?
- 4 In pairs, discuss whether you would like to see the show after reading the review. Why?/Why not?

Set to percussive African rhythms, it features gigantic elephants tramping down the aisles, joining other animals on stage. These inventively designed creatures are propelled by the cast using unusual props like stilts to play giraffes. When the huge shimmering saffron sun rises over an unmistakably African plain, you feel the remarkable **visceral** power of the scene. All around you, everyone else is **gaping** and **holding their breath**, too.

Well, fifteen years on, it still works brilliantly. Credit for this goes to the prime mover of this stage version, director Julie Taymor, who came from avant-garde and experimental theatre. There's a tough-mindedness about her method of story-telling, so it's surprising that Disney approved such a **radical reboot** of the film. But it works superbly.

Second only to Taymor's vision is the music of South African composer Lebo M, which makes the crucial difference between *The Lion King's* film and stage versions. If this musical has a predominant sound, it is his – rhythmic, melodic and thuddingly percussive, as underlined by the presence of two energetic drummers, visibly up high on either side of the stage. Yet his choral arrangements, some sung in Zulu, are simply **heart-stopping**. We suspend disbelief when confronted with this version of Africa, and the **far-reaching** eternal truths in the story make the specific period in which it is set irrelevant. It will not date easily; indeed, one can imagine it still **packing out** the Lyceum fifteen years from now.



## WORD STORE 7A

- 5 3.1 Complete WORD STORE 7A with the exaggerated synonyms in red from the review. Then listen and check.
- 6 Complete the text with the correct forms of the synonyms from WORD STORE 7A.

## Stomping On

It's not difficult to see why *Stomp* has lasted so long. It's a show that's still 1 packing out theatres twenty-two years after it burst onto the scene in Brighton and *Stomp* has lost none of its 2 visceral power and raw energy. I first saw *Stomp* at the age of ten and I remember 3 gaping at the attractive young performers with big dustbin lids transforming brooms, oil cans and vacuum cleaner tubes into musical instruments. In all these years, *Stomp* has never undergone any 4 radical changes – there is no need for a major 5 reboot when the original format works so well. Other theatre troupes have tried to 6 replicate the *Stomp* formula but none have stolen the crown from the original.

## WORD STORE 7B

- 7 3.2 Complete WORD STORE 7B with the words underlined in the review. Then listen and check.
- 8 Complete the sentences with the correct forms of the words from WORD STORE 7B. Are the statements true for you? Discuss in pairs.
- 1 I really enjoy percussive music. The more rhythm the better.
  - 2 I hate it when the stage is crammed with props.
  - 3 I feel uneasy when an actor suddenly walks down the aisle and starts interacting with the audience.
  - 4 As a child I was frightened of clowns on stilts. They looked gigantic to me!
  - 5 I'm enthralled by the choral singing of big groups of vocalists performing in unison.

## WORD STORE 7C

- 9 3.3 Complete WORD STORE 7C with the adjectives highlighted in the review. Listen and check.

- 10 In pairs, think of examples for each of the following. Justify your choices.

- 1 A recent film you believe could turn out to be one of the highest-grossing in history.
- 2 A long-running disagreement you had.
- 3 An ill-judged comment you made.
- 4 A decision with far-reaching consequences.
- 5 A surprise that left you slack-jawed.
- 6 A heart-stopping moment in your life.

## WORD STORE 7D

- 11 3.4 Complete WORD STORE 7D with the words in the box to make more compound adjectives. Then listen and check. Write example sentences.
- 12 Look back at the compound adjectives in the text. Which groups in WORD STORE 7D do they belong to?

## Exercise 3

1 *The Lion King* has grossed more than the six most popular *Harry Potter* films.

2 *The Lion King* is still fresh and hasn't dated – unlike *The Phantom of the Opera*.

3 *The Lion King* stage show is more radical than the film and has more dramatic music.

## Exercise 12

noun/  
adjective/  
adverb +  
present  
participle:  
long-running,  
highest-grossing,  
heart-stopping,  
far-reaching  
noun/  
adjective/  
adverb + past  
participle: ill-judged  
adjective +  
noun + -ed:  
slack-jawed



**Exercise 2**  
Poetry in ancient times: epic poems about love, war and peace, gods, grief and loss recited to music by a poet-singer; Homer's *Odyssey*  
The advent of printing: print introduced in the 15<sup>th</sup> century; poets as writers instead of entertainers; poetry read in solitude rather than listened to  
Beat movement: American literary movement; started in 1950s; spoken-word performances; Allen Ginsberg  
Open mic nights and poetry slams: introduced in 1980s; unknown poets performed their work on stage; competitors have time limit to present their work to judges  
The origins of hip-hop and rap: arose from urban unrest in 1970s and 1980s; non-traditional poets  
Spoken/Performance poetry: one of the most popular forms of poetry nowadays; YouTube and other media outlets are used

7.2 Reading

Multiple choice

I can understand specific details in an article.

- 1 Discuss the questions in pairs.
- 1 Do you like poetry? Why?/Why not?
  - 2 Do you listen to rap? If so, who are your favourite artists?
  - 3 Do you think rap lyrics are a kind of poetry? Why?/Why not?
- 2 3.5 Listen to an extract from a radio programme about the history of performance poetry and make notes under the headings below.
- Poetry in ancient times
  - The advent of printing
  - The Beat movement
  - Open mic nights and poetry slams
  - The origins of hip-hop and rap
  - Spoken/Performance poetry
- 3 Look quickly through the article about a contemporary performance poet. Find three aspects of her work that were mentioned in the radio show. *She's a rapper. She has taken part in poetry slams. Topics of her work are taken from Greek myths.*

READING FOCUS Multiple choice

- 4 Read the article again. For questions 1–6, choose the correct answer (A, B, C or D).
- 1 In Paragraph 1, the writer's aim is to contrast
    - A Kate's age and that of most award-winning poets.
    - B Kate's accent and an upper class accent.
    - C the range of experiences and interests Kate has had.
    - D Kate and other urban rappers.
  - 2 In Paragraph 2, we learn about about Kate's attitude to spoken-word performance and that she feels
    - A its importance has now been proved.
    - B it should be about contemporary human relations.
    - C it isn't as acceptable as traditional, print-based poetry.
    - D angry that it isn't taken seriously enough.
  - 3 The writer lists Kate's achievements to highlight
    - A her successful career as a rap artist.
    - B the difficulty in categorising her as an artist.
    - C the way she bridges the divide between poetry and theatre.
    - D her luck in being such a creative person.
  - 4 In the writer's opinion, Kate uses Greek myths as a basis for her poetry
    - A because they deal with difficult issues.
    - B because she read them when she was a child.
    - C as a way of reflecting modern themes and concerns.
    - D as a way of showing that modern life is no less dramatic.
  - 5 Which of the following best describes the writer's impression of Tempest on stage?
    - A She is easily hurt.
    - B She holds the audience's attention completely.
    - C She is childish.
    - D She has a strong sense of self-belief.
  - 6 What does the writer conclude about Kate's future?
    - A There are several different options that she can pursue.
    - B Her future depends on getting new commissions.
    - C She will have a lot of competition to beat.
    - D She will continue to write even more experimental poetry.

UK TODAY

The annual **Ted Hughes Award** acknowledges emerging poets producing original, innovative works. It commemorates one of the greatest 20th-century British poets.  
The **Mercury Prize** is awarded for the best album from the UK and Ireland. It is open to all types of music, including pop, rock, folk, urban/rap, dance, electronica, jazz, blues and classical.

- 5 Read UK TODAY to find out more about two awards mentioned in the article. Are there equivalents in your country?
- 6 **WORD FORMATION** Complete the table with word families consisting of two or three parts of speech using the words in blue in the article.

NOUN	VERB	ADJECTIVE
<u>captivation</u>	<u>captivate</u>	<u>captivated</u>
<u>recipient</u>	<u>receive</u>	<u>received/receptive</u>
<u>innovation</u>	<u>innovate</u>	<u>innovative</u>
<u>mythology</u>	<u>mythologise</u>	<u>mythological</u>
<u>suspicion</u>	<u>suspect</u>	<u>suspicious</u>
<u>establishment</u>	<u>establish</u>	<u>established</u>
<u>indulgence</u>	<u>indulge</u>	<u>indulgent</u>
<u>provocation</u>	<u>provoke</u>	<u>provocative</u>
<u>disarmament</u>	<u>disarm</u>	<u>disarming</u>
<u>marginalisation</u>	<u>marginalise</u>	<u>marginalised</u>
<u>dispossession</u>	<u>dispossess</u>	<u>dispossessed</u>
<u>defiance</u>	<u>defy</u>	<u>defiant</u>

- 7 Complete the text with the correct form of one word from the table in Exercise 6 in each gap.

Who would have <sup>1</sup>suspected that the 2012 Ted Hughes Award would be presented to Kate Tempest for *Brand New Ancients*? Not only was she the youngest poet to have <sup>2</sup>received the award but she also uses forms, such as rap, of which the literary <sup>3</sup>establishment has long been <sup>4</sup>suspicious. Her captivating and mesmerising delivery combined with her ability to use street poetry, rap and <sup>5</sup>mythology to address themes of marginalisation and <sup>6</sup>dispossession has inspired a whole, new generation.

WORD STORE 7E

- 8 **COLLOCATIONS** Go to WORD STORE 7E on page 15 of the booklet. Complete the collocations with the adjectives in the box. Refer to the article for help if necessary.
- 9 Write an example sentence with one adjective–noun collocation from each set in WORD STORE 7E.
- 10 In pairs, discuss which artist from your country you would nominate for one of the awards described in UK TODAY. Justify your choice. Then have a class vote for the best poet or album.

REFERENCES

CULTURE NOTES >>> p. 171  
AUDIO SCRIPT >>> pp. 187–188  
INTELLIGENT KEY >>> p. 197

WORKBOOK

pp. 78–79

NEXT CLASS

Ask students to do Show what you know 7.3 in the WB, p. 80.



# THE IRRESISTIBLE RISE OF KATE TEMPEST



**1** Kate Tempest is a poet from Brockley, south London, and the youngest ever **recipient** of the prestigious Ted Hughes Award for New Work in Poetry, recognising excellence and **innovation** for her 2012 piece *Brand New Ancients*. But there's more to Kate than meets the eye. On the one hand, she's the soul of modernity: she began her career as a rapper and is still vastly popular on the rap circuit. She had a 'wayward youth', living in squats and getting tattoos, and her voice is hardly upper class: her London drawl is full of street slang and glottal stops. By the standards of the poetry world, she seems practically science fiction. Then there is the other hand. After leaving school with no A-levels, she ended up gaining a degree from Goldsmiths\*. In her straight poetry, Tempest's focus is firmly classical. She bases her subjects on the lives of the gods and monsters of Greek **mythology** – not, perhaps, what you would expect from an urban rapper who cites Roots Manuva and the Wu Tang Clan among her other key influences.

**2** Born Kate Calvert in 1985, Tempest is one of the rising stars of a young performance community that might be viewed with **suspicion** by some old-fashioned members of the poetry **establishment**. *Brand New Ancients* is an hour-long spoken word performance set over a live orchestral score. Through a combination of storytelling, lyricism and music, Tempest tells the epic story of two south London families as their respective generations grow and intertwine. On hearing her shortlisting for the award announced, Kate tweeted: '*Brand New Ancients* been shortlisted for the Ted Hughes Award for poetry!! And people love to say "performance" poets

aren't proper. Yes, mate.' She spent the afternoon before the awards performing her work for inmates in Holloway prison.

**3** Tempest is a lyricist first and foremost. She 'fell into poetry' after attending a poetry slam. In 2014, her debut album *Everybody Down* was nominated for the annual Mercury music prize along with Damon Albarn and FKA twigs among others. In the very same week, she found herself named as one of 2014's Next Generation Poets by the Poetry Society for *Brand New Ancients*, joining a once-a-decade list of the brightest talents in the UK and Ireland. Then there is her novel, which more fully explores the plotline of *Everybody Down*, the three plays she staged over the years, and her phenomenal reputation as a spoken word poet. 'I feel extremely lucky to be in a situation where I can **indulge** all the different parts of my creative personality,' she says.



Kate Tempest attends the Mercury Prize nomination launch on 10 Sept. 2014 in London

**4** When it comes to poetry, Tempest is fascinated by the distant past. Stories from the classical world were part of her childhood. 'These are the sort of stories that really infiltrate – about families, and archetypal human tendencies and raw, dark emotions. They never seemed dead stories to me, they always lived and were real!' But Tempest's poems aren't simply routine retellings of time-worn tales; rather, she picks up the fabulous, familiar characters, dusts them down and hauls them into the present. In *Brand New Ancients*, the gods are recast as two warring families whose lives highlight the immortal and very real truths of love and loss. Her full-length poetry collection, *Hold Your Own*, is based on the mythological figure of Tiresias, the blind Greek prophet who spent seven years transformed into a woman. In both works, Kate holds up a mirror to contemporary life in a direct and **provocative** way.

**5** *Brand New Ancients* has been performed to packed concert halls on both sides of the Atlantic. On stage, Tempest has a genuinely mesmerising presence and is acutely responsive to her audience. Her physical presence is charming, **disarming**: both child-like and mature, with a confidence in how her body uses space but also maintaining the innocent wide-openness of a very young girl. Audiences are **captivated** by her spell, calling out encouragement. In her work, Tempest handles empathy for the **marginalised**, the powerless and the **dispossessed** as well as gender. Her voice raw, her posture vulnerable, she pleads with the audience to be empathetic towards our fellow human beings.

**6** Tempest has helped to popularise spoken word poetry, reaching a whole new audience. According to Poetry Society director Judith Palmer, it's thriving among younger people. 'There's a lot of poets trying it but it relies on festivals having the nerve to commission new work.' Festival Republic, which organises festivals around the UK, first booked Tempest to perform in 2008, and she has appeared at their Latitude Festival several times since. 'She was a strong voice and is quite unique. There are page poets and there are live poets and she's very much a live, performance poet. Once you've seen her perform you're quite mesmerised,' the organisers say. However, some would argue that *Hold Your Own* turned her from a performance poet to a page poet. 'Her ability to **defy** categorisation is a strength,' Palmer adds. 'A good writer can do different things,' she says. Whither now for Kate Tempest? I can't wait to find out.

\* Goldsmiths is a college within the University of London.

## 7.3 Grammar

### Advanced conditionals

*I can use advanced conditional structures.*

- Look at the three ways of raising money. In pairs, discuss the pros and cons of each method and decide which would be most effective if you needed funds to travel.

#### 1 crowdfunding



#### 2 sponsorship



#### 3 car-boot sale



#### Exercise 2

Crowdfunding. She was not able to raise money via a crowdfunding site, but the readers of her blog helped her finance her travels.

- Listen to Sarah Mills and find out which method she tried. Was it successful?

- In pairs, try to match the sentence halves. Then listen again to check.

- Nobody'll read it **whether**
- Had I agreed** to wear a sponsor's shirt,
- We'll give you some money **on condition**
- We'll give you some money
- But for** their support,
- Should you wish** to follow the adventures of Sarah,
- as long as** you take a picture.
- they could have helped me out.
- she's going back on the road in a few weeks.
- I recommend sites **or not**.
- that** you visit this or that site.
- I wouldn't have been able to keep going.

- a
- b
- e
- a
- f
- c

- Read the GRAMMAR FOCUS and find an example sentence in Exercise 3 for each point below.

### GRAMMAR FOCUS

#### Advanced conditionals

- You can use other words besides *if*, e.g. *on condition that*, *as long as*, *providing/provided that*, *unless*, etc. **3e, 4a**
- If you use inversion in past conditionals and those with *should* and *were to*, you can omit *if*. **2b, 6c**  
*If you should wish to start a crowdfunding scheme/Should you wish to start a crowdfunding scheme, you need to do your homework first.*
- You can sometimes replace past conditionals with *but for*. **5f**  
*If they had not supported me/But for their support, I would never have succeeded.*
- You use *whether ... or not/whether or not ...* (NOT *if*) to express alternative conditions. **1d**

- USE OF ENGLISH** Complete the second sentence so that it has a similar meaning to the first sentence or pair of sentences combined. Use between three and six words including the word in capitals.

- He never responds. He might lose his sponsorship. **IF**  
*If he doesn't respond*, he might lose his sponsorship.
- Even if you tell them to donate more, they'll give very little. **NOT**  
They'll give very little *whether you tell them to donate more or not*.
- She didn't advise me beforehand. That's why I lost my investment. **HAD**  
*Had she advised me* beforehand, I wouldn't have lost my investment.
- I'll lend you some cash. But you have to pay it back with interest. **CONDITION**  
I'll lend you some cash *on condition that you pay* it back with interest.
- I never would have met the target without your contribution. **BUT**  
*But for your contribution*, I would never have met the target.
- Just ask if you need to speak to the web designer. **SHOULD**  
*Should you need to speak* to the web designer, just ask.
- I'll come to the fundraiser. But you'll have to introduce me to the organiser. **LONG**  
*As long as you introduce* me to the organiser, I'll come to the fundraiser.
- It doesn't matter if it's for a good cause. You shouldn't give more than you can afford. **WHETHER**  
You shouldn't give more than you can afford – *whether or not it's* for a good cause.
- If you hadn't recommended my website, it wouldn't be as successful as it is now. **FOR**  
*But for your recommendation*, my website wouldn't be as successful as it is now.

- Complete the sentences so that they are true for you. Compare your ideas in pairs.

- As long as I ..., I'll ...
- Should I want to ..., I'll ...
- I'll ... whether I/she/they etc. ... or not.
- But for ..., I would never have ...

- Discuss the questions in pairs.

- What do you think are the best ways to raise money?
- Have you ever tried to raise money? What type of things did you do?
- Have you ever donated money? To what causes?

Grammar & Language in Focus pages 128–129

#### REFERENCES

CULTURE NOTES >>> p. 171  
AUDIO SCRIPT >>> p. 188

#### EXTRA ACTIVITIES

Photocopiable resource 20 (advanced conditionals – 15 min.) pp. 215–216, 246

#### WORKBOOK

p. 80, including Show what you've learnt



## 7.4 Language in Focus

### Phrases with *if*

I can use various phrases with 'if'.

- 1 Read the definition of 'photobombing' and look at the photos. Then discuss the questions in pairs.
  - 1 Which occurred by accident and which was staged? What makes you think this?
  - 2 Why do you think photobombing has become so common?
- 2 Read the text about a 'professional' photobomber. What, according to the author, makes somebody want to photobomb?  
*A kind of narcissism.*

An anonymous man in London has so far managed to photobomb eighteen separate live TV news events. Appearing in shot behind journalists, the mystery man pops up each time **as if** he **were** there by accident. 1

There is, however, little **if any** purpose for 3 such pranks other than perhaps a kind of narcissism. After all, it's not **as though** he has 1 anything to gain from his exploits. And, **even** 2 **if** there is some slim chance of him becoming a full-on Z-list celebrity, he rarely, **if ever**, does 3 anything more than stand still or walk into frame reading a newspaper. **If in doubt** as to 3 his range of talents, casting agents are hardly **likely** to be falling over themselves in a rush to sign him up based on such performances. 15

**If anything**, his appearances serve only as an 3 annoyance for film crews, who, **if necessary**, 3 have to re-shoot after abandoning the first take. Re-shooting is clearly not an option for live broadcasts, however, which means we may have to put up with our unwanted guest for some time yet. 20

#### GLOSSARY

**Z-list celebrity** – sb who thinks they are a celebrity when they aren't

- 3 Read the LANGUAGE FOCUS and find an example of each structure in the text.

### LANGUAGE FOCUS

#### Phrases with *if*

- 1 You use **as if/as though**:
  - with the present tense to talk about situations which we think can be true.
  - with the past tense to talk about situations which we know are not true.
- 2 You use **even if** in unexpected conditions.
- 3 You sometimes leave out subject + be after *if* in fixed expressions: **if necessary, if any, if anything, if ever, if in doubt**.

www.thememedictionary.com



**Photobombing**: the act of appearing in a photo you shouldn't be in, accidentally or on purpose. The word first appeared in a print dictionary in 2012 and was voted Word of the Year with the Queen's approval in 2014.

- 4 Choose the appropriate phrases.

- 1 I wouldn't do anything to encourage him. If anything / If any I'd try to stop him.
- 2 She won't change even if / as though she becomes famous.
- 3 If in doubt / If ever – don't do it!
- 4 He seldom, if necessary / if ever, is well-meaning.
- 5 He's not tight-fisted. In fact, if ever / if anything he's rather generous.
- 6 There's little, if any / if anything possibility of her becoming a conductor.
- 7 I'll ask for help if ever / if necessary.
- 8 He orders people around as though / even if he's the director.
- 9 I'm determined not to appear on live TV – even if / as though I've been invited personally.

- 5 Put the words in brackets in the correct places in the sentences.

- 1 He told me he was disappointed but if anything, he seemed angry. (if anything)
- 2 She behaves as though she owned the place. (as though)
- 3 I think the play will be a flop, even if it does get promoted on national TV. (even if)
- 4 I was told, if in any doubt, about our plans, not to talk to a journalist. (if in any doubt)
- 5 I have to pass the test. If necessary, I'll take it a hundred times. if necessary (if necessary)
- 6 Cameron seldom if ever asks for more than one rehearsal. (if ever)
- 7 The cameraman looks as if he's about to fall. (as if)
- 8 There are very few if any people that don't love practical jokes. (if any)

- 6 For each statement below rate from 1–10 how true or untrue it is for you (1 = very true, 10 = not true at all). Then compare your ideas in pairs.

- 1 There's very little possibility, if any, of my becoming a teacher.
- 2 I sometimes act as though I know something – even when I don't.
- 3 I never give advice if in doubt as to best thing to do.
- 4 I rarely, if ever, tell lies – even white lies.
- 5 I never fail exams. If anything, I always pass with flying colours.
- 6 Even if I were lost, I wouldn't ask for directions.
- 7 I'll stay up all night working if necessary.
- 8 I never behave as if I were better than anyone else.

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## 7.5 Listening

### Multiple choice

*I can understand specific details and speakers' attitudes in informal conversations.*

- Look at the poster showing a skatepark and a proposal for its redevelopment. Then discuss the questions in pairs.
  - What changes are being proposed? *Changing the skatepark into commercial shops.*
  - Is the poster for or against the development? Why do you think so?
- Discuss the questions in pairs.
  - Is there a place like this near you?
  - Can a city benefit from such places?
  - Do you think it would be better to redevelop them into something else, e.g. businesses or residential buildings? Why?/Why not?
- 3.8 Listen to three dialogues about the skatepark and answer the questions.
  - What are the redevelopment plans described in the dialogues? How are they different to your guesses in Exercise 1?
  - Who are the speakers in each dialogue and what is their connection with the plans?
  - What is the outcome described in Dialogue 3?

#### Exercise 3

1 Plans are to replace the current skatepark on the South Bank with a new purpose-built one under the bridge. The current site will be redeveloped into a creative hub with shops, restaurants and projects such as rehearsal studios.

2 Dialogue 1: skateboarders, they use the skatepark

Dialogue 2: local business people with businesses near the skatepark

Dialogue 3: musicians who play and rehearse in the nearby concert hall

3 Outcome: the skateboarders won and the redevelopment plans did not go ahead.

### LISTENING FOCUS Multiple choice

- 4 3.8 Listen again to the dialogues. For questions 1–6, choose the correct answer, A, B or C.

#### Dialogue 1

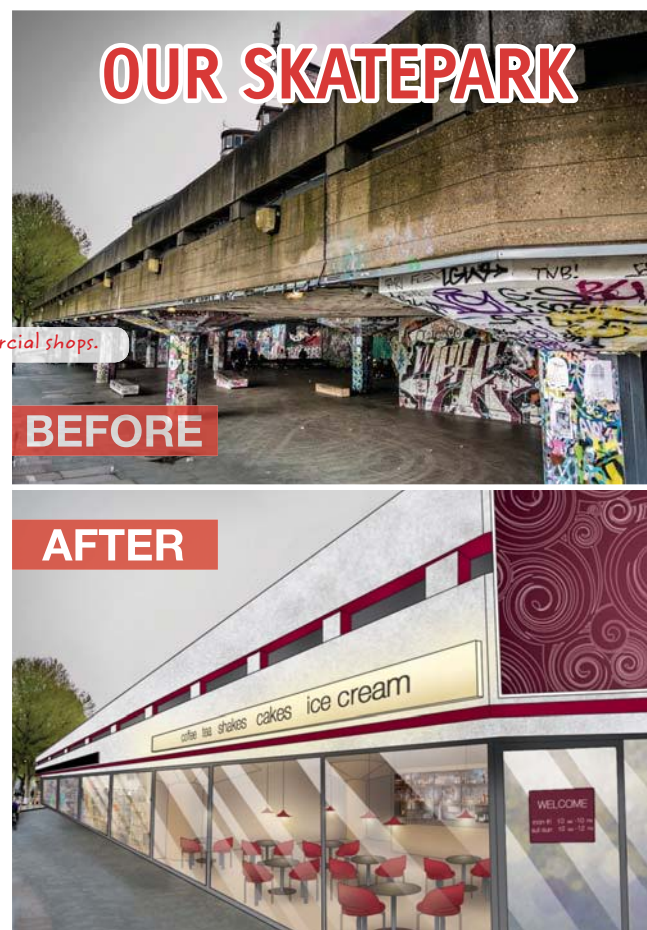
- How does the man feel about the plans for the skateboard park?
  - unhappy about the way they were presented
  - undecided about the best way to oppose them
  - unsure about whether they are detailed enough
- What do they both agree about the skateboard park?
  - It has a place in local history.
  - It is expensive to maintain.
  - It requires updating.

#### Dialogue 2

- What is the man doing?
  - criticising people who oppose the plans
  - explaining why he is sympathetic to the plans
  - expressing a concern about the legality of the plan
- What do they both feel is the main benefit of the plans?
  - the opportunities provided for new business
  - the proposed increase in cultural possibilities
  - the improved appearance of the area

#### Dialogue 3

- How does the woman feel about the decision?
  - She wishes the decision had taken longer.
  - She regrets the loss of potential benefits to the community.
  - She feels sorry that more people didn't take part in the discussion.
- What do they both think about the process involved in reaching the decision?
  - The property developers used the wrong strategy.
  - The skateboarders did not run a fair campaign.
  - Nobody bothered to listen to the real arguments in the case.



### WORD STORE 7F

- 3.9 COLLOCATIONS Go to WORD STORE 7F on page 15 of the booklet. Complete the collocations from the recording. Then listen and check.
- Complete the sentences with the appropriate collocations from WORD STORE 7F.
  - Local regeneration Local regeneration is beneficial because it brings money into poorer neighbourhoods.
  - I don't feel that major redevelopment plans are always the best way forward. Sometimes it is good to preserve the past.
  - Building cultural institutions like concert halls is good for both the arts and business.
  - Property developers usually make a lot of money when the economy is doing well.
  - Legal battles often occur when people can't agree about the best way for the city to grow.
  - There is no point in protesting once governments or big businesses have made decisions and something is a done deal.
  - Sometimes even at public consultation the opinions of local residents aren't taken into account.
  - There are all these pop-up shops in my town – every month the businesses change.
  - It would be good to have a creative hub near where I live so that artists could meet.
- In pairs, discuss which statements from Exercise 6 you agree with and why.

### REFERENCES

AUDIO SCRIPT >>> pp. 188–189  
INTELLIGENT KEY >>> p. 197

### WORKBOOK

p. 82

# 7.6 Speaking

## Discussing advantages and disadvantages

I can compare and discuss the advantages and disadvantages of possible approaches and solutions to an issue or a problem.

art studio  
cinema  
climbing wall

auditorium

updated computer lab



- 1 In pairs, look at the list of facilities above and discuss which would be the most/least useful for your school.
- 2 3.10 Listen to students discussing which facilities their college should invest in and answer the questions.
  - 1 What arguments were used for each of the facilities?
  - 2 What were the disadvantages of each option?
  - 3 Did the students reach a unanimous decision?
- 3 3.10 Read the SPEAKING FOCUS. Then listen again and tick the phrases in the SPEAKING FOCUS that you hear.

### SPEAKING FOCUS

#### Presenting advantages

- |  |                                     |
|--|-------------------------------------|
| One of the main pluses/benefits/advantages of ...  | <input checked="" type="checkbox"/> |
| That could be an argument in favour/support of ... | <input checked="" type="checkbox"/> |
| There are points in favour of ...                  | <input checked="" type="checkbox"/> |
| ... is a real plus.                                | <input type="checkbox"/>            |
| ... is a strong selling point.                     | <input checked="" type="checkbox"/> |

#### Presenting disadvantages

- |   |                                     |
|---|-------------------------------------|
| I see (that) as a drawback of ...                       | <input checked="" type="checkbox"/> |
| A major downside of ...                                 | <input type="checkbox"/>            |
| One difficulty I see with that idea ...                 | <input type="checkbox"/>            |
| There's a strong argument against that idea, namely ... | <input checked="" type="checkbox"/> |
| ... a somewhat negative aspect ...                      | <input checked="" type="checkbox"/> |

#### Reaching a decision

- |  |                                     |
|--|-------------------------------------|
| Taking everybody's needs into account, ...                 | <input checked="" type="checkbox"/> |
| Bearing everything in mind, ...                            | <input checked="" type="checkbox"/> |
| Weighing up the pros and cons, ...                         | <input type="checkbox"/>            |
| On balance, ...  | <input type="checkbox"/>            |
| If you consider all the negative and positive aspects, ... | <input type="checkbox"/>            |
| All things considered, ...                                 | <input type="checkbox"/>            |

- 4 Replace the underlined words with phrases from the SPEAKING FOCUS.

1 One of the reasons for living in the city is that you can experience as much culture as you like.

*One of the benefits of living in the city is that you can experience as much culture as you like.*

2 If you consider all the negative and positive aspects, *If you consider all the negative and positive aspects,*  
If you think about the good points and bad points, I think that the town should invest in a new arts complex.

3 Something I reckon is a disadvantage is that the cultural centre is so far away.

4 A real problem of living in the country is that there are often not many cultural activities.

5 Something positive about the new concert hall is that live music is popular right now.

6 Taken as a whole, I think the new art gallery is the best way forward.

- 5 In pairs, compare your answers in Exercise 4. Can you think of other ways to express the same opinions?
- 6 In pairs, discuss the advantages and disadvantages of each place as a destination for a culture-focused school trip.
  - a modern art gallery
  - a fashion show
  - a zoo
  - a national museum
  - a classical music concert
- 7 Compare your ideas with another pair. Do you agree on the best destination?

### Exercise 2

#### 1 Arguments for:

computer lab – can be considered cultural and used for most things, e.g. watching and editing films, digital design; access to latest technology  
climbing wall – what most students would like

auditorium – the largest proportion of students will benefit from using it  
cinema – students will not have to go far to watch a film; educational value of watching old films

#### 2 Disadvantages:

computer lab – most students already have access to a computer and spend too much time looking at screens  
auditorium and art studio – students already have a space they use for these purposes  
climbing wall – not cultural

3 No. Two students will vote for the computer lab and one for the climbing wall.



## 7.7 Writing

### A review of a book/film

*I can write a structured review of a film or book with examples and recommendations.*

- 1 When choosing a new book or film, which of the following do you take most/least seriously: recommendations from friends, advertisements and trailers, or critics' reviews? Why?
- 2 Look at the list of book-to-film adaptations. In pairs, discuss which ones you have seen and what star-rating you would give them.

#### Which are your favourite book-to-film adaptations?

The Hobbit films

Harry Potter series

The Girl with the Dragon Tattoo

The Twilight Saga

The Perks of Being a Wallflower

The Hunger Games series

Beautiful Creatures

The Fault in our Stars

You didn't mention my favourite book-turned-movie:

- 3 Would you match any of the statements with the films in Exercise 2? If not, how would you describe them?
  - It's admirably true to the book(s).
  - The special effects are eye-poppingly spectacular.
  - The acting is Oscar-worthy.
  - Though sentimental at times, I found it genuinely moving.
  - It's awesomely entertaining action movie fun.
  - I was absolutely gripped by the drama.
- 4 Read the task and the review. In pairs, discuss the question that applies to you.
  - 1 You've seen/read *The Hunger Games* films/books. Do you agree or disagree with the reviewer? Identify two points you agree or disagree with and say why.
  - 2 You haven't seen the films or read the books. Would you want to either see or read them after reading this review? Why?/Why not?

#### Reviews Wanted!

##### Best and Worst Book-to-Film Adaptations!

Send us a review comparing a book and its film adaptation. What is the story about? How effective is the adaptation in your opinion? Would you recommend the film, the book, both or neither?



Overall impression

### Why The Hunger Games Works

Catching the readers' attention

Good quality books can lead to highly enjoyable film adaptations. Equally though, on-screen versions of successful novels sometimes leave fans bitterly disappointed (case in point *The Twilight Saga* – avoid at all costs!). While they have their weaknesses, *The Hunger Games* films brilliantly capture the political and social undertones of Suzanne Collins' novels.

Starting the comparison

*The Hunger Games* depicts a nation governed through fear. As punishment for a past uprising, the Government forces each of its twelve districts to send a teenage boy and girl to compete in the Hunger Games, a nationally televised event in which the participants fight until only one survivor remains. The plot focuses on Katniss, one of the district representatives, played by Jennifer Lawrence. There are great performances from the entire cast, but Lawrence gives a powerhouse portrayal of the heroine.

Description of the plot

Each film in the series offers a swiftly paced adaptation of one of the novels. Naturally, the books contain more vivid description to fuel readers' imaginations but the films still manage to capture much of her darkly dystopian universe. True, there are some major changes, the biggest of which is probably the move away from the first person perspective. Moreover, the controversially graphic violence that shocked and enthralled Collins' teenage readers has been watered down, presumably to keep the PG13\* rating. Still, this is tough, dramatic stuff that will keep the majority of viewers on the edge of their seats.

A detailed evaluation

Quite simply *The Hunger Games* films are well-cast, well-paced and well-scripted and I could confidently recommend them to anyone with an interest in action or sci-fi.

A recommendation

\*PG13 – may be inappropriate for pre-teenagers (Motion Picture Association of America's film rating system)

#### REFERENCES

CULTURE NOTES >>> pp. 171–172

#### WORKBOOK

pp. 84–85, including Show what you've learnt and Show that you've checked

#### NEXT CLASS

• Ask students to revise for Focus review 7 (lessons 7.1–7.7, Word list on pp. 146–147 in the SB).



- 5 Read the **WRITING FOCUS**. In pairs, find examples for the points below in the review on page 84.

## WRITING FOCUS

### A review of a film and/or book

#### Introduction

- Catch the reader's attention in the opening sentences.
- Indicate the aim and structure of your review (this could include the title or type of film/book).
- Start the comparison you will continue throughout the review (if you are reviewing two things e.g. a book and its film adaptation).

Whereas ... is, ... is/Compare this to ... which is ...

#### Main paragraphs

- Describe the plot briefly (the main aim is evaluation).  
Set in ..., the film/book tells the story of/focuses on ...  
The opening chapter sets the scene.
- Give a detailed evaluation. (It may be positive or negative, or it may balance both positive and negative points.)  
A possible criticism is that ...  
Although .../However, .../Admittedly, .../Even so, ...

#### Conclusion

- State your overall impression.  
All in all, .../In short, ...
- Express a recommendation (for or against) with your reasons.  
If you like ..., you have to ...  
I can't recommend ... highly enough ...

- 6 In pairs, put the following paragraphs from a book review in a logical order. Use the **WRITING FOCUS** to help you.

- a) The first book in Veronica Roth's bestselling trilogy, the novel is set in a post-apocalyptic world where society is divided into five factions each based on one core value. Teenager Beatrice (Tris) does not fit into any group and so is labelled as 'Divergent'. Tris learns what it means to live a life of solitude. **2**
- b) In short, this was a heart-pounding and dramatic debut. *Divergent* is a haunting young-adult novel that will leave you craving more. I couldn't stop reading. You shouldn't stop either! **4**
- c) For someone who reads as many dystopian future novels as I do, this novel had a lot to live up to. However, I was absolutely hooked from the start. *Divergent* has everything a dystopian novel needs: a feisty heroine, love interests and survival in a harsh world. **1**
- d) Roth maintains a gripping pace throughout the book, with plot twists around every corner. Tris is a genuinely convincing heroine. However, be warned as there is a lot of bloodshed, which is rather shocking. The book has been labelled 'the next *Hunger Games*' and while there are similarities, the overall storyline is different and completely original. **3**

- 7 Read the **LANGUAGE FOCUS** and answer the questions.

## LANGUAGE FOCUS

### Intensifying adverbs

You can make your review more interesting by using adverbs to intensify adjectives. However, not all adverbs and adjectives collocate.

- **very** cannot usually collocate with strong adjectives to make them stronger:  
*absolutely/truly spectacular* NOT *very spectacular*
- **really/extremely** can collocate with both strong and weak adjectives:  
*really good/fantastic, extremely bad/wicked*
- **deeply/profoundly** usually collocate with adjectives describing emotions:  
*profoundly moving, deeply disturbing*
- **hugely/vastly** intensify the extent or amount of something:  
*hugely successful, vastly overrated*
- **quite** means a *bit/a little* when used with a weak adjective:  
*The film was quite interesting.*  
but it means *extremely* when used with a strong adjective:  
*The film was quite compelling.*
- **rather/pretty** mean 'to a certain or significant degree':  
*The film was rather good. He's a pretty good actor.*
- negative adverbs collocate with negative adjectives:  
*painfully slow, tediously repetitive*

- 1 Which of the adverbs can be replaced by *very*?

absolutely amazing   **highly** entertaining  
really terrifying   **refreshingly** different  
**totally** dull   utterly spine-chilling

- 2 What does *quite* mean in each of the pairs?

- a quite frightening/quite terrifying  
b quite surprising/quite shocking

- 8 Look through the reviews in Exercises 4 and 6. Find more adverb-adjective combinations.

- 9 Choose the appropriate adverbs.

- 1 While it doesn't compare with the original version, the latest *Karate Kid* is **surprisingly** *highly* good.
- 2 True, the plot is **pretty** *deeply* far-fetched and predictable but *Interstellar* is a very */totally* riveting balance of visual spectacle and thought-provoking ideas.
- 3 *Weightless* is a *rather* **truly** amazing read. It's best suited to older readers as it tackles some *refreshingly* **deeply** distressing content.
- 4 The best thing about *The Dream Thieves* is the character development: the characters are all *boringly* **convincingly** real and **vastly** *deeply* different from each other.

- 10 Complete the writing task in Exercise 4. Write 220–260 words. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

### Exercise 8

#### Exercise 4

##### review:

highly enjoyable  
bitterly disappointed  
swiftly paced  
darkly dystopian  
controversially graphic  
Exercise 6 review:  
absolutely hooked  
genuinely convincing  
rather shocking  
completely original

# FOCUS REVIEW 7

## VOCABULARY

### 1 Complete the text with the words in the box.

battle consultation deal developers  
hub institution plans shops

### THE METRO

I was in a state of shock when I saw the recently published development <sup>1</sup> plans for my part of town. I can't believe they're thinking of tearing down the old Metro cinema – and without public <sup>2</sup> consultation I might add – and build yet another shopping mall full of pop-up <sup>3</sup> shops. I don't think the establishment appreciate just how much of a cultural <sup>4</sup> institution the Metro is. I mean, not only do they show classic films that you can't see anywhere else but it's also a creative <sup>5</sup> hub for many young artists in other fields. The press seem to think it's a done <sup>6</sup> deal but I'm going to present a petition to the authorities and launch a legal <sup>7</sup> battle to try and get it stopped. Let the property <sup>8</sup> developers go and earn their millions elsewhere, I say!

### 2 Complete the sentences with compound adjectives using the words in capitals.

- This innovative film will have far-reaching effects on filmmaking techniques. **FAR**
- Jack would never spend that amount on tickets to a concert. He's much too tight-fisted! **TIGHT**
- We were on the edge of our seats all through the film. It was heart-stopping! **HEART**
- Having the music festival on a mountain in the middle of winter was a bit ill-judged! **ILL**
- The actors' performances were good but the plot was so far-fetched that it spoiled the film for me. **FAR**
- The reviewer was well-meaning but I think he didn't give enough encouragement. **WELL**
- A stand-up comedian needs to be quick-witted enough to respond quickly to the audience's remarks. **QUICK**

### 3 Change the forms of the words in bold to correct the lexical errors in the sentences.

- The book's about these warring <sup>factions</sup> **facts** who are on the verge of wiping each other out.
- Many of the greatest artists and musicians were <sup>marginalised</sup> **margin** by critics before they became popular.
- Modern reboots often try on purpose not to <sup>replicate</sup> **replica** the original film or concept.
- The budget is going to reach epic <sup>portions</sup> **portions** if they fly the whole crew out to Myanmar.
- The director told me to look the audience in the eye and deliver my line like it was a(n) <sup>immortal</sup> **mortal** truth.
- There is <sup>suspicion</sup> **suspect** amongst scholars that Shakespeare didn't write all his own plays.
- Arthur Miller wrote many famous dramas and was a very well-respected <sup>playwright</sup> **player**.

## GRAMMAR

### 4 Choose the correct options.

- The rehearsal won't finish any time soon as long as / unless you follow my directions.
- I'll take the part unless / whether you strongly advise against it.
- But for / Providing your encouragement, I wouldn't have persevered with the acting class.
- We can buy tickets on the door unless / as long as they don't sell out in advance.
- Should / Would you wish to be famous, be prepared for working some very long hours.
- I think I'll go when / whether you decide to go or not.
- I'll go to the concert unless / on condition that you don't expect me to dance.
- If you were to be / would be ill don't worry – I'd stand in for you.
- Had / But for I known my favourite singer was going to be there, I would have brought my autograph book.

### 5 Complete the sentences with the correct forms of the verbs (and pronouns) in brackets.

- Provided we still live/lived (live) in the city, we will/would have (have) access to more cultural events than we do in the country.
- Had we not moved (we/not move) to the country, it would be (be) much easier to go to the theatre more regularly.
- Unless Lisa's next novel is promoted (promote), there's almost no chance it will enjoy (enjoy) much success.
- As long as the film goes (go) international, there's a good chance we will make (make) a small profit.
- Should you be invited (you/invite) to take part in the quiz next month, would you accept (you/accept)?
- Whether or not reality shows existed (exist), people would find (find) other ways to get their five minutes of fame.

## LANGUAGE IN FOCUS

### 6 Rewrite the sentences so that their meaning is similar using the phrases in the box.

as if    if any    if anything    if ever  
if in doubt    if necessary

- When you're not sure about your lines, just improvise.
- She behaved like she was already famous.
- I don't think she's got a big ego, in fact, I'd say she's quite shy.
- There's little chance, possibly none, of my record being broken.
- You can go on stage with a broken leg when there's no other choice.
- James seldom, or never, criticises his actors.

### Exercise 6

- If in doubt about your lines, just improvise.
- She behaved as if she was/were already famous.
- I don't think she's got a big ego, if anything, I'd say she's quite shy.
- There's little chance, if any, of my record being broken.
- You can go on stage with a broken leg if necessary.
- James seldom, if ever, criticises his actors.

## REFERENCES

CULTURE NOTES >>> p. 172  
AUDIO SCRIPT >>> pp. 189–190  
INTELLIGENT KEY >>> p. 197

## EXTRA ACTIVITIES

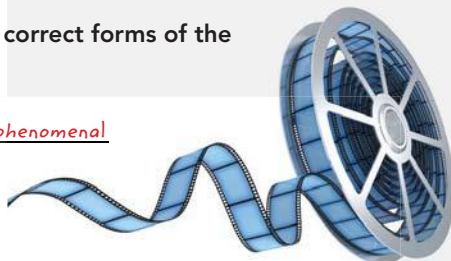
- Photocopiable resource 21 (Writing – 10 min.) pp. 216, 247

- Class debate: Writing can have a greater influence on people than the use of force and violence. (For instructions see p. 175)

## USE OF ENGLISH

- 7 Complete the text with the correct forms of the words in capitals.

This film is going to be a <sup>1</sup> phenomenal (PHENOMENON) success! In my view, it deserves to be the <sup>2</sup> recipient (RECEIVE) of many major awards. Not because it ticks any of the usual boxes for popular film making – it doesn't. Cataloguing the adventures of the charmingly child-like Theo as he makes his way around the world, it presents us with a series of characters ranging from the influential at the top of the <sup>3</sup> establishment (ESTABLISH) to the <sup>4</sup> powerless (POWER) at the bottom. Some are wealthy landowners and others rank among the poor and <sup>5</sup> dispossessed (POSSESS). The film interweaves their stories as they are first related in one voice and then <sup>6</sup> retold (TELL) in different contexts and other voices. It's undoubtedly <sup>7</sup> provocative (PROVOKE) and may raise your hackles but it is strangely <sup>8</sup> disarming (ARM) at the same time. Go and see it!



- 8 Complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals. Do not change the word given.

- I was greatly entertained by the film last night.  
I thought the film (last night) was vastly entertaining (last night). **VASTLY**
- The look on her face was like she was completely surprised by the jury's decision.  
She looked as though the jury's decision was a complete surprise. **THOUGH**
- When the news about the reboot broke, people were greatly excited.  
There was a flurry of excitement when news of the reboot broke. **FLURRY**
- It was such a nice change to see a film with an unhappy ending.  
To see a film with an unhappy ending was refreshingly different. **REFRESHINGLY**
- The person who won the award for Best Young Actor was speechless on hearing the news.  
When he heard the news, the recipient of the Best Young Actor award was speechless. **RECIPIENT**
- The West End play *The Mousetrap*, which opened in 1952, still plays to completely full theatres.  
*The Mousetrap* has been packing out theatres in the West End since it opened back in 1952. **PACKING**
- Jim Morrison was famous for captivating his audience with his hypnotic performances.  
Audiences were captivated by Jim Morrison's famously hypnotic performances. **CAPTIVATED**

## LISTENING

- 9 Listen to three dialogues. For questions 1–6, choose the correct answer (A, B or C)

### Dialogue 1

- Which aspect of the painting do they DISAGREE on?  
A It required a lot of imagination to create.  
**B** It took a lot of time to create.  
C It is a perfect example of its type.
- What is the man's opinion of modern art in general?  
A It is no longer appreciated by art critics.  
B It is only experts that buy modern art.  
**C** It is difficult to put a realistic price on.

### Dialogue 2

- What does the man dislike most about the book?  
A The unconvincing characters.  
B The unoriginal dialogue.  
**C** The organisation of the book.
- What is the woman's opinion of the writing style?  
**A** It is pretentious.  
B It is too basic.  
C It is overly complicated.

### Dialogue 3

- What is the woman's overall opinion of the play?  
A It deserves to be seen by everybody.  
B It should be banned.  
**C** It raises some very interesting issues.
- How does the man respond?  
A He is keen to see the play.  
B He is against staging such types of play.  
**C** He is sceptical about the play.

## WRITING

- 10 Read the announcement on a website. Write a review of 220–260 words in an appropriate style.

### Your Five Favourite Music Events

We want to find out which are your favourite music festivals or concerts. Send us a review of the best festival or concert you have been to in the last year. Tell us what kind of festival it was and why you thought it was the best. How important are these types of event?

## NEXT CLASS

- Ask students to do Self-check 7.8 in the WB, pp. 86–87 as homework.
- Ask students to prepare for Unit 7 test (Focus Assessment Package).



# 8

## TEXT ME!

**Exercise 1**  
withhold  
information,  
factual  
information,  
information  
processing,  
undivided  
attention, pay  
attention,  
attention span

The mind is like an iceberg,  
it floats with one-seventh  
of its bulk above water.

SIGMUND FREUD

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – information and attention
- information and the mind
- prefixes
- verb–noun collocations
- phrases with *mind*

#### Reading:

- an article about a fitness mobile game
- multiple choice

#### Grammar:

- reporting verb patterns

#### Language in Focus:

- passive reporting structures

#### Listening:

- a podcast about amateur journalists
- multiple choice

#### Speaking:

- adding emphasis

#### Writing:

- a formal email/letter

### FOCUS EXTRA

- Grammar and Language in Focus Reference and Practice pp. 131–133
- WORD STORE booklet pp. 16–17
- Workbook pp. 88–99 or MyEnglishLab

88

## 8.1 Vocabulary

Information and the mind • prefixes •  
verb–noun collocations • phrases with *mind*  
*I can talk about coping with information overload.*

### SHOW WHAT YOU KNOW

- 1 Match each of the nouns from box A with three words from box B to make collocations. The nouns from box A don't always come first.

A information attention

+

B withhold factual undivided processing pay span

- 2 In pairs, discuss where you look for information about the following.

current affairs directions entertainment news  
facts for school sports results transport schedules

# Why the Modern World Is Bad for Your Brain

In an era of email, text messages and Facebook, we're all required to do several things at once. But this constant multitasking is **taking its toll**. Daniel J. Levitin, the author of *The Organized Mind*, explains how naps, calendars and periods away from the Internet can all help focus our mind.



### REFERENCES

CULTURE NOTES >>> p. 172

### EXTRA ACTIVITIES

Photocopiable resource 22 (phrases with *mind* and collocations – 15 min.)  
pp. 216, 248–249

### WORKBOOK

pp. 88–89, including Show what you've learnt

3 Read the questions from an interview with the author of *The Organized Mind*. What do you think the book is about?

- 1 How can afternoon naps help our brains to work more efficiently?
- 2 How can we educate our children to deal with information overload?
- 3 What are 'brain extenders' and how can they increase our ability to concentrate?
- 4 What is the solution to information overload and the attention problems it causes?
- 5 How do you quantify 'information overload'?

4 Read the interview below. In pairs, choose the appropriate question from Exercise 3 for each gap.

A 5

We really are living in an age of information overload. We've created more information in the past few years than in all of human history before us. On average, we take in five times as much information as we did in 1986.

B 4

We need to **blinker ourselves** to better monitor our attentional focus. Self-imposed periods of no email or Internet to allow us to sustain concentration have been shown to be tremendously helpful. And breaks – even a fifteen-minute break every two or three hours – make us more productive in the long run. Also, you can't underestimate how important **prioritising tasks** is.

C 1

The brain has an attentional mode called the 'mind wandering mode' that was only recently identified. This is when thoughts move seamlessly from one to another without you controlling where they go. This brain state acts as a neural reset button, allowing us to come back to our work with a refreshed perspective. Different people find they enter this mode in different ways: reading, a walk in nature, looking at art, meditating and napping.

D 3

Brain extenders help get information out of our heads and into the physical world: calendars, key hooks by the front door, notepads, 'to do' lists. If you hear that it's going to rain, rather than reminding yourself to bring your umbrella, set the umbrella by the front door – now the environment is reminding you to bring the umbrella. The point is that all these dates, events and items we want to remember compete for neural resources in your brain, **cluttering your thoughts**, making it more difficult to **devote attention to** what is at hand.

E 2

Although it is easier to find information these days, it is easier than ever before to find misinformation, pseudo-facts, unsupported and fringe opinions and the like. Children should be taught at an early age what constitutes evidence, how to **detect bias** or distortions in newspaper accounts and that there exist hierarchies of information sources. In the medical field, for example, a controlled experiment published in a peer-reviewed journal is a better source than a blog by an unknown association promoting the health benefits of their own product.

## WORD STORE 8A

5 3.12 Complete WORD STORE 8A with examples of words from the interview beginning with prefixes 2–7. Then listen and check.

6 Complete the sentences with the words in the box and the prefixes from WORD STORE 8A.

composed disciplinary estimate  
operative statement trust

- 1 Most students in this class are helpful and cooperative.
- 2 I never get nervous in exams. I am very self-composed.
- 3 I mistrust things I read on the Internet unless I know it's a reputable source.
- 4 I want to do a multidisciplinary degree. I don't want to specialise in one area.
- 5 I tend to overestimate the memory capacity of my smartphone. In fact it's a lot less than I'd like it to be.
- 6 To say I don't like technology is an understatement. I absolutely loathe it!

## WORD STORE 8B

7 3.13 Complete WORD STORE 8B with the collocations in red from the interview. Then listen and check.

8 Complete the questions with the correct forms of the words from WORD STORE 8B. Then discuss the questions in pairs.

Do you think most students:

- 1 devote enough attention to their work before they submit it?
- 2 are mature enough to detect bias in news stories that they read?
- 3 tend to clutter their thoughts with silly images from the Internet?
- 4 are good at prioritising tasks and doing the most important things first?
- 5 blinker themselves to problems they don't want to deal with?
- 6 realise that too much screen time will take its toll on their health?

## WORD STORE 8C

9 3.14 Complete WORD STORE 8C with the words in the box. Then listen and check. Write example sentences.

10 Choose the most appropriate responses.

- 1 Did you remember to post that letter?  
 (a) Sorry, it never crossed my mind.  
 (b) Sorry, it blew my mind.
- 2 How did you do in the exam?  
 (a) Mind your own business!  
 (b) Mind your manners!
- 3 He's not buying that expensive phone, is he?  
 (a) Yes, he must be in two minds.  
 (b) Yes, he must be out of his mind.
- 4 She's much more forgetful than she used to be.  
 (a) Yes, she's very absent-minded.  
 (b) Yes, she's very tough-minded.

## WORD STORE 8D

11 Complete WORD STORE 8D with your own definitions of the phrases in bold. Are the sentences true for you?



## 8.2 Reading

### Multiple choice

*I can understand specific details in an article and its structure.*

1 In pairs, do the survey. Who is the keener walker?

**Walking is probably the easiest form of exercise out there. How keen a walker are you? The more yeses, the keener you are.**

- Do you walk to school or work?
- Do you often carry a backpack when walking?
- Do you walk a dog regularly?
- Do you walk at a fast pace?
- Do you consciously choose the stairs rather than a lift?
- Do you own a pair of hiking boots?
- Have you ever been trekking?
- Have you ever used a pedometer or fitness app to keep track of your daily step-count?

2 Read the article quickly. Which section of a news website would it be least likely to appear in?

Lifestyle Technology Sport **Education** Health

### READING FOCUS Multiple choice

3 Read the article again. For questions 1–4, choose the correct answer (A, B, C or D).

- 1 According to the author in the first paragraph, The Walk is aimed at users
  - A who do not have the requisite time to go to the gym.
  - B who have some difficulty in walking.
  - C** who are interested only in relatively gentle exercise.
  - D who are at high risk of heart disease or diabetes.
- 2 As described in the second paragraph, the central character in the plot of The Walk application
  - A must not use any form of transport in order to avoid the terrorists.
  - B has been carefully selected to deliver an important package.
  - C has to complete a series of tasks operating under strict time limits.
  - D** has unintentionally become caught up in the narrative.
- 3 In the third paragraph, the main reason the author draws a comparison with the app Zombies, Run! is to
  - A illustrate the diversity of fitness apps available on the market.
  - B** explain the developer's intention to appeal to a wider consumer group with The Walk.
  - C show how fitness apps have become more sophisticated over time.
  - D explain how the two apps work using the same technical functions.
- 4 According to the final paragraph, government investment in fitness apps
  - A might reduce the funds available for traditional healthcare.
  - B** is hoped to have wider benefits than public health.
  - C may help cure obesity-related illnesses.
  - D is now possible due to recent economic growth.

90

# Walk yourself well with the help of a government-backed app



### REFERENCES

INTELLIGENT KEY >>> p. 197

### WORKBOOK

pp. 90–91

### NEXT CLASS

Ask students to do Show what you know 8.3 in the WB, p. 92.





3.15

Keeping fit doesn't come easy to all of us and if you're one of those people struggling to be more physically active and **accomplish** the ten thousand steps a day now recommended by health professionals, it helps to have some **incentive** to walk just that little bit further. If this rings true for you then The Walk, a pedometer app with a difference, could be just the thing to encourage you to get up off the sofa and put one foot in front of the other. Created by developers Six to Start, in collaboration with the UK National Health Service, The Walk is a fitness app for imaginative people who want a less intense workout than hitting the gym, but who still want to get active. Though not as **strenuous** as some other forms of exercise, regular walking has been shown to reduce the risk of heart disease and diabetes, as well as aiding weight-loss and, somewhat paradoxically, increasing energy levels by boosting circulation and increasing oxygen supply to every cell in the body.

The **premise** behind The Walk is that, through a case of mistaken identity, you are given a vital package to deliver to a distant destination in the UK, but as you are about to board a train to take you there, terrorists blow it up and set off an electromagnetic pulse rendering cars and trains unusable. Walking is your only option, and now the terrorists are on your trail because they want the device you're carrying. The underlying concept is to encourage players to perambulate in the real world as part of the aforementioned apocalyptic game narrative. Players' phones' accelerometers track the distance they cover on foot, unlocking levels and hours of story-telling narrated by talented voice actors. The further you walk, the further the plot progresses.

**Straightforward**, engaging and effective, The Walk uses similar mechanics to its predecessor Six to Start's *Zombies, Run!*, a popular fantasy/running app which currently encourages over 750,000 users to escape **pursuing** zombies whenever they go for a jog. By lowering the requirement to walking, and focusing on increasing general daily movement rather than dedicated, prescribed and sometimes prohibitive training routines, it is hoped that almost everyone can reap the benefits this time.

There's no question that the wider theory is an interesting one: apps and games that encourage activity have the potential to cut down on healthcare requirements through prevention, **negating** the need to cure illnesses resulting from sedentary lifestyles. If broadly adopted, such products could take a bite out of the billions of pounds that obesity-related diseases cost the taxpayer each year. Even more intriguing is that the Department of Health is funding external mobile start-ups and indie developers at all. When asked to explain, the department **disclosed** that such investment is not only about encouraging lifestyle change, but also **nurturing** innovative ideas. So while the initial motivation might be the potential savings gained through a healthier public, there appears also to be the **subsidiary** goal of encouraging jobs and economic growth. With government support, apps like The Walk, which otherwise might not have the resources that state backing can allow, stand a better chance of gaining traction with the public and ultimately making a significant contribution to both the health of the nation and the economy.

- 4 In pairs, discuss whether you would be interested in trying one of the fitness apps mentioned in the article.

## WORD STORE 8E

- 5 **PHRASES** Go to WORD STORE 8E on page 17 of the booklet. Complete the sentences with the correct forms of the words in the box. Refer to the article for help if necessary.

- 6 **WORDS** In your notebook, rewrite the questions replacing the words underlined below with the correct forms of the words in blue in the text. Make any other changes necessary. In pairs, discuss the questions and explain your answers.

- Which basic plot do you think is better; the one for The Walk or the one for *Zombies, Run!*?  
*Which premise do you think is better: the one behind The Walk or the one behind Zombies, Run!?*
- To what extent do you think mobile phone apps and games can really help people accomplish achieve their fitness goals?
- Do you prefer light exercise or something more physically demanding *strenuous*?
- What is the best incentive *motivator* for you personally to do more exercise?
- How far does a healthy diet cancel out *negate* the need to exercise?
- Would you describe keeping fit as an a straightforward *uncomplicated* process?
- How important do you think it is to chase *pursue* your dreams and ambitions in life? What if they seem unrealistic?
- Have you ever revealed *disclosed* a secret to someone then regretted it?
- If the main benefit of going to university is a qualification, what secondary *subsidiary* benefits are there?
- Do you think universities should focus on producing broadly educated citizens or nurturing *developing* the unique talents of individuals?

- 7 **Discuss the questions in pairs.**

- Which of the following types of video games and apps do/would you play or use?
  - Role-playing/strategy
  - Shooter
  - Action/adventure
  - Sports
  - Other (explain)
- Which particular games or apps do you find the most useful or fun?
- Have you been disappointed by any games or apps you've tried? Which ones? What was wrong with them?

## 8.3 Grammar

### Reporting verb patterns

*I can use various reporting verbs.*



Michael **suggested** that they grab a coffee.

#### Exercise 5

- 1 regretted not being told/ regretted that he hadn't been told
- 2 asked (me) if/ whether I had received his email
- 3 urged us to keep them up to date on any news
- 4 threatened to tell her (if I didn't)/ threatened that he would tell her (if I didn't)
- 5 denied having misled her/denied misleading her/denied that he had misled her
- 6 advised me to send him an SMS/advised me that I ought to send him an SMS
- 7 congratulated us on being accepted on the programme

- 1 Look at the cartoon. People saw Michael and Janet together. In pairs, read the reported statements and try to guess what happened.
  - 1 Paul **wondered** whether Michael had bought flowers for a date.
  - 2 Robert **claims** that he saw Michael and Janet arm in arm.
  - 3 The waitress **reported** seeing Michael and Janet holding hands.
  - 4 Janet **informed** Michael that she and Jack had been together for two years.
  - 5 Janet **accused** Michael of being a liar.
  - 6 Michael **begged** Janet not to tell anyone.
- 2 **3.16** Listen to the actual events as they happened. Were your predictions correct?
- 3 Complete the GRAMMAR FOCUS with the reporting verbs in blue in Exercise 1 and the cartoon.

#### 4 Choose the correct options. More than one is possible.

- 1 She proposed that I apologise / apologising / me to apologise for the confusion.
- 2 Paul complained about my being late / about me being late / my being late.
- 3 She convinced me calling / that I had to call / to call the agency.
- 4 Leila admitted being / having been / that she had been in the wrong.
- 5 They demanded they be allowed / to allow / being allowed to speak with you.
- 6 I wondered how they had got / how did they get / where they had got the information.
- 7 She insisted that she be permitted / on being permitted / to be permitted to write an email.
- 8 I explained that I had misunderstood / why I had misunderstood / that to misunderstand her instructions.
- 9 He reminded me not to forget / to not forget / about to forget to post his letter.
- 10 I persuaded her that she could manage / to manage / not managing the situation alone.

#### 5 Report the sentences using the verbs in the box. Sometimes there is more than one possible answer.

ask advise congratulate deny **regret** threaten urge

- 1 I wish you had told me. He regretted not having been told.
  - 2 Did you receive my email? He \_\_\_\_\_.
  - 3 It's imperative you keep us up to date on any news. They \_\_\_\_\_.
  - 4 If you don't tell her, I certainly will! He \_\_\_\_\_.
  - 5 I swear it wasn't me that misled her! She \_\_\_\_\_.
  - 6 You really ought to send him an SMS. She \_\_\_\_\_.
  - 7 Well done! You've all been accepted on the programme. They \_\_\_\_\_.
- 6 Discuss the questions in groups.
- 1 What things do you most often complain about?
  - 2 When was the last time you persuaded somebody to do (or not to do) something?
  - 3 Who last congratulated you on something? What was it for?
  - 4 Who did you last apologise to? What was it for?

### GRAMMAR FOCUS

#### Reporting verb patterns

1 verb + (that) + reported sentence	admit, <sup>1</sup> <b>claim</b> , demand, deny, explain, insist, regret, report, threaten
2 verb + object + (that) + reported sentence	advise, convince, <sup>2</sup> <b>inform</b> , persuade, remind
3 verb + if/wh-word + reported sentence	ask, explain, report, <sup>3</sup> <b>wonder</b>
4 verb + (that) + personal pronoun + (should) + infinitive without to	beg, demand, insist, propose, <sup>4</sup> <b>suggest</b>
5 verb + infinitive	ask, claim, demand, threaten
6 verb + object + infinitive	advise, ask, <sup>5</sup> <b>beg</b> , convince, persuade, remind, urge
7 verb + gerund	admit, deny, propose, regret, <sup>6</sup> <b>report</b> , suggest
8 verb + (object) + preposition + gerund	<sup>7</sup> <b>accuse of</b> , apologise for, complain about, congratulate on, insist on

**Note:** Some of the verbs can be followed by more than one pattern.

Grammar & Language in Focus pages 131–132

#### REFERENCES

AUDIO SCRIPT >>> p. 190

#### WORKBOOK

p. 92, including Show what you've learnt



## 8.4 Language in Focus

### Passive reporting structures

I can use various passive reporting structures.

- 1 Look at the photos of YouTube stars and discuss the questions in pairs.

- 1 Do you know these or any other YouTubers? What do they talk about?
- 2 How many views do the biggest YouTube stars get?
- 3 How do they make money and how much do they make?

- 2  3.17  Listen to a news programme about the YouTube stars and complete the table.

YouTuber	Nationality	Content
1 Bethany Mota	American	beauty and shopping tips, lifestyle and home decoration ideas
2 PewDiePie	Swedish	video game footage, with an inset of him playing and commenting
3 ThatcherJoe	British	playing practical jokes on his flatmate and undertaking a range of rather inane challenges

- 3  3.17  Listen again. Which structure (a or b) do you hear in each pair?

- 1 a It is considered that music videos **are generating** the biggest audiences.  
b Music videos are considered **to be generating** the biggest audiences.
- 2 a Some people reckon that Instagram **is** the new Facebook.  
b Instagram is reckoned **to be** the new Facebook.
- 3 a Kjellberg's income is reported **to have been growing** rapidly.  
b They report that Kjellberg's income **has been growing** rapidly.
- 4 a It is widely known that Suggs **has become** a member of the YouTube Boyband.  
b Suggs is widely known **to have become** a member of the YouTube Boyband.

- 4 Look at the pairs of sentences in Exercise 3 and match them with the points below.

- an action in progress 1
- an action completed in the past 4
- a single action or state 2
- an action in progress in the past 3

- 5 Read the LANGUAGE FOCUS. Match the types of infinitives with four of the sentences in Exercise 3.

### LANGUAGE FOCUS

#### Passive reporting structures

You can form the Passive with reporting verbs such as *assume, believe, consider, feel, know, report, say, think* and *understand* in two ways:

Active: People **believe** he is a new superstar.

Passive 1: It + passive + *that*-clause

**It is believed** that he is a new superstar.

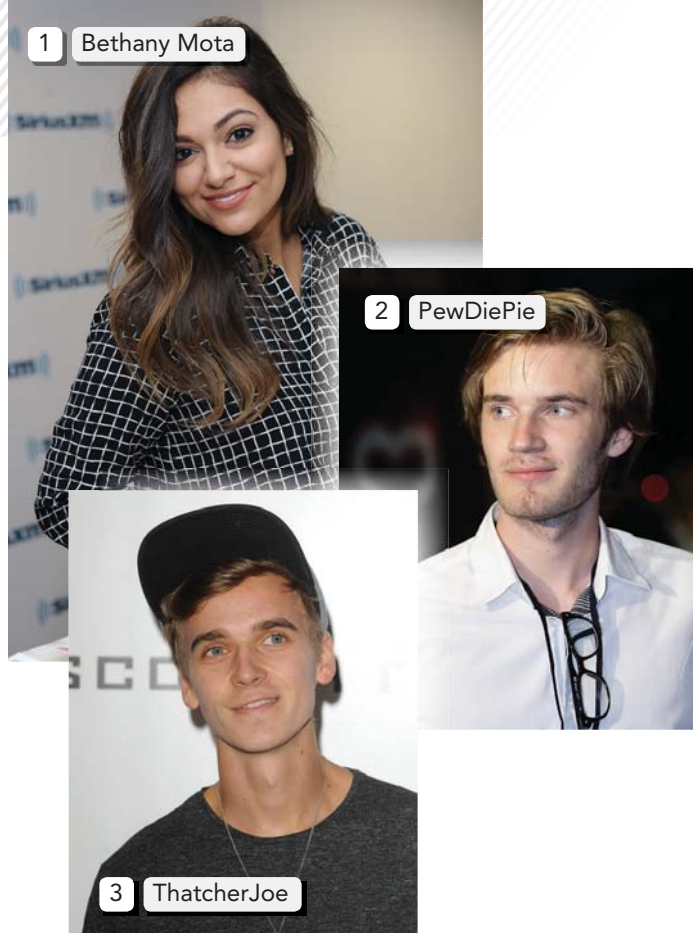
Passive 2: subject + passive + *to*-infinitive

**He is believed** to be a new superstar.

Depending on when an action occurred you can report it using different **infinitives**:

- **simple** (to + infinitive) – a single action or state. 2b
- **continuous** (to be + -ing) – an action in progress. 1b
- **perfect** (to have + past participle) – an action completed in the past. 4b
- **perfect continuous** (to have + been + -ing) – an action in progress in the past. 3a

1 Bethany Mota



2 PewDiePie

3 ThatcherJoe

- 6 Complete the sentences with the appropriate infinitives of the verbs in brackets.

- 1 Spending too much time watching a screen is generally thought to be (be) bad for you.
- 2 Facebook is believed to have passed (pass) its peak and teens are turning to other social media.
- 3 More and more YouTube stars are said to be making/ to have made (make) millions with their channels.
- 4 Bethany Mota is estimated to have earned (earn) a fortune in the last five years.
- 5 YouTube is reported to have (have) more than one billion users.
- 6 The number of people watching her channel was reported to have been rising (rise) for years.

- 7 Write sentences from the prompts using passive reporting structures.

- 1 last year / number of viewers / say / decrease / by ten percent
- 2 the website / report / expand / exponentially / for years
- 3 it / be / understand / the station / grow / quickly / since its launch
- 4 they / presume / take / three million dollars / in 2015
- 5 the show / widely / acknowledge / be / funniest / YouTube comedy
- 6 it / now / commonly / believe / YouTube stars / be / multitalented

- 8 Look again at sentences 1 and 2 in Exercise 6. Do you agree with them? Why?/Why not? Discuss in pairs.

#### Exercise 7

- 1 Last year, the number of viewers is said to have decreased by ten percent.
- 2 The website is reported to have expanded/ been expanding exponentially for years.
- 3 It is understood that the station has grown/been growing quickly since its launch.
- 4 They were presumed to have taken three million dollars in 2015.
- 5 The show is widely acknowledged to be the funniest YouTube comedy.
- 6 It is now commonly believed that YouTube stars are multitalented.

Grammar & Language in Focus pages 132–133

#### REFERENCES

CULTURE NOTES >>> p. 172  
AUDIO SCRIPT >>> pp. 190–191

#### EXTRA ACTIVITIES

Photocopiable resource 23 (passive reporting structures – 20 min.) pp. 216–217, 250

#### WORKBOOK

p. 93, including Show what you've learnt



## 8.5 Listening

### Multiple choice

*I can understand specific details and speakers' attitudes in an extended discussion.*

**1 Look at the photos and discuss the questions in pairs.**

- 1 Who do you think these photos were taken by: a professional photographer or an amateur? How do you know?
- 2 When might news media use amateur reporters or photographers?

**2 (3.18) Listen to an interview with a newspaper journalist and a university lecturer about citizen journalists. Choose the best summary.**

- 1 A discussion about how citizen and professional journalism are becoming more similar.
- 2 A debate about the pros and cons of citizen journalism.
- 3 An argument between somebody in favour of and somebody against citizen journalism.

#### LISTENING FOCUS Multiple choice

**3 (3.18) Listen again to the interview. For questions 1–6, choose the correct answer, A, B, C or D.**

- 1 What does Mark say is the most pressing responsibility of professional journalists?
  - A doing enough background research
  - B keeping within legal limitations
  - C producing well-written articles
  - D reporting stories as accurately as possible
- 2 According to Paula, citizen journalists like to
  - A offer a personal perspective on public issues.
  - B identify controversial angles to news stories.
  - C cover stories that are of general interest.
  - D get information to as wide a readership as possible.
- 3 What is Mark's opinion of news written by citizen journalists in blogs?
  - A It may be biased because they only write on topics they believe in.
  - B It's often exaggerated because it is unregulated and unedited.
  - C It's accessible because opinions expressed aren't hidden.
  - D It can provide a useful service that newspapers don't.
- 4 What aspect of the current situation in citizen journalism do they disagree about?
  - A There is unfair exploitation of citizen journalists.
  - B It can be a way of improving journalistic standards.
  - C It worries many people in the media industry.
  - D There has been little change in recent years.
- 5 What does Paula think made the website on Ebola effective?
  - A It featured the viewpoints of doctors and community members.
  - B It expressed commonly held beliefs.
  - C It covered a wide range of different stories.
  - D It successfully combined fact and fiction.
- 6 What do they both think about the future of citizen journalism?
  - A It will change the way people regard the media in general.
  - B The reputation of citizen journalists will be damaged.
  - C It will provide useful support for print journalism.
  - D Any articles published online will be paid.



#### WORD STORE 8F

- 4 (3.19) **COLLOCATIONS** Go to WORD STORE 8F on page 17 of the booklet. Rewrite the sentences replacing the underlined phrases with the collocations in the box. Make any other changes necessary. Then listen and check.
- 5 Does the idea of becoming a citizen journalist appeal to you? Why?/Why not? Discuss in pairs.

#### REFERENCES

CULTURE NOTES >>> p. 172  
 AUDIO SCRIPT >>> pp. 191–192  
 INTELLIGENT KEY >>> p. 197

#### WORKBOOK

p. 94

## 8.6 Speaking



### Adding emphasis

*I can emphasise a point in a conversation using various structures and expressions.*

- 1 In pairs, compare the reliability of the different sources of information below. Use the words in the box to help you.

accurate biased dull enjoyable  
inaccurate quick reliable trivial  
trustworthy unreliable useful  
out-of-date



- |                         |                |
|-------------------------|----------------|
| a tabloid newspapers    | c Wikipedia    |
| b broadsheet newspapers | d TV news      |
|                         | e social media |
|                         | f books        |

- 2  3.20  Listen to four people talking about how we access information in the digital age. Match the speakers with the arguments (a–d).

- |                  |                  |
|------------------|------------------|
| 1 Frank <b>d</b> | 3 John <b>a</b>  |
| 2 Laura <b>b</b> | 4 Maria <b>c</b> |

- a feels crowdsourced information can be useful if used carefully.  
b points out that while social media can be misleading or frivolous, traditional media were also often incorrect or biased.  
c is concerned about how algorithms select what information and products we see.  
d worries about the objectivity and reliability of Wikipedia.

- 3 In pairs, discuss which of the arguments you agree with and why.

- 4  3.20  Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

adamant aware bothers convinced  
crucial crux ~~doubt~~ key overlook

### SPEAKING FOCUS

#### Adding emphasis

There's no question/<sup>1</sup> doubt that ...  
The one thing that really disturbs/<sup>2</sup> bothers me is ...  
The <sup>3</sup> key thing/issue is ...  
What's critical/<sup>4</sup> crucial is ...  
The <sup>5</sup> crux of the issue is .../The main point is ...  
I'm absolutely certain/<sup>6</sup> adamant in my view that ...  
I'm not sure/<sup>7</sup> convinced (that) ...  
We need to be <sup>8</sup> aware /cognizant of the fact that ...  
And don't forget/<sup>9</sup> overlook the fact that ...

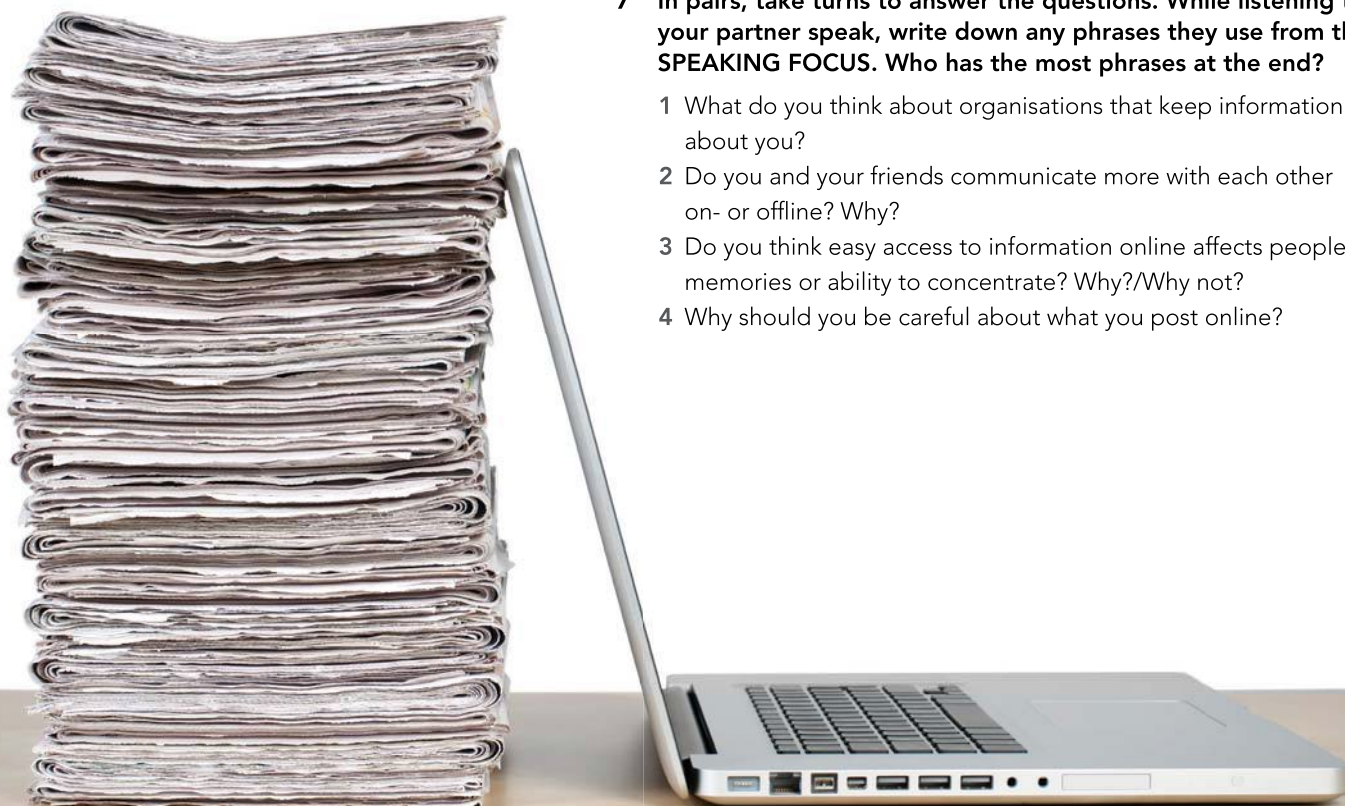
- 5 **USE OF ENGLISH** Complete the second sentence so that it has a similar meaning to the first. Begin with the words given.

- 1 I really love catching up with everybody's news on Facebook.  
The one thing that I really love is catching up with everybody's news on Facebook.  
2 Citizen journalists can't always be trusted – that's critical.  
What's ... critical is that citizen journalists can't always be trusted.  
3 It's true that almost everybody has an Instagram or Twitter account these days.  
And don't ... forget the fact that almost everybody has an Instagram or Twitter account these days.  
4 We undoubtedly receive more news than ever before.  
There's no ... doubt that we receive more news than ever before.  
5 I don't think so much information is good for us.  
I'm not ... convinced that so much information is good for us.

- 6 In pairs, discuss whether you agree or disagree with each sentence in Exercise 5 and why.

- 7 In pairs, take turns to answer the questions. While listening to your partner speak, write down any phrases they use from the SPEAKING FOCUS. Who has the most phrases at the end?

- 1 What do you think about organisations that keep information about you?  
2 Do you and your friends communicate more with each other on- or offline? Why?  
3 Do you think easy access to information online affects people's memories or ability to concentrate? Why?/Why not?  
4 Why should you be careful about what you post online?



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#### REFERENCES

AUDIO SCRIPT >>> p. 192

#### WORKBOOK

p. 95



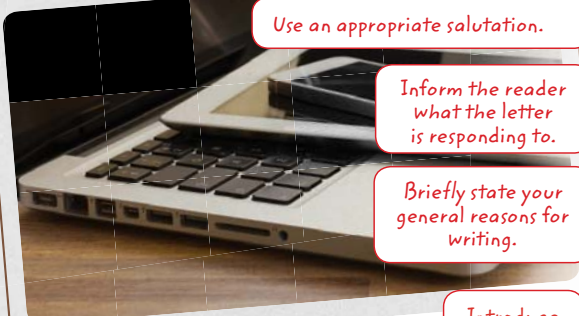
## 8.7 Writing

### A formal email/letter

*I can write a formal email/letter in response to a particular situation.*

- 1 Look at the titles of newspaper articles about the Internet. In pairs, discuss what main points each writer might make.

1 **MOBILE DEVICES AND YOU – TAKE THEM OR LEAVE THEM? NOT ANY MORE SAYS CAREY JONES**



Use an appropriate salutation.

Inform the reader what the letter is responding to.

Briefly state your general reasons for writing.

2 **10 TRIED AND TESTED WAYS TO DEAL WITH CYBERBULLYING**



Introduce your first point and support it with examples.

Introduce your second point and support it with examples.

3 **How much harm does hacking really do? James Knight investigates and looks at recent events**



Conclude and reiterate your point of view.

Sign off appropriately.

- 2 Read the task and the email. Are any of the points you discussed in Exercise 1 mentioned in the email?

You have read an article about our use of the Internet in the online edition of a British newspaper. You decide to respond to the article by writing a letter to the editor, giving your own views. Your letter should include responses to these points from the article.

- We all use the Internet far too much nowadays.
- What about the hours young people spend staring at friends on screen instead of actually meeting them?
- And how safe is our personal information anyway?

Dear Editor,

I am writing in response to Lucy McKay's article *Online/Offline*. While the article made many **pertinent** points regarding the Internet, overall I found it too pessimistic. In particular, I would like to **take issue with** her **assertion** that we are too dependent on the Internet.

It is certainly true that we use the Internet in many **aspects** of our daily lives. It is used **extensively** in schools to access **untold** amounts of information, thus allowing students to go far beyond their own knowledge. **Working people** would be lost without the ease of communication that the Internet provides. Furthermore, since **increasing numbers** of transactions can be carried out online, people no longer need to queue at banks and post offices, thus saving hours of time. No one could argue that these developments do not represent progress.

Another view that was put forward in the article was that online communication has replaced face-to-face communication. Once again I would disagree. There is no doubt that many young people spend a lot of time chatting online and on social media. Is this necessarily a bad thing? Nowadays, few people spend their whole lives in their home town and **thus** they form friendships in many places. No matter how far away they are, now **people can** maintain relationships with contact **on a daily basis, at little or no cost**.

To sum up, it is true that there are problems with the Internet. Hacking is a risk and data protection is a headache. But these are not insoluble problems and we all have a **vested interest** in finding the answers. It comes down to deciding whether to bury your head in the sand and refuse to participate, or to **embrace** what the Internet has to offer. My head is staying out of the sand!

Yours faithfully,  
Matt Oakley  
Forest Gate Sixth Form College

- 3 Read Part 1 of the WRITING FOCUS. For each point, find examples in the email.

#### WORKBOOK

pp. 96–97, including Show what you've learnt and Show that you've checked

#### NEXT CLASS

Ask students to revise for Focus review 8 (lessons 8.1–8.7, Word list on pp. 147–148 in the SB).



- 4 Read Part 2 of the WRITING FOCUS. Find five sentences/questions in the email where the writer tries to persuade the reader to agree with his point of view.

## WRITING FOCUS

### A formal letter

#### 1 Organisation

- Use an appropriate salutation. (Dear Sir/Madam/Mrs Smith)
- Inform the reader what the letter is responding to.
- Briefly state your general reasons for writing.
- Introduce your first point and support it with examples.
- Introduce your second point and support it with examples.
- Conclude and reiterate your point of view.
- Sign off appropriately. (Yours sincerely/faithfully)

#### 2 Being persuasive

- To persuade people, present your view and then encourage them to agree with you.

It goes without saying that ...

Of course, it is true that ...

It would be difficult to argue that ...

It is a given that ...

Above all, there should be ...

Is it not the case that ...?

Having said that, ...

Should we not ...?

Despite this, such issues are not ...

However far from this we are, ...

Were ..., would ...?

For more information, see the WRITING FOCUS box on page 13.

- 5 Rewrite the sentences replacing the underlined words with phrases from the WRITING FOCUS. Use the words in capitals.

1 It is unnecessary for me to tell you that we have to do this. **GOES**  
*It goes without saying that we have to do this.*

2 I think we'd all agree that these attitudes need to change. **CASE**

3 It would be hard to say that this issue doesn't need to be addressed. **ARGUE**

4 What is most important is that there should be a consensus of opinion. **ABOVE**

5 Given that we have accepted this situation, would it not be better to end the matter?  
**HAVING / SHOULD**

6 No matter how far apart our views are, it is time to compromise. **HOWEVER**

7 Yes, it is true that there are problems with the plan. **COURSE**

8 If the cost were lower, would usage not be higher? **WERE**

- 6 Complete the LANGUAGE FOCUS with the more formal words in purple from the email on page 96.

## LANGUAGE FOCUS

### Formal vocabulary II

- |  |  |
|--|--|
| 1 <u>untold</u> – too many/much to count   | 7 <u>extensively</u> – a lot                 |
| 2 <u>thus</u> – in this way                | 8 <u>on a daily basis</u> – every day        |
| 3 <u>assertion</u> – suggestion            | 9 <u>aspects</u> – parts                     |
| 4 <u>embrace</u> – accept enthusiastically | 10 <u>increasing numbers</u> – more and more |
| 5 <u>pertinent</u> – relevant              | 11 <u>take issue with</u> – disagree with    |
| 6 <u>vested interest</u> – personal reason | 12 <u>at little or no cost</u> – cheaply     |

- 7 Complete the text with the words in the box. Use the email, WRITING FOCUS and LANGUAGE FOCUS to help you.

assertion basis certainly embrace issue increasing  
little no one matter pertinent untold were



### USING SOCIAL MEDIA SITES: a good thing or a social disaster?

It is <sup>1</sup>certainly true that most people make use of social media sites to keep up friendships. But that is your writer's only <sup>2</sup>pertinent remark. I take <sup>3</sup>issue with his <sup>4</sup>assertion that <sup>5</sup>increasing numbers of young people live in a virtual world and cannot maintain real relationships. <sup>6</sup>No one could argue that there is only one way of creating a relationship. There are <sup>7</sup>untold ways. Social media sites provide one way of contacting friends for <sup>8</sup>little or no cost, on a daily <sup>9</sup>basis, but that does not mean that we do not meet when we can. <sup>10</sup>Were it not for the Internet, we would have far less contact with friends. No <sup>11</sup>matter how much your writer dislikes it, social media is here to stay. Refusal to join in and <sup>12</sup>embrace it simply means being out of touch.

- 8 Complete the writing task. Use the WRITING FOCUS and LANGUAGE FOCUS to help you.

You have read an article about censorship and the Internet in the online edition of a British newspaper. You decide to respond to the article by writing a letter to the editor, giving your own views. Your letter should include responses to these points from the article.

- *Limiting exposure to extreme viewpoints is more important than preserving freedom of speech.*
- *As most people don't have enough self-control to censor their own Internet use, governments should do it for them.*
- *People under the age of eighteen are especially vulnerable and their access to the Internet should be severely limited through a reliable proof-of-age scheme.*

Write your letter in 300–350 words in an appropriate style.

### Exercise 4

It is certainly true that we use the Internet in many aspects of our daily lives.

No one could argue that these developments do not represent progress.

There is no doubt that many young people spend a lot of time chatting online and on social media.

Is this necessarily a bad thing? No matter how far away they are, now people can maintain relationships with contact on a daily basis, at little or no cost.

### Exercise 5

2 Is it not the case that these attitudes need to change?

3 It would be difficult to argue ...

4 Above all, ...

5 Having accepted this situation, should we not end the matter?

6 However far apart our views are, ...

7 Of course, it is true ...

8 Were the cost ...

# FOCUS REVIEW 8

## VOCABULARY

- 1 Complete the sentences combining the prefixes in the box with the words in capitals. There are some extra prefixes and some of them can be used more than once.

co- mis- multi- over- re-  
self- un- under-

- 1 Google's search engine facility has given us all rapid access to untold amounts of information. **TOLD**
- 2 I'm dreadful at all strategy games because I'm just not good at multitasking. I always end up getting in a right old mess. **TASKING**
- 3 I wouldn't say that I completely mistrust social networking sites – I just don't want to publish all my personal information on the net. **TRUST**
- 4 I've put a self-imposed limit on the amount of time I spend surfing the web. Otherwise I have no time for anything else. **IMPOSED**
- 5 Saying that smartphones are important is a gross understatement – I couldn't live without mine. **STATEMENT**
- 6 It is very easy for unscrupulous individuals to replace facts with misinformation on the Internet. **INFORMATION**
- 7 The impact that the Internet has had on accessing information should not be overlooked. **LOOKED**

- 2 Complete the phrases with *mind* with one word in each gap.

- 1 You must be out of your mind. There's no way I'd lend you my games console for a week!
- 2 I'm positive you'll get to the next level if you just put your mind to it.
- 3 You look very worried. What's weighing on your mind?
- 4 I'm going to take a break for a few minutes to clear my mind.
- 5 I told him to mind his own business and not interfere with mine.
- 6 It's very important to mind your manners and be polite. You don't want to make a bad impression.
- 7 Check out the specs on this new phone. It'll blow your mind!

- 3 Choose the correct options.

- 1 From an ideological account / *crux* / viewpoint artificial intelligence is a dangerous concept.
- 2 Games manufacturers are constantly looking for a fresh impact / angle / task to attract consumers.
- 3 The new documentary gives a very strenuous / tough-minded / well-balanced account of the whole affair.
- 4 One thing I really take incentive / priority / issue with is the amount of advertising on free mobile apps.
- 5 We shouldn't blinker / devote / disclose ourselves to the fact that gaming is highly addictive.
- 6 Everybody has a(n) overloaded / vested / understated interest in using green technologies.

## GRAMMAR

- 4 Identify a grammar error in each sentence and correct it.

- 1 We chose Ann ~~representing~~ <sup>to represent</sup> us at the meeting.
- 2 The lecturer advised us ~~reading~~ <sup>to read</sup> as much as possible before the test.
- 3 I never persuade anyone ~~to do~~ <sup>to do/into doing</sup> something they don't want to do.
- 4 She admitted ~~to see~~ <sup>seeing/having seen/that she had seen</sup> the documentary before.
- 5 The whole class insisted ~~to watch~~ <sup>on watching</sup> the experiment live.

- 5 Choose the correct answer (a, b or c). Sometimes more than one is correct.

- 1 The teacher demanded \_\_\_\_\_ who had broken the projector.  
**a** to know    **b** knowing    **c** that she be told
- 2 Paul threatened \_\_\_\_\_ the tutor I had skipped class.  
**a** to tell    **b** telling    **c** that he would tell
- 3 She claimed \_\_\_\_\_ who had taken the book.  
**a** to know    **b** knowing    **c** she knew
- 4 The school directors proposed \_\_\_\_\_ this year's annual school trip.  
**a** cancelling    **b** to cancel    **c** that we cancel
- 5 All the students denied \_\_\_\_\_ the city centre after lights-out.  
**a** visiting    **b** that they had visited    **c** having visited

## LANGUAGE IN FOCUS

- 6 Complete the second sentence so that it has a similar meaning to the first. Use the infinitive of the verbs in bold.

- 1 Reports show that Facebook **is losing** popularity among teens.  
Facebook is reported to be losing popularity among teens.
- 2 Investors fear that usage among teens **has declined** significantly.  
Usage among teens is feared to have declined significantly.
- 3 Researchers think that teens **have been switching** to newer, more visual experiences.  
Teens are thought to have been switching to newer, more visual experiences.
- 4 They believe that Facebook's aging user base **is** one of the reasons for the switch.  
Facebook's aging user base is believed to be one of the reasons for the switch.
- 5 Some people claim that Instagram, the photo-sharing platform, **has become** the new Facebook.  
Instagram, the photo-sharing platform, is claimed to have become the new Facebook.
- 6 Analysts estimate that Instagram's user base **has been growing** more rapidly than Twitter's.  
Instagram's user base is estimated to have been growing more rapidly than Twitter's.

## REFERENCES

CULTURE NOTES >>> p. 173  
AUDIO SCRIPT >>> pp. 192–193  
INTELLIGENT KEY >>> p. 197

## EXTRA ACTIVITIES

• Photocopiable resource 24  
(Speaking – 20 min.) pp. 217, 251

• Class debate: When a controversial issue is discussed, it is better to keep your opinions to yourself.  
(For instructions see p. 175)

## USE OF ENGLISH

### 7 Complete the text with the correct forms of the words in capitals.

When it comes to new technology, it's not easy to know whose opinion to trust and what can truly be considered as a(n) <sup>1</sup> reliable (RELY) source of information. The idea that mobile phones caused brain cancer, for example, was an early <sup>2</sup> assertion (ASSERT) that, despite plenty of media fearmongering, never really gained much <sup>3</sup> traction (TRACT) with either the avid phone-buying public or experts in the medical world. Another common <sup>4</sup> misconception (CONCEPT) is that microwave ovens cook food from the inside out. I found out last week that it's simply not true!

Where do we get such ideas from and why is nothing seemingly <sup>5</sup> straightforward (STRAIGHT) with the introduction of new technology and our understanding of it? The media are regularly the first to <sup>6</sup> disclose (CLOSE) such information in their role of reporting dangers in feigned public interest. Newspapers, however, have long been regarded as a(n) <sup>7</sup> untrustworthy (TRUST) source of actual fact. Unfortunately with the Internet spreading hearsay much more <sup>8</sup> extensively (EXTEND) and with greater speed, it has become even harder to tell <sup>9</sup> trivial (TRIVIA) word of mouth from valuable knowledge of the increasingly hi-tech world around us. One thing's for sure – don't <sup>10</sup> underestimate (ESTIMATE) our ability to contrive untruths.



### 8 Complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals. Do not change the word given.

- I'm not sure whether I should buy a new laptop or a tablet. **MINDS**  
I'm in two minds as to whether I should buy a new laptop or a tablet.
- I make sure that I check my email every day. **BASIS**  
I make sure that I check my email on a daily basis.
- The report stated that a great many people have lost confidence in Internet privacy. **REPORTED**  
A great many people are reported to have lost confidence in Internet privacy.
- They say that increasing numbers of politicians are using blogs to gather support. **TO**  
Increasing numbers of politicians are said to be using blogs to gather support.
- My health is starting to suffer as a result of spending hours in front of a computer. **TOLL**  
Spending hours in front of the computer is starting to take its toll on my health.
- The markets report that music streaming sites are doubling in value. **BE**  
Music streaming sites are reported to be doubling in value.

## LISTENING

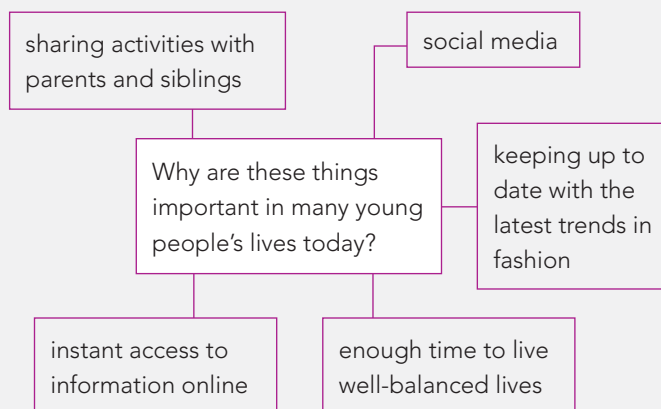
### 9 Listen to an interview about teenagers and social media. For questions 1–4, choose the correct answer (A, B, C or D).

- Which aspect of parents' concerns do Jenny and Charles agree is an issue?  
A That teenagers might meet in the streets.  
B That teenagers might stay in their rooms.  
C That teenagers might not spend time with their friends in the real world.  
D That teenagers might not want to get physical exercise.
- In Charles' view, what is the most important thing to remember?  
A Our behaviour changes according to the situation.  
B Most parents suffer from some form of anxiety over their children.  
C Parents find it difficult to accept their children's behaviour.  
D Children can teach parents about Internet use.
- According to Jenny, what is one of the main reasons for teenagers using social media?  
A They don't want to spend time meeting in real life.  
B They can't socialise in any other way.  
C They don't want to go to parks.  
D Their parents think playing is a waste of time.
- What do they both think about the ways in which social media will be used in future?  
A Children will spend more time in the real rather than the virtual world.  
B Adults will follow their children's lead.  
C Social media will offer more employment opportunities for adults.  
D Children's use of social media will alter significantly.

## SPEAKING

### 10 In pairs, follow the instructions below.

- Look at the things that are important in many people's lives.
- Talk together about why these things might be important for so many young people today.



- Now decide which two you think are the most important.

## NEXT CLASS

- Ask students to do Self-check 8.8 in the WB, pp. 98–99 as homework.
- Ask students to prepare for Unit 8 test (Focus Assessment Package).



# 9

## FUTURE GENERATIONS

### Exercise 1

- 1  
beef: cow  
mutton: sheep  
pork: pig  
poultry: chicken, duck, goose  
veal: calf  
venison: deer

- 2  
Substances that make the soil richer: fertilizer, manure  
Substances for killing unwanted animals or plants: insecticide, pesticide, herbicide

*You cannot get through a single day without having an impact on the world around you.*

JANE GOODALL DBE  
FOUNDER OF THE JANE GOODALL INSTITUTE

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – farming
- global warming
- synonyms
- environmental problems
- animal idioms

#### Reading:

- an article about UN celebrity ambassadors
- gapped text

#### Grammar:

- inversion after adverbials

#### Language in Focus:

- extra it

#### Listening:

- a talk about an environmental project
- sentence completion

#### Speaking:

- speculating about photos

#### Writing:

- essay introductions

### FOCUS EXTRA

- Grammar and Language in Focus Reference and Practice pp. 133–135
- WORD STORE booklet pp. 18–19
- Workbook pp. 100–111 or MyEnglishLab

100

## 9.1 Vocabulary

Global warming • synonyms • environmental problems • animal idioms

*I can talk about environmental issues and use animal idioms.*

### SHOW WHAT YOU KNOW

#### 1 Discuss the questions in pairs.

- 1 What animals do these words refer to?

[beef mutton pork poultry veal venison]

- 2 Which words describe substances that make the soil richer and which describe substances for killing unwanted animals or plants?

[fertilizer insecticide manure pesticide herbicide]

## The facts about meat consumption and its effect on the environment



### Is it time to take the bull by the horns?

- The global livestock industry produces more greenhouse gas emissions than all cars, planes, trains and ships combined, but a worldwide survey finds that twice as many people think transport is the bigger contributor to global warming. The survey author Bob Bailey said 'Preventing catastrophic warming is dependent on tackling meat and dairy consumption, but the world is doing very little. A lot is being done on deforestation and transport, but there is a substantial gap on the livestock sector.'
- Emissions from livestock, largely from burping cows and sheep and their manure, currently constitute almost fifteen percent of global emissions. Beef and dairy alone make up sixty-five percent of all livestock emissions.
- Over the past fifty years, global meat production has almost quadrupled. On average, every person on earth consumes 42.9 kilograms of meat per year. In the UK and US, the average person consumes from sixty to ninety kilograms of meat annually.

### REFERENCES

CULTURE NOTES >>> p. 173

### EXTRA ACTIVITIES

Photocopiable resource 25 (animal idioms – 15 min.) pp. 217, 252–253

### WORKBOOK

pp. 100–101, including Show what you've learnt

2 Read the statements below. Are they true (T) or false (F)? Discuss in pairs. Then read the text and check.

- 1 Farming is a bigger contributor to global warming than transport. T
- 2 Poultry production is responsible for the highest level of farming-related greenhouse gas emissions. *cows* F
- 3 We produce four times as much meat as we did fifty years ago. T
- 4 You need nine times more water to produce a kilo of meat than of wheat. *90 times* F
- 5 Cutting global meat consumption by fifteen percent would be equivalent to taking twenty-four million cars off the road. *240 million* F

3 Read the readers' comments. In pairs, discuss who you agree with and why.

- Meat consumption is on track to rise seventy-five percent by 2050. To meet demand, the world's agribusiness firms will attempt to **boost** their annual meat output from 3,000 million tons today to 4,800 million tons by 2050.
- Factory-style livestock production is a **critical** driver of agricultural industrialisation. Its **remorseless** expansion is contributing to **radical** climate change, deforestation, biodiversity loss and human-rights violations.
- One major problem with factory-style livestock production is that it leads to considerable greenhouse-gas emissions – and not just because the digestive processes of ruminant animals produce methane. The waste from the animals, together with the fertilizers and pesticides used to produce feed, generate large quantities of nitrogen oxides.
- Nearly half of all water used in the US goes to raising animals for food. It takes more than 20,000 litres of water to produce one kilogram of meat. To produce one kilogram of wheat takes 220 litres.
- If the world ate fifteen percent less meat, it would be like taking 240 million cars off the road each year.

Comments (2) Sign in to join the discussion.

Veggie:



3 MIN. AGO

Very informative. Personally I believe humans consume too much meat. If this continues, not only will we contribute to the unpardonable destruction of the environment, we will also fail to sustain future generations. Reducing meat consumption is **paramount**.

Carnivore:



1 DAY AGO

I disagree entirely. The world has always found ways to sustain itself and there's no hard evidence that meat consumption will disable this process. If anything, it's the government that should promote **sustainable** agriculture.

## WORD STORE 9A

- 4 3.22 Complete WORD STORE 9A with the words in red from the text. Then listen and check.

## WORD STORE 9B

- 5 3.23 Complete WORD STORE 9B with the words underlined in the text. Then listen and check.

- 6 In pairs, discuss what the following parties could do to help fight global warming. Use vocabulary from WORD STORE 9B.

- 1 you as an individual
- 2 your family
- 3 your school
- 4 your government

## WORD STORE 9C

- 7 3.24 Complete WORD STORE 9C with the words in the box to make animal idioms. Then listen and check.

- 8 Complete the sentences with the idioms from WORD STORE 9C. Which of the sentences are true for you? Discuss in pairs.

- 1 When I'm busy, I always take the bull by the horns and do the most difficult thing first.
- 2 I can't stand gossip or rumour. I like to hear things straight from the horse's mouth.
- 3 If a friend doesn't want to talk about a problem, that's fine. I'd rather let sleeping dogs lie.
- 4 I am not sensitive. To me, insults are like water off a duck's back.
- 5 I'm always combining tasks. Nothing gives me more satisfaction than when I kill two birds with one stone.
- 6 I think the search for a perfect partner is a wild goose chase. After all, nobody is perfect, are they?

## WORD STORE 9D

- 9 3.25 Complete WORD STORE 9D. Match the animal idioms with their definitions. Listen and check. Then translate the idioms.

- 10 Complete the questions with four of the idioms in WORD STORE 9D. Then discuss the questions in pairs.

- 1 Do you remember a time when something took donkey's years so that you thought it might never end? What was it?
- 2 Have you ever met somebody who turned out to be a wolf in sheep's clothing? Who was that?
- 3 Can you recall a moment when you were impatient to do something but had to hold your horses? What did you want to do then?
- 4 Have you ever let the cat out of the bag even though you were supposed to keep quiet? What was it about?



## 9.2 Reading

### Exercise 2

1 They attract public attention to the organisations' work.

2 Celebrities are sometimes claimed to be acting to their own advantage, cultivating an image as caring individuals and global citizens.

3 The UN only picks celebrities who have a track record of engagement and can speak with some authority without cheapening the brand.

### Gapped text

*I can understand the structure of an article using contextual, grammatical and lexical clues.*

#### 1 Look at the photos and discuss the questions in pairs.

- 1 What are these celebrities famous for? *Shakira is a singer. David Beckham is an ex-footballer.*
- 2 Judging by the photos, what do they do for humanitarian causes?

#### 2 Read the article and answer the questions.

- 1 In what way are celebrities useful to organisations like the United Nations?
- 2 What concern is raised about the strategy of enlisting celebrity support?
- 3 How does the UN deal with that concern?

3.26

# UN Thanks Its Lucky Stars

In 1945, fifty-one countries formed the United Nations with the aim of maintaining international peace and security and promoting social progress. Today, nearly every nation in the world belongs to the intergovernmental organisation. Most of us have heard about UN peacekeeping missions and humanitarian assistance. But the many other ways the UN affects all our lives are not always so well known.

1 E

But getting the world to notice its activities requires more than unwavering commitment. Today, an army of royalty, actors, artists, authors, models, musicians, photographers and sports stars are lending a hand to shine a spotlight on the UN operations. Danny Kaye, an actor and comedian popular in the 1950s, showed how to raise the organisation's status by accepting the honorary title of Goodwill Ambassador awarded to him by the Children's Emergency Fund (UNICEF) in 1954.

2 G

Opponents of projects backed by celebrities claim that they are merely acting to their own advantage, hiding the emptiness of stardom behind the altruistic personas they present to the public. That is why the UN's priority has been to find superstars who have a track record of involvement in charitable causes and can represent the organisation in a way that wouldn't cheapen the brand.

3 A

The UN's current roster of celebrities have a wide range of talents and achievements but they do indeed all share a willingness to devote time and energy to the cause they represent. And in each case, a celebrity's association with the organisation comes about because they have already demonstrated their dedication. Without them, it would be a much harder job to gain public attention.

4 D

A more recent high-profile recruit is Brazil-born supermodel Gisele Bündchen. A committed environmentalist, Gisele donates a percentage of profits from her line of fashion sandals to protect Amazon rainforest water sources and supports a variety of environmental causes. With her help, the UN Environment Programme hopes to make environmental action 'a lifestyle choice'.



Shakira speaks to Israeli and Palestinian school children in Jerusalem, Israel on June 21, 2011



David Beckham interacts with young survivors of a typhoon in central Philippines on February 13, 2014

5 F

The star of *Titanic* and *The Wolf of Wall Street* has long been active on the climate front through his philanthropic foundation, and officials say they were impressed by his knowledge of the issues. The video of his speech has been watched by more than 1.5 million viewers – an all-time record for a UN video – while his tweets and retweets from the summit reached his 11.3 million followers.

6 B

So what is the verdict? Should celebrities lend their names to humanitarian causes? Do they have a unique ability to reach millions of people, many of whom may not normally be engaged? Or does celebrity endorsement trivialise the causes they support even if they are doing it for the best of reasons?

### REFERENCES

CULTURE NOTES >>> pp. 173–174  
INTELLIGENT KEY >>> p. 197

### WORKBOOK

pp. 102–103

### NEXT CLASS

Ask students to do Show what you know 9.3 in the WB, p. 104.



## READING FOCUS Gapped text

3 Read the article again. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph.

- A One private consultant who finds 'high-level supporters' for the UN and other charities admits that the public and the media have the right to be cynical about celebrities getting involved in good causes – after all, the relationship may seem calculated and publicity-hungry. The task is to maintain the equilibrium between a given star's genuine interest in the problem and their potential personal gain.
- B That's considerably more than the UN can claim. According to the head of the public information department, some issues would never have been **put on the map** if they hadn't been supported by a celebrity. Thanks to a famous actor or singer the message is amplified and spread across the star's fan base.
- C Up to now, attention has focused primarily on the scientific aspects of climate change, with the aim of mitigating the impact of human activity. Yet climate change is already posing humanitarian problems and challenges.
- D Few global celebrities have done more to help **raise the profile** of a UN agency than Angelina Jolie. Her interest in humanitarian affairs began back in 2000 when she went to Cambodia to film the adventure movie *Tomb Raider*. Named a Goodwill Ambassador in 2001, Jolie has travelled to some of the remotest regions of the world to highlight the plight of refugees and inspire others to help. She still creates their greatest source of web hits.
- E The organisation is central to global efforts to solve the many problems that challenge humanity. Day in day out, the UN and its affiliated agencies work to promote respect for human rights, protect the environment, fight disease and reduce poverty.
- F However, it was only once actor Leonardo DiCaprio, ponytailed and dressed in a smart suit, had appeared at the UN climate summit in 2014 to call for action that the programme achieved spectacular success.
- G What qualifies a singer, an actor or an athlete to represent a UN agency? And what good can celebrities really do? Fame has some clear benefits in certain roles. Celebrities attract attention so they are in a position to focus the world's eyes on the agency's work both in their own countries and abroad. They can use their influence and fame to help spread awareness and raise funds for its campaigns.

## WORD STORE 9E

4 **COLLOCATIONS** Go to WORD STORE 9E on page 19 of the booklet. Complete the collocations with one word from the article and the READING FOCUS in the first gap and one word in the box in the second gap.

5 **PHRASES** Replace the phrases underlined below with the phrases in blue in the main article and the READING FOCUS. Make any other changes necessary.

- Celebrity endorsements can boost recognition of charity campaigns. **raise the profile**
- Celebrities help to direct public attention to the work of aid organisations. **shine a spotlight on**
- The public may not know about a cause unless a celebrity raises awareness of it. **puts it on the map.**
- Some people think that celebrities who endorse charities are doing it for their own benefit. **are acting for their own advantage**
- Some critics accuse celebrities of damaging the reputation and image of organisations like the UN. **cheapening the brand**
- Many celebrities have a reputation for being actively involved in the causes they support for a long time. **have a track record of**

6 **PREFIXES** Match the words with prefixes in box A with the meanings of the prefixes in box B. Then add one more example with each prefix.

A 1 **anti-capitalist** 2 **pro-democracy** 3 **prenatal**  
4 **post-industrial** 5 **intergovernmental**  
6 **cross-cultural** 7 **outdo** 8 **subcommittee**

+

B across after before between in favour of  
less important do better than **opposed to**

1 **anti** = **opposed to**

7 In pairs, think of celebrities in your country who have become involved in endorsing charity projects. Discuss the questions.

- What did the celebrities actually do to contribute?
- Did their endorsement help or hinder the cause, in your opinion?

### Exercise 6

- opposed to (anti-globalisation)
- in favour of (pro-government)
- before (pre-election)
- after (post-medieval)
- between (interdepartmental)
- across (cross-reference)
- improve on (outwit)
- less important (subcontract)



## 9.3 Grammar

### Inversion after adverbials

*I can invert subject and verb after initial complex adverbials to emphasise information.*

#### Exercise 3

There is inversion in the sentences in the report. It helps emphasise the following information: (1) multiple effects of the floods, (2) the sequence of the events and (3) how little people realise the extent of the damage.

#### Exercise 6

2 Not until the floods had died down could they estimate the costs of repairs.

3 Not only do floods damage real estate, but many other kinds of property are destroyed as well.

4 Only in this way did he manage to save his house from the cyclone.

5 Only by chance were they able to escape the hurricane.

6 No sooner had I plugged the gap than it started leaking again.

7 Scarcely had I managed to rescue the cat when the wall collapsed.

8 At no time have the local police shown signs of panic.

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

- 1 What does it show?
- 2 What do you think might be the short- and long-term consequences of this situation?

#### 2 Read the report about the short- and long-term effects of flash flooding. Compare them with your answers in Exercise 1.

#### 3 In pairs, compare sentences 1–3 below with 1–3 in the report. What differences do you notice? What information is being emphasised in each sentence in the report?

- 1 Flood waters do not only cause structural damage to roads and buildings, they also affect power lines and water supplies.
- 2 The real damage can only be evaluated once the water has receded.
- 3 They can't imagine the conditions they'll find when they return to their houses.

#### 4 Read the GRAMMAR FOCUS to check your answers in Exercise 3.

### GRAMMAR FOCUS

#### Inversion after adverbials

You can place an adverbial at the beginning of a sentence to emphasise some information. Then, the auxiliary verb comes before the **subject**.

**We** couldn't return to our home until August.

**Not until** August could **we** return to our home.

**Present Simple:** Floods damage roads and buildings.

**Not only** do **floods** damage ...

**Past Simple:** Floods damaged roads and buildings.

**Not only** did **floods** damage ...

Examples of **negative adverbials**:

- *little* with a negative use
- expressions with *not*: *not until August*, *not for a moment*, *not a word*, etc.
- expressions with *no*: *at no time*, *in no way*, *under no circumstances*, etc.

Examples of **limiting/emphatic adverbials**:

- expressions with *only*: *not only ... but ...*, *only after*, *only once*, *only then*, *only by chance*, *only in this way*
- *hardly/scarcely ... when ...*
- *no sooner ... than ...*

#### 5 Complete the sentences with one word in each gap.

- 1 Not only does it rain heavily, it is also very windy, making rescues even more challenging.
- 2 Only by climbing onto our roof were we able to get away.
- 3 Little did they know that this would be the biggest storm they'd ever seen.
- 4 Not until next spring will the farmers be able to calculate the full extent of the damage.
- 5 Only after you've experienced a flood for yourself can you fully empathise with the victims.
- 6 Under no circumstances ought/are you to attempt to enter a flooded building.
- 7 Hardly had we escaped through the back door when the ceiling came down.
- 8 No sooner did we call the emergency services than it began to rain heavily again.



## The Devastating Effects of Flash Floods

Flash floods come with no warning. There's no time to prepare and once the waters hit, there's nothing you can do to stop them: roads are closed, livestock killed, crops destroyed and families forced from their homes. (1) **Not only do the flood waters cause** structural damage to roads and buildings **but** they also affect power lines and water supplies. (2) **But only once** the water has receded **can the real damage be** evaluated. Flood water carries with it mud and pollutants and often toxic waste from sewerage and industrial plants. Families who may have fled their homes in the middle of the night return home to a terrible shock. (3) **Little do they imagine** the conditions they'll find when they return to their houses.

#### 6 USE OF ENGLISH Write the second sentence so that it has a similar meaning to the first using the words in capitals.

- 1 They didn't know it would rain for three consecutive days. **LITTLE**  
*Little did they know it would rain for three consecutive days.*
  - 2 They couldn't estimate the costs of repairs until the floods had died down. **NOT UNTIL**
  - 3 Floods don't just damage real estate but many other kinds of property are destroyed as well. **NOT ONLY**
  - 4 It was only in this way that he managed to save his house from the cyclone. **DID**
  - 5 It was pure luck that they were able to escape the hurricane. **ONLY BY CHANCE**
  - 6 As soon as I plugged the gap, it started leaking again. **NO SOONER**
  - 7 I managed to rescue the cat moments before the wall collapsed. **SCARCELY**
  - 8 The local police have shown no signs of panic at all. **AT NO TIME**
- 7 What are some recent examples of extreme weather which have been in the news? What were the details? Discuss in pairs.

Grammar & Language in Focus pages 133–134

#### EXTRA ACTIVITIES

Photocopiable resource 26  
(inversion after adverbials – 15 min.)  
pp. 217–218, 254

#### WORKBOOK

p. 104, including Show  
what you've learnt



## 9.4 Language in Focus

### Extra it

I can use 'it' as a preparatory object.

- 1 Look at the photo and describe it in pairs. Is it like this where you live?
- 2 Read the text about urban living. In pairs, summarise how the writer feels about the problem of overpopulation.

### The Big Squeeze

If, like me, you **hate it** that people tend to jostle their way down a crowded street or squeeze their way into packed trams in the height of summer, I've got bad news – it's only going to get worse! Experts consider it inevitable that the Earth's population will continue to grow – with figures predicting an increase from 7.3 billion to 8.4 billion by the year 2030. With more and more people set to live in cities and so-called megacities we surely **owe it** to society as a whole to maintain urban living standards. Although it is the emerging economies like China, India and Africa that will face the major population booms, the continued decrease in rural business here in the West **leaves it** to us city dwellers to make room for the flocks of people continuing to migrate to the city. So, if you happen to spot me looking all grumpy on the Tube one day, you'll **find it** in your best interest to give me a very wide berth. What I'm basically saying is: I **love it** when I don't have to share my personal space with anyone and I'd really **appreciate it** if you all just kept out of my way.

#### GLOSSARY

to give sb/sth a wide berth –  
to avoid sb/sth

#### Exercise 2

He hates crowds and is not happy about the continuing influx of people to cities. He'd rather not have to make room for them and share his personal space with them.

- 3 Read the LANGUAGE FOCUS and write example sentences with the verbs which were not used in the text in Exercise 2 and the 'extra it'.

### LANGUAGE FOCUS

#### Extra it

You use *it* as a preparatory object before a real object (an infinitive or clause) after certain verbs:

- hate/like/love + *it* + *when/that* clause
- would appreciate + *it* + *if* clause
- leave/owe + *it* + *to* sb + *to* infinitive
- consider/find/think + *it* + adjective/noun/prepositional phrase + *that* clause/*to* infinitive

- 4 Match the sentence halves. Use the LANGUAGE FOCUS to help you. Sometimes more than one answer is correct.

- |  |  |
|--|--|
| 1 I absolutely love <b>c</b>           | 5 I don't like <b>g</b>                |
| 2 My parents would appreciate <b>f</b> | 6 Most non-city dwellers find <b>h</b> |
| 3 We owe <b>b</b>                      | 7 I find <b>a</b>                      |
| 4 I consider <b>d/h</b>                | 8 We should leave <b>e/b</b>           |

it

- a funny that drivers complain about traffic jams.
- b to our parents to ensure we live by society's rules.
- c when I can just sit in a park and have some quiet time to myself.
- d important that we continue to think about the problems of overpopulation.
- e to the experts to decide how we live.
- f if we told them more about the thoughts of the younger generation.
- g that you often have to stand on public transport.
- h an inconvenience to commute to work or school.

≠ a: I find it funny that drivers complain about traffic jams.

- 5 Which of the sentences in Exercise 4 do you agree with? Discuss in pairs.
- 6 **USE OF ENGLISH** Complete the second sentence so that it has a similar meaning to the first. Begin with the words given and use the words in capitals.
  - 1 I really don't like people staring at me. **HATE**  
I hate it when people stare at me.
  - 2 Could you give me a bit more room? I'd be very grateful. **APPRECIATE**  
I would appreciate it if you could give me a bit more room.
  - 3 It's her responsibility now. She can develop the new housing scheme. **LEAVE**  
I'll leave it to her to develop the new housing scheme.
  - 4 We think you should plan for more public parks. It's important. **CONSIDER**  
We consider it important that you plan for more public parks.
  - 5 People say hello in the streets here. It's nice. **LIKE**  
I like it that/when people say hello in the streets here.
  - 6 You need to get out of the city for a few days. You deserve it. **OWE**  
You owe it to yourself to get out of the city for a few days.
  - 7 In my opinion, swearing in public is rude. **THINK**  
I think it rude to swear/that people swear in public.
- 7 Complete the sentences so that they are true for you. Then compare your ideas in pairs.
  - 1 I hate it that ...
  - 2 I love it when ...
  - 3 I would appreciate it if ...
  - 4 I owe it to ...
  - 5 I think it awful that ...
  - 6 I find it ...



## 9.5 Listening

### Sentence completion

*I can understand specific details and the speaker's point of view in a spoken report.*

#### Exercise 1

1

Environmental features:  
dam, gorge, wetlands

Animals: cub, beaver, elk, otter, predator, prey

- 1 Look at the words in the box and discuss the questions in pairs.

beaver dam elk gorge cub  
otter predator prey wetlands

- Which are environmental features and which refer to animals?
- Are any of the animal species common in your country?

- 2 Look at the photo of a national park in the USA and discuss the questions in pairs.

- Is there anywhere similar in your country? Where?
- Have you ever been there? When?
- What measures are being taken to protect the natural environment there?

#### Exercise 3

1 Because they were seen as predators.

2 They were reintroduced in the mid-1990s.

3 She considers the work vital. She thinks it was a very worthwhile experience and she's glad she did it.

- 3 3.27 Listen to Kathy talking about a project monitoring wolves in a national park and answer the questions.

- Why were the wolves originally eliminated from the park?
- When were the wolves returned to the park?
- What does the speaker think about her involvement with the project?



### LISTENING FOCUS Sentence completion

- 4 3.27 Listen again to Kathy. For questions 1–8, complete the sentences with a word or short phrase.

- Kathy took part in a project monitoring wolves when she was a student of Ecology at university.
- The voluntary work in the park is described as fascinating or useful by people involved in the project.
- Kathy regrets that no one realised that removing wolves would change the natural balance of the park.
- What astonished Kathy was the role that beaver dams played in maintaining the wetlands.
- Kathy was surprised by the number of different birds there were in the park.
- Kathy learned that the winter was the best time to study wolves in the park.
- Kathy hadn't expected the freezing temperatures that volunteers had to put up with.
- Kathy uses the word stunning to describe the images top sponsors receive.

- 5 What is your reaction to the talk? Would you like to sponsor the project? Why?/Why not?

### WORD STORE 9F

- 6 3.28 **VERBS** Go to WORD STORE 9F on page 19 of the booklet. Match the verbs with their synonyms in the box. Then listen and check.

- 7 3.27 Complete the sentences with the verbs from WORD STORE 9F. If necessary, listen again to Kathy to check.

- I wish scientists had understood then how this would upset the natural balance of the area.
- Wolves living in the park were simply seen as predators and a decision was made to eradicate them.
- Some people feel climate monitoring should be factored in too.
- But lessons were learned, and in the mid-1990s, wolves were reintroduced into the park.
- They also use the trees to build dams in the water and I was staggered to discover that these actually irrigated the wetlands.
- So it's clear why the wolves need to be monitored, and that's where we volunteers come in.
- As a result, the elk left the valleys and the trees flourished again.

- 8 Complete the questions with the correct forms of the verbs from WORD STORE 9F. Then discuss the questions in pairs.

- Do you know of any similar ongoing projects to reintroduce animals to the wild? If so, what animals and where?
- Do you know of any animals that have been eradicated from the wild in your country? How did they disappear?
- What kind of wild animals tend to flourish in your country?
- Do you know if their well-being is being monitored by scientists or environmentalists?

### REFERENCES

AUDIO SCRIPT >>> p. 193

INTELLIGENT KEY >>> p. 197

### WORKBOOK

p. 106





# 9.6 Speaking

## Speculating about photos

*I can compare, contrast and speculate about situations in the photos.*

- 1 Look at Photos A and B and discuss the questions in pairs.

- 1 What might the relationship between the people and the landscape be?
- 2 How might the presence of the people affect the environment?

- 2  3.29  Listen to two candidates in an oral exam talking about Photos A and B. Do they mention any of the points you made?

- 3  3.29  Read the SPEAKING FOCUS and complete the text with the words in the box. Then listen again and check.

assume    certainly    doubt    imagine  
must    may    presumably    rule

Well, they show very different activities and relationships. The first shows people skiing, so involved in a leisure activity, and therefore I 1 assume that their relationship with the landscape is one of enjoyment and appreciation. I mean they 2 must be having fun skiing and snowboarding, but they are also almost 3 certainly enjoying the fresh air and the beauty of the spot too. We can't 4 rule out the possibility that it's during a school break, or the weekend at least, as it looks pretty busy and I can 5 imagine that a lot of them are on holiday. 6 Presumably, most of these people have travelled out here to spend a few days in the snow. I mean, I very much 7 doubt that it's near where they usually live, and so they 8 may have come out here by car or bus.

## SPEAKING FOCUS

### Modal verbs

must/might/may (well)/could/would

### Introductory verb phrases

I assume/suppose that ...	I can imagine/envision ...
I presume that ...	It would appear/seem that ...
I don't know whether/if ...	It's bound to be ...
I shouldn't/wouldn't think that ...	I very much doubt that ...
We can't rule out the possibility that ...	

### Adverbs

(almost) certainly/definitely/admittedly  
presumably/probably/potentially/tentatively/likely/unlikely



A



B

- 4 Look again at Photo A. Rewrite the statements to make them more speculative using language from the SPEAKING FOCUS.

- 1 It's a very busy skiing resort.
- 2 Lots of people go here to ski in winter.
- 3 The air is very polluted at the weekend because of all the cars.
- 4 Some people prefer cross-country skiing because it is much quieter without the ski lifts.

- 5 Look at Photo B and write five speculative sentences about it.

- 6 In pairs, look at Photos C and D and follow the instructions.

### Task 1

**Student A:** Answer Questions 1 and 2.

**Student B:** Respond and answer Question 3.

- 1 What kind of work are the people doing?
- 2 How might they feel about doing these jobs?
- 3 Which job do you think might be the most tiring?

### Task 2

**Student B:** Answer Questions 1 and 2.

**Student A:** Respond and answer Question 3.

- 1 What kind of produce are they farming?
- 2 Which way of farming do you think is more efficient?
- 3 What do you think might be the advantages/disadvantages of this kind of work?

### Exercise 4

- 1 It may/must be a very busy skiing resort.
- 2 I suppose it is likely that a lot of people go here to ski in winter.
- 3 I presume that the air is very polluted at the weekend because of all the cars.
- 4 I can imagine that some people might prefer cross-country skiing because it is presumably much quieter without the ski lifts.



C



D

## REFERENCES

AUDIO SCRIPT >>> pp. 193–194

## WORKBOOK

p. 107



## 9.7 Writing

### Essay introductions

*I can write a well-organised and cohesive essay introduction using a range of linking words and phrases.*

- 1 Look at the photos. In pairs, discuss what links them. *climate change, environmental destruction*

Alaska, USA



Australia



California, USA



- 2 Read the task and discuss the questions in pairs.

It has been widely accepted that governments need to take action to tackle global warming. Write an essay of 300–350 words in which you present your opinion on the topic. Discuss the following aspects:

- information campaigns,
- alternative sources of energy,
- transport sector.

- 1 Why is global warming posing a threat to our planet?
- 2 Is there a consensus over the optimal solutions to the problem?
- 3 Who should information campaigns be aimed at and why?
- 4 What is the advantage of alternative energy sources over fossil fuels?
- 5 What strategies of dealing with the transport sector as a source of greenhouse gases can you propose?
- 6 What is your own viewpoint on global warming?

- 3 Read the essay to see if the author answers the questions from Exercise 2. Were your ideas similar?

It is now widely accepted that our planet faces potential catastrophe **as a result of** rising temperatures caused by greenhouse gas emissions. What exactly should be done to avoid this fate is the subject of fierce debate. Some people feel that governments should

5 focus on educating the public and raising awareness, whereas others claim the most urgent course of action is to reduce our consumption of fossil fuels, **however difficult** that may be.

There is a strong argument in favour of public information campaigns. Amazing **though** this may seem, many people fail to recognise

10 the link between global warming and the increasing occurrence of extreme weather events such as drought and flooding. Governments fear discussing climate change **in case** they upset the business community and damage the economy. Regardless, it seems to me that campaigns of the kind used to tackle health issues **like** smoking

15 are needed to shock the public out of their naivety and blindness.

**At the same time**, it must be said that reducing our dependence on fossil fuels has a major role to play in limiting future greenhouse gas emissions. **One way** this can be done is by promoting clean energy technologies **such as** renewables and nuclear power.

20 **While** some environmentalists argue that nuclear energy is unacceptably dangerous, in my view it is clear that renewables alone cannot replace fossil fuels. **Another** strategy is to tackle the transport sector. Governments should slash cheap flights, raise petrol taxes and promote green cars. Better public transport could **also** make

25 a significant contribution.

In conclusion, while it is important to educate people, I would argue that the most effective way to tackle global warming is to keep fossil fuels in the ground. Climate change can be stopped in its tracks **provided that** governments implement policies to force businesses

30 and individuals to take action. **Even if** this means we might not be as prosperous as we are now, it is no excuse for failing to save the planet for future generations.

108

### WORKBOOK

pp. 108–109, including Show what you've learnt and Show that you've checked

### NEXT CLASS

Ask students to revise for Focus review 9 (lessons 9.1–9.7, Word list on pp. 148–149 in the SB).



- 4 Read the **WRITING FOCUS**. Add the phrases from the box to approaches 1–5.

I am inclined to believe that ... In recent years ...  
It is a well-known fact that ...  
Supporters (of ...) argue that ..., whereas critics believe ...  
There is considerable debate as to whether ...  
There is seemingly no simple answer to the question of ...

## WRITING FOCUS

### Essay introductions

Use two or three of the following approaches to write an essay introduction.

- Summarise the current or recent situation.  
Nowadays ... *In recent years ...*  
These days ...
- Make a general point that most people would agree with.  
It is widely acknowledged that ... *It is a well-known fact that ...*  
Most people feel/believe that ...
- State that the issue is complicated, controversial or causes disagreement.  
The issue (of ...) is a complex one. *There is considerable debate as to whether ...*  
Clearly, this is a complicated issue. *There is seemingly no simple answer to the question of ...*  
Not everyone agrees that ...  
There is a great deal of controversy surrounding the issue of ...
- Summarise opposing views on the issue.  
While some people are in no doubt that ... others claim ... *Supporters (of ...) argue that ..., whereas critics believe ...*
- Summarise your own opinion at the end (opinion essay).  
My own opinion/stance/view (on the matter/issue) is that ...  
It is my own conviction/inclination that ... *I am inclined to believe that ...*

- 5 Read the introduction to the essay in Exercise 3 and the alternative introduction below. Which approaches from the **WRITING FOCUS** have been used in each? Discuss in pairs.

In recent years, public awareness of the devastating consequences of global warming has increased dramatically. As such, there is now a great deal of pressure on governments to take concrete action. Of course, not everyone agrees exactly what form that action should take. It is my own inclination that the best approach would be a rapid movement away from the burning of fossil fuels and towards cleaner renewable sources energy.

- 6 Read the **LANGUAGE FOCUS**. Add the linkers in purple from the essay in Exercise 3 to categories 1–5.

## LANGUAGE FOCUS

### Linkers: review

- Listing/adding ideas:** *additionally, further, as well as, one way, another, also*
- Giving examples:** *to illustrate this, a case in point is, by way of example, such as, like,*
- Expressing contrast and concession:** *even so, no matter (what, who, where etc.), however (difficult), though, at the same time, while*
- Expressing condition:** *unless, in case, provided that, even if*
- Expressing reason, cause and effect:** *this means, due to, as a result of*

- 7 Complete the sentences with the appropriate linkers. Use the **LANGUAGE FOCUS** to help you.

- The planet is warming as a result of the rapid rise in greenhouse gases.
- The heat is not only melting glaciers and sea ice but also changing rainfall patterns.
- As the planet warms up, the climate can change in unexpected ways; as well as sea levels rising, weather can become more extreme.
- This means there will be more intense storms, more rain and longer droughts.
- Another major concern is the impact on plants and wildlife.
- It is still possible to reduce greenhouse gas emissions provided that politicians urgently introduce and enforce appropriate measures.
- Shifting from fossil fuels to renewable sources requires policies such as/like cutting subsidies for fossil fuels and introducing them for renewables.
- Unless we curb emissions, the effects on the global climate will become irreversible.

- 8 Complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

Tackling environmental issues is not only a task for governments. What can young people do to play a greater role in protecting the environment? Write an essay of 300–350 words in which you present your opinion on the topic. Discuss the following aspects:

- supporting local initiatives,
- using your rights as citizens to protest,
- choosing environmentally friendly products.

### Exercise 5

Exercise 3: 2, 3 and 4

Alternative introduction: 1, 3 and 5



# FOCUS REVIEW 9

## VOCABULARY

### 1 Complete the text with the words in the box.

critical emissions factor raise  
remorseless spotlight sustain tackled

One of the most <sup>1</sup> critical issues facing environmentalists is the <sup>2</sup> remorseless growth in the world population. How can the problems arising from more and more people living on the planet be <sup>3</sup> tackled? Projected increases in population levels could easily eradicate any progress made in reducing carbon dioxide <sup>4</sup> emissions thanks to an increased use of fossil fuels: a bigger population will use the earth's resources more rapidly and threaten our ability to <sup>5</sup> sustain our already fragile ecosystems. The threat of this happening, however, may also <sup>6</sup> raise the profile of environmental issues. In shining a <sup>7</sup> spotlight on the problem, there is the hope that it will force us all to <sup>8</sup> factor in the necessity for caring for our environment into all our actions.

### 2 Complete the animal idioms with one word in each gap.

- It's been donkey's years since we've had a really harsh winter.
- I wouldn't bring up that recycling argument again. Let sleeping dogs lie, I always say.
- Lucyna's decided to kill two birds with one stone by going to the paper bank next to the supermarket.
- One day we'll all live in a one hundred percent self-sustainable country!? Yeah! And pigs might fly!
- Everyone's been telling Marco to turn off the lights when he's not at his desk, but it's like water off a duck's back.
- It's true! They're building a multi-storey bike park in the city centre. I heard it straight from the horse's mouth.

### 3 Complete the sentences with the correct forms of the words in capitals.

- The industrialisation of the livestock sector has resulted in increased methane levels. **INDUSTRY**
- I have nothing but admiration for people who have a(n) unwavering commitment to saving the planet. **WAVER**
- Exhaust fumes from cars have had one of the most catastrophic effects on the quality of the air we breathe. **CATASTROPHE**
- I wouldn't call myself a(n) anti-capitalist. I just believe that the rich should accept greater responsibility for protecting the environment. **CAPITAL**
- As big manufacturers try to outdo the competition they can become less and less concerned about the damage they do. **DO**
- My brother's being sent to South Sudan on a peacekeeping mission to protect civilians and monitor human rights. **PEACE**

## GRAMMAR

### 4 Complete the sentences using the prompts in brackets and the appropriate word in the box.

little not only

- Little did we realise (we/realise) to what extent we would be affected by the floods.
- Not until we had heard the victims speak did we really understand (we/really/understand) the plight of those in need.
- Not for a moment had they believed/did they believe (they/believe) that such a disaster would strike, despite warnings having been given to them.
- Not only do wildfires cause (wildfires/cause) serious loss of life and property but they also increase soil erosion.
- Little did he think (he/think) his theories on climate change would be so widely accepted! It came as a great surprise.
- We need to raise awareness of the issues. Only then will people start (people/start) to understand how urgent it is to take action.
- Only by chance did I pick up (I/pick up) the report on marine pollution when I was in the bookshop.
- We need to protect our oceans. Only in this way can we sustain (we/can/sustain) marine life.

### 5 Choose the correct options.

- In no way is it acceptable / *it is acceptable* to ignore the plight of refugees.
- Rarely / *Not only* have we seen such a devastating impact of a natural disaster.
- No sooner had we arrived when / than disaster struck.
- Hardly had we unpacked / *did we unpack* when the storm warnings started.
- The whole house shook. Only then had we realised / did we realise the danger we were in.
- Little / *Only* could we predict how bad the weather would be.
- Sadly, hadn't we / we hadn't been warned about the conditions at all.
- Under no circumstances will I venture / *I venture* into unknown territory.

## LANGUAGE IN FOCUS

### 6 Put it in two places in each sentence.

- I love it when it rains.
- I'd really appreciate it if you could help me put it in the attic.
- I can't stand it when it is so cold.
- It is fine. Leave it to me!
- I think it imperative that it is done as early as possible.
- We owe it to them to be on time. It is rude otherwise.
- Don't you hate it when it doesn't work?
- Personally, I find it impossible that he doesn't understand it.

## REFERENCES

AUDIO SCRIPT >>> p. 194  
INTELLIGENT KEY >>> p. 197

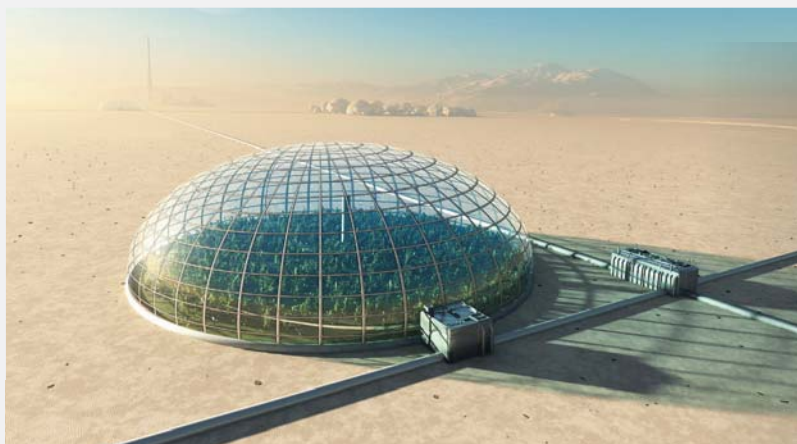
## EXTRA ACTIVITIES

• Photocopiable resource 27  
(Speaking – 20 min.) pp. 218, 255

• Class debate: Individuals can influence the practices of large corporations which harm the environment. (For instructions see p. 175)

## USE OF ENGLISH

### 7 Complete the text with one word in each gap.



A company established in the South Australian desert is now firmly <sup>1</sup> on the map. It has created a series of experimental greenhouses <sup>2</sup> with the aim of growing food in the desert. This, it <sup>3</sup> would/may appear, is a step on the road to solving the world's food problems.

It is clear that, especially in a period of sustained drought, this is a pretty counterintuitive idea but they appear to have pulled it off. <sup>4</sup> Not only do they use the sun to desalinate seawater for irrigation and to heat and cool greenhouses as required, but at the <sup>5</sup> same time they grow high-quality, pesticide-free vegetables cheaply, year-round. And when the same technology may even produce protein foods such as fish and chicken, it's <sup>6</sup> no wonder that the spotlight is now on them.

<sup>7</sup> Little/Nothing can be said against a project as inspiring as this. When agriculture uses 60–80% of the planet's scarce fresh water, it is perhaps more important than anything else going on in the world. The farmers may be acting in their own self-interest as <sup>8</sup> well as the planet's, and they are certainly making money, but why not?

### 8 Complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals. Do not change the word given.

1 Global warming is accelerating and causing more frequent heat waves. **RESULT**

We are experiencing more frequent heat waves as a result of accelerating global warming.

2 As soon as the floods had receded, people started to return to their homes. **HAD**

No sooner had the floods receded than people started to return to their homes.

3 I believe that whatever we do, it's too late to reverse the damage we've done. **MATTER**

I believe that, no matter what we do, it's too late to reverse the damage we've done.

4 It is time for governments to act decisively and end factory farming. **BULL**

Not until governments take the bull by the horns will factory farming be ended.

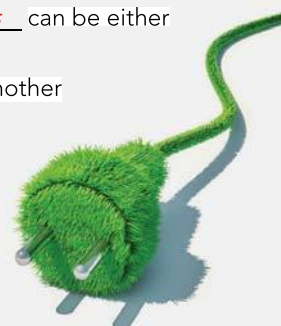
5 It's our responsibility to care more for the world we live in – for the sake of future generations. **OWE**

We owe it to future generations to care more for the world we live in.

## LISTENING

### 9 Listen to a talk about renewable energy. For questions 1–8, complete the sentences with a word or short phrase.

- Costa Rica began using petrol-free cars in 2009.
- Power output from hydroelectricity can be controlled via the use of (purpose built) dams.
- Solar power is used to create electricity as well as to heat water and (our) homes.
- The location of a solar energy plant, as well as the time of day and weather in general, affect solar energy output.
- Heat from the Earth's core can produce 50,000 times more energy than that provided by fossil fuels.
- Geothermal energy currently accounts for 30 percent of all energy produced in Iceland.
- The location of wind turbines can be either on land or offshore.
- According to the speaker, another advantage of wind energy is boosting rural growth via the development of infrastructure networks.



## SPEAKING

### 10 Discuss the questions in pairs.

- What natural disasters involving water can you think of?
- Are they likely to occur where you live? Why?/Why not?
- Do you drink bottled or tap water? Why?
- What might happen if fresh water became a scarce resource?
- Do you agree that the world's fresh water supplies should be conserved? Why?/Why not?
- Would saving water in our households make a difference? Why?/Why not?



## NEXT CLASS

- Ask students to do Self-check 9.8 in the WB, pp. 110–111 as homework.
- Ask students to prepare for Unit 9 test and Review test 3 (Focus Assessment Package).