Mark Bartram and **Kate Pickering**
Series Adviser **Catherine Walter**

Navigate

Coursebook

with video and Oxford Online Skills

Advanced → C1

OXFORD

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Oxford 3000™ *Navigate* has been based on the Oxford 3000 to ensure that learners are only covering the most relevant vocabulary.

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1 Change

1.1 Up to speed?

GOALS ■ Make comparisons ■ Talk about time and speed

Grammar & Reading comparing

1 Work with a partner. Look at the photos. What links them?





2 Read the extract from a magazine article about modern life. According to the writer, what two things are different about modern life?

Get ready in five minutes

Nothing sums up modern life better than the name of a current Japanese TV game show: *Get up, have breakfast and get ready for work in five minutes.*

Does this sound like your life? Do you get the feeling that everything is accelerating? Not only are activities getting [1] significantly quicker, but our assumptions are changing, too.

Take exercise: we used to think that [2] the longer we spent on, say, a pleasurable walk in the countryside, the more good it did us. Not any more. The new fad is for HIIT – short for High-Intensity Interval Training – whereby just twelve minutes of very intense activity is supposed to be [3] every bit as beneficial as conventional exercise. Get on that rowing machine and keep it short and sharp! It's supposed to get you fitter in a considerably shorter period of time than conventional exercise routines. Advocates of HIIT training claim that it can burn fat up to [4] 50% more effectively than low-intensity exercise. They also maintain that it speeds up metabolism and so makes you burn more calories throughout the day. However, some recent research would appear to dispute these claims.

But have our personalities changed, too? Smartphones allow us to access information in no time at all. Research demonstrates that 80% of people will not wait more than thirty seconds for a video to load. A recent survey suggests we now walk 10% faster than we did ten years ago. It seems we even start to get annoyed after five seconds waiting for the car in front of us to start moving when the traffic light turns green. Over time, we have come to expect everything to be available [5] infinitely more quickly in the past. We have [6] far less patience. We've forgotten how to slow down. Welcome to modern life.

3a Read the Grammar focus box and match phrases 1–6 in the article to the four types of comparing structures a–d.

GRAMMAR FOCUS comparing

Various words and structures can be used for comparing things.

a	*(not) nearly/not/nowhere near/ almost/just/every bit/twice/ three times*	+ *as* [adjective or adverb] *as*	_____
b	*much/far/a lot/a great deal/ considerably/significantly/ 25%/a little/a bit/slightly/no*	+ [adjective]*er than*/ *more* [adjective or adverb] *than*/ *less* [adjective or adverb] *than*	_____
c	*much/many/far/a lot/a little/a bit*	+ *more/less/fewer* + noun	_____
d	*the* [*more/bigger/fewer* ... *the* [*more/smaller/less*	+ adjective or adjective + *er*] + noun or adjective or adjective + *er*] ...	_____

→ Grammar Reference page 142

b Answer the questions.

1 In a, which phrases mean ...?
   a 'less than' b 'the same amount as' c 'more than'
2 In b, which phrases mean ...?
   a 'a big difference' b 'a small difference'
3 In a–d, which phrases are informal?

4a Work with a partner. Make sentences using the prompts.

1 Fast food / every bit / nutritious / other / food.
2 Life in the 21st century / infinitely / century ago.
3 The more / organize / more / stressed / become.
4 Students / complete / exercise / longer / five minutes.
5 The service / restaurant / nowhere near / used / be.
6 Considerably fewer / visited / website / month.

b Compare your sentences with those from another pair.

PRONUNCIATION sentence stress

Longer sentences are often broken into chunks, and within these chunks, usually one or two words are stressed.
*You must **complete** this **answer** || in **no longer** than **five** minutes.*

5a 1.1 Listen to four sentences and write what you hear.

b Mark the main stress in each sentence. Try saying them in chunks.

c 1.1 Listen again and check. Repeat the sentences.

6 TASK Work in small groups. Compare today's lifestyles with those of the 1980s. Think about the differences in:

- working practices
- transport and travel
- the ability to be patient and wait for things to happen
- communications at home and at work
- subjects people can study at university.

Vocabulary & Speaking time and speed

7 Work with a partner. Do any of these statements apply to you? Give examples of how they do/don't.

- I tend to do things at the very last minute.
- Deadlines make me work more effectively.
- Effective time management is the key to a stress-free life.

8a TASK Complete the questions with some of the phrases in the box. Use the definitions in brackets to help.

behind the times short and sharp
the (very) last minute time and again
time flies time management
time really drags up to speed
with hindsight

1 What sorts of things do you tend to leave to _____ (the latest possible time)? Do you think this is an effective thing to do? Why/Why not?

2 In what ways do you feel you are really _____ (aware of the most recent developments) with all the new technology? Which areas do you feel you are a little _____ (old-fashioned) in?

3 _____ (thinking now about the past), can you think of a decision you've made that you regret? What happened? What was the result?

4 Can you think of a situation where _____ (time seems to pass very quickly)? What happens?

b Discuss the questions in exercise **8a** in small groups. Ask questions to find out more information. What's the most interesting thing you found out?

▶ VOX POPS VIDEO 1

1.2 Managing change

GOALS ■ Use continuous forms ■ Talk about change

Grammar & Reading continuous forms

1 With a partner, try to explain what is happening in the photo.



2 Read the book review. Then discuss the questions with a partner.

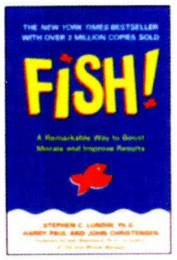
1 Describe the atmosphere at the fish market. How would you feel if you were a customer?
2 What is the connection between management training and the Pike Place Fish Market?
3 How do you feel about the four business principles?

3a Complete the text with appropriate forms of the verbs in brackets.

b Compare your answers with a partner.

FISH! BOOK REVIEW

Lundin, Paul, Christensen



'Was that a fish flying through the air? One of the workers picked up a large fish, [1]_____ (throw) it six metres to the raised counter, and shouted, "One salmon flying away to Minnesota." Then, all the workers repeated together, "One salmon flying away to Minnesota." The guy behind the counter made an unbelievable one-handed catch, then nodded to the people applauding his skill. The energy [2]_____ (be) remarkable.

Another worker [3]_____ (tease) a small boy by making a large fish move its mouth as if it were talking. Two old people [4]_____ (laugh) uncontrollably. "We [5]_____ (watch) them work all morning – it's like watching a show!" one of them said.'

FISH! is a management training book with a difference. It [6]_____ (tell) the story of the Pike Place Fish Market in Seattle and how the workers revolutionized their business through four simple principles:

- **Choose your attitude** 'We can bring a moody attitude and have a depressing day ... or we can bring a sunny, cheerful attitude and have a great day.'
- **Play** '... we discovered that we could be serious about business and still have fun.'
- **Make their day** 'Focusing your attention on ways to make another person's day provides a constant flow of positive feelings.'
- **Be present** 'When you are present with people, you look right at them ... everything [7]_____ (go) on around you, but you [8]_____ (still take care) of just them.'

In FISH! a woman applied the Pike Place principles to her own workplace, which [9]_____ (struggle) with a negative work culture, and made a significant change to the motivation of her team.

■ **make someone's day** make someone feel very happy on a particular occasion

4 Read the Grammar focus box and match examples 1–5 to forms a–e.

GRAMMAR FOCUS continuous forms

- We use continuous forms to talk about actions or situations (past, present or future) which are incomplete, temporary or in progress.
  1 *Tomorrow afternoon, we'll be visiting an amazing fish market.*
  2 *The workplace had been struggling with a very negative work culture.*
  3 *Two old people were laughing uncontrollably.*
  4 *Everything is going on round you.*
  5 *We've been watching them work all morning.*

  a to talk about actions/situations which continued up to, or stopped shortly before, the main past event ___
  b to talk about something in progress around, or as background to, the main past event ___
  c to talk about the length of time of an action/situation which started in the past and is still going on ___
  d to talk about temporary actions that are in progress around now ___
  e to talk about what will be in progress at a particular time in the future ___
- We do not usually use the continuous form when we talk about states with verbs like *like, know, seem*, etc.
  I like your new office. NOT ~~*I'm liking your new office.*~~
  I know a dozen ways to cook salmon.
  NOT ~~*I'm knowing a dozen ways to cook salmon.*~~

→ Grammar Reference page 143

5a Choose the correct options to complete the questions.

1 According to the review writer, what *makes / is making* FISH! a management training book with a difference?
2 What *did the market workers do / are the market workers doing* to make their customers feel better?
3 What effect *do the market workers want / are the market workers wanting* this way of working to have on their customers?
4 In the final paragraph, why *did the businesswoman apply / had the businesswoman been applying* the Pike Place principles to her workplace? What *happened / was happening* after she did?
5 Can you think of a situation where you *have seen / have been seeing* some of these ideas in practice? If not, can you think of a situation where they could make a difference?

b Answer the questions in exercise **5a** with a partner.

Vocabulary & Listening change

6 **1.2**))) Work with a partner. Listen to the introduction to a business seminar. Student A, why can change be a problem for workers? Student B, why can introducing changes be difficult for managers? Share your answers.

7a **1.3**))) Listen to the next part of the seminar. Note down the three general factors which determine a culture's response to change.

b **1.4**))) Listen to the final part of the seminar. Match each cultural group 1–4 to what is important for them a–d.

1 Anglo-Saxon cultures	a feeling their opinion is valued
2 Scandinavia and the Netherlands	b respecting the professional expertise of the manager
3 Mexico, Russia and India	c knowing how a change will improve their personal prospects
4 Germany and Austria	d having confidence in those in authority and receiving formal communication

c Work with a partner. Are these sentences true (T) or false (F)?

1 If change is not handled well, people always **resist** it.
2 According to Lewin, the first step in **bringing about** change is to explain the reasons.
3 Those wishing to **implement** a change in Anglo-Saxon countries need to highlight benefits to the team.
4 In Scandinavia, if change is **imposed on** people from above, they do not **adapt** well to it.
5 **Consultation** in decision-making is important in India.
6 In Germany, change can be **facilitated** by formal written communication.

d **1.3, 1.4**))) Listen to both tracks. Correct the false sentences.

8 Match the words in bold in exercise **7c** to meanings a–g. Make any necessary changes to the forms.

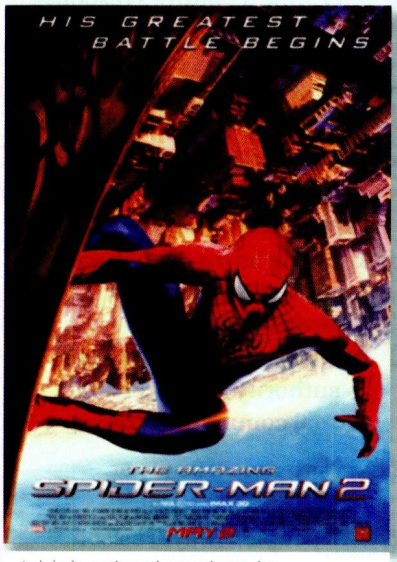
a change your behaviour in order to deal more successfully with a new situation
b make an act or process possible or easier
c force a new rule/system to be used
d make something happen
e make something that has been decided start to happen
f refuse to accept something and try to stop it from happening
g discussing something before making a decision

9 **TASK** Work in groups of three. You are going to give a mini-presentation. Student A, turn to page 126. Student B, turn to page 133. Student C, turn to page 139.

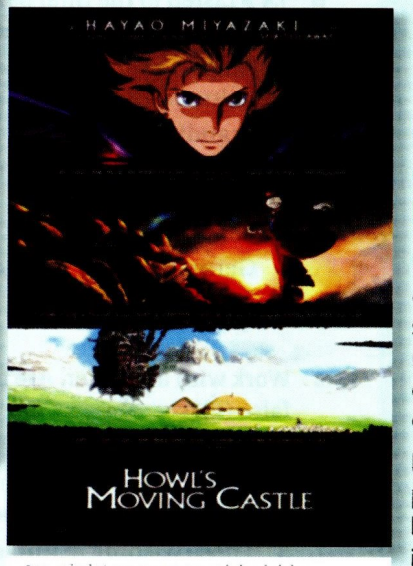
1.3 Vocabulary and skills development

GOALS ☐ Predict content ☐ Use a dictionary

Reading & Speaking predicting content



A high school student is transformed into a superhero after being bitten by a spider



An eighteen-year-old girl is transformed by a witch into a ninety-year-old woman

The power of transformation stories

I went to my local multiplex the other day, and of the eight films on offer, five featured some kind of transformation as the basis for the plot.

In one, the hero is a nerdy office worker who turns into a spider at the first sign of danger; in another, the feisty heroine is a schoolgirl who becomes a zombie ... or was it the other way round? And in the third, the main character turns green and grows enormous muscles when he gets angry, which is roughly every five minutes.

But these transformations are not restricted to recent popular culture. Many prestigious works of art and literature have concerned heroes who changed (or were changed) into somebody or something else. One of the most famous transformation stories, *Dr Jekyll and Mr Hyde*, was published in 1886. Further back still, many fairy tales and children's stories, which involve witches becoming princesses, frogs becoming princes, and princes changing into beasts, depend on these

1 Look at the four film and book titles. What theme do they have in common?

2 Read the information in the Unlock the code box about predicting content.

UNLOCK THE CODE
predicting the content of a text

- Use the title, any visuals such as photos or graphs, sub-headings and the first sentence to anticipate the content of the text.
- Think about the vocabulary you might expect to find about the topic of the text.
- Try to predict how a particular type of text might be organized, for example, in an article, what do you expect to read in the first paragraph or the last?
- Read the first sentence of each paragraph – it often gives clues as to the content of the paragraph.
- Be prepared to change your mind as you read.

3a Answer the questions with a partner.

1 What can you predict about the content of the article from the title, visuals and first sentence?
2 Which of these words might you expect to find in the article?

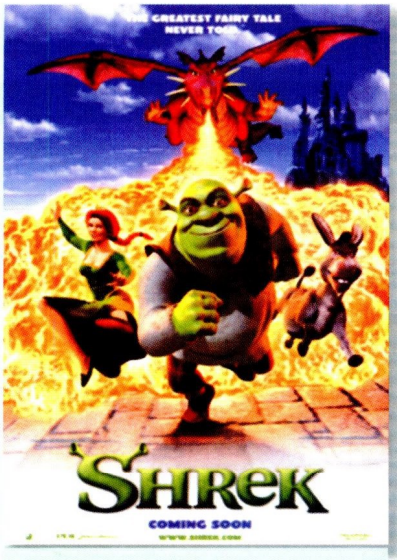
boring castle cinema diary frog muscles protagonist spider technology transformation

3 Can you predict what the writer's argument will be? What will the conclusion be?

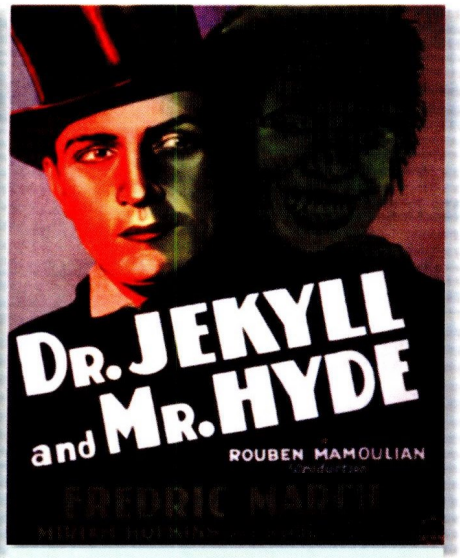
b Read the first sentence of each paragraph. Predict the content of each paragraph from the first sentence.

4 Read the article. How close were your predictions?

5 Can you think of any other books, films or stories where a key character is transformed in some way? Describe the story to a partner.



An ogre meets a beautiful princess who becomes an ogre at night



The story of a respectable doctor who is unable to stop himself changing into a monster

mutations. The film *Shrek* played with these ideas by turning the beautiful character into a monster at the end, rather than the other way round.

Various reasons have been given as to why the idea of metamorphosis is so powerful in art and culture. One is that it allows artists to explore and emphasize issues of identity. Another is simply to entertain. Nevertheless, it could be claimed that these tales are somehow symptomatic of our age. Maybe writers and film-makers have seen our worries about the rapid changes – in technology, in lifestyle, even in weather – overwhelming us and have created scenarios to match. Our culture's way of dealing with the permanent revolution of our daily lives is by transforming it into art.

■ **metamorphosis** a process in which somebody/something changes completely into something different

Vocabulary using a dictionary

6a Match the categories used in dictionary entries to the questions.

1	definition	a	Is the word a noun, verb, etc.?
2	pronunciation	b	Is it a countable or uncountable noun? Is it followed by a preposition?
3	word class	c	Does the word have positive associations?
4	style/register	d	Is the word used in phrases with a non-literal meaning?
5	idiom	e	Is this American English?
6	associated grammar	f	Is there another word with a similar meaning?
7	variety	g	How do I say the word?
8	connotation	h	Do these words naturally go together?
9	synonym	i	Is the word used in formal or informal situations?
10	collocation	j	What does the word mean?

b When you record a new word or phrase in your vocabulary notebook, which of the categories in exercise **6a** do you usually include?

7 Read the Vocabulary focus box. Which aspects of these words from the article would you record?

allow fairy tale feisty multiplex
nerdy plot prestigious roughly

VOCABULARY FOCUS
using a dictionary

When you note new vocabulary, you should decide which aspects of the item to record.

- Essential: spelling, definition/meaning, pronunciation, word class
- Useful: style/register, grammar, collocation, connotation, variety

All of these aspects can be found in a good dictionary, or by asking your teacher.

8 Use a dictionary to answer the questions.

1 What word class is the word *symptomatic*?
2 What is the definition of *mutation*?
3 Which preposition usually follows the verb *deal*?
4 Is *transformation* countable, uncountable or both?
5 Is *nerdy* formal or informal?
6 How do you pronounce *muscles*?
7 Which grammatical structure follows *feel like*?
8 Is *feisty* a word that suggests approval or disapproval?
9 Which verb goes with *a mess*, *a fuss*, *a profit*?

9a TASK Look up the words in bold in a dictionary. Apart from spelling, meaning, pronunciation and word class, what information from the dictionary entry would you record about the word?

1 What is the best season to visit your hometown? Spring, summer, **fall** or winter?
2 Do you have any **nosy** neigbours? How do you feel about it?
3 At what age are you **eligible** to vote in your country?
4 What are the main causes of **obesity**?

b With a partner, compare what you chose to record. Give reasons for what information you chose to record and anything you chose not to.

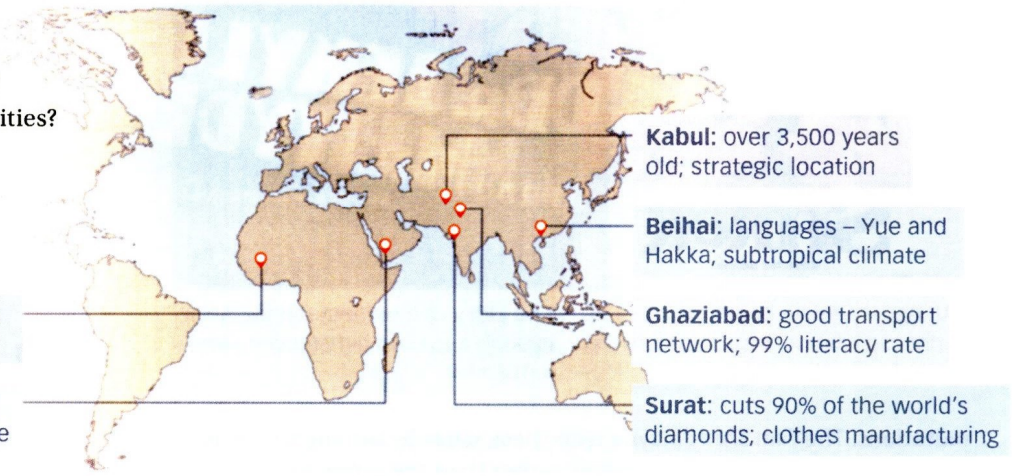
1.4 Writing and speaking

GOALS ■ Write a report based on a graph ■ Use vague language (1): approximation

Reading & Writing a report based on a graph

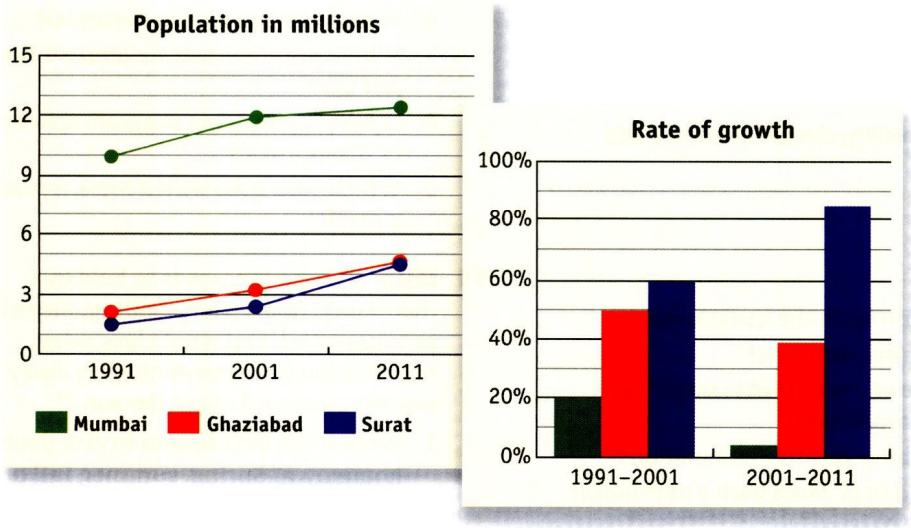
1 Look at the map and discuss the questions with a partner.

1 What countries are the cities in?
2 What do you know about these cities?
3 What do you think they have in common?



2 **1.5** Listen to some information about the map and check your ideas.

3a Look at the graphs. What do they show? What differences can you see between the cities?



b Read a formal report based on the graphs, prepared for an investment company.

1 What is the function of the opening sentence?
2 What is the purpose of each paragraph?
3 Underline the information in the text which is taken directly from the graphs.
4 What type of additional information does the text include?

REPORT

While Beihai in China is the world's fastest-growing city, India is the country with the greatest number of cities in a state of rapid transformation. In a recent study of the top thirty cities in terms of growth, nine of those on the list were in India. However, many of these are not well known internationally, and big cities like Delhi and Mumbai are growing at a much slower rate.

According to www.citypopulation.de, Surat, a city in Gujarat famous for textiles and diamond polishing, grew by an incredible 55% between the 1991 and 2001 censuses and continued to grow by 42% in the ten years to 2011. The population of Ghaziabad, an industrial city twenty kilometres from Delhi, has more than doubled in the past twenty years – from 2.3 million in 1991 to 4.7 million in 2011. Predictions say that the population will continue to grow and that Ghaziabad could overtake Surat in terms of growth rate in the next ten years.

By contrast, Mumbai, though still India's largest city with a population of nearly 12.5 million in 2011, has grown at a much slower rate. From 1991 to 2001, its population grew by about 20%; but in the decade to 2011, population growth stood at just 4%.

c Look at the Language for writing box. Find phrases in the report on page 12 to complete 1–5.

LANGUAGE FOR WRITING describing a graph

Giving the source of information
A recent study showed that ...
In a report published this week ...
1 _____

Describing the subject under consideration
(The top city) as far as growth is concerned ...
2 _____

Describing change and pace

↗	→	↘
increased/went up/ rose/soared doubled/trebled/ at a higher rate	*stabilized levelled off bottomed out*	*halved/decreased dipped/fell/dropped/ plummeted has dropped by nearly a third/more than 20% at a lower rate*

slightly/steadily/gradually
sharply/dramatically/rapidly

Describing time periods
between 2005 and 2008 3 _____ *2011*
from 2000 to 2010 *by the year 2015*
4 _____ *ten* _____

Connecting information
Comparing ... to ... 5 _____

4 TASK Work with a partner. Turn to page 126.

Listening & Speaking vague language (1): approximation

5 Look at the photos and discuss the questions with a partner.
- Which city do you think this is?
- How many years do you think separate the two photos?
- What are the most important differences?

6 1.6 Listen to a student from this city talking about how it has changed. Make notes on what she says about ...
1 what changes have taken place
2 what's happening now
3 the pros and cons of the changes
4 what may happen in the future.

7a 1.6 The speaker is often vague about statistical information. Listen again and choose the correct options to complete the sentences.
1 Shanghai has changed enormously *in the last thirty years or so / in the last forty years or thereabouts.*
2 There are now *just under / just over* twenty-four million people living here ...
3 They've built *60-odd skyscrapers / an incredible number of skyscrapers*, and the skyline has changed beyond recognition.
4 There are *loads of / quite a few* shops, museums and restaurants ...
5 I think they're building or planning to build *somewhere in the region of / approximately* seven more – that's a big improvement.
6 They've established a green belt and there are *upwards of thirty parks / dozens of parks* now.

b Put the six correct options from exercise **7a** into the correct category in the Language for speaking box.

LANGUAGE FOR SPEAKING vague language (1): approximation

We use approximation when we are not sure of the precise facts or wish to indicate numbers, times, ages, etc. in a general way. Vague language is generally informal.

less than
up to 100/nearly 50/
1 _____

more than
upwards of/over 50/ 50 something

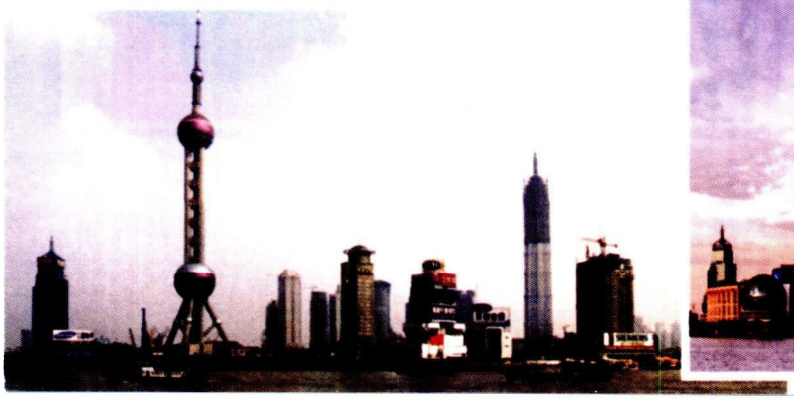
approximately
about/approximately/ around/roughly 50/
2 _____/
30 years or thereabouts/ 40ish/60-odd/ 12 or something like that/
3 _____/
something like 50

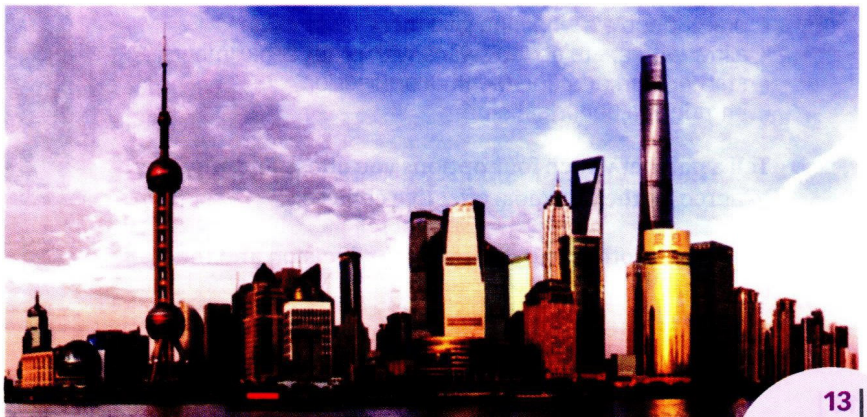
vague quantifiers
not many/a few/quite a few/ a large number of/
4 _____/
5 _____

numerical groupings
6 _____/
hundreds of/thousands of/ millions of

8 TASK Prepare to talk about changes in a town or city you know, or Austin, Texas. For information turn to page 127.

9 Work in groups. Tell your group about the city you chose. Decide which city you would like to visit most.





1.5 Video

Pike Place Fish Market



1 Match captions a–c to the three photos of Seattle.

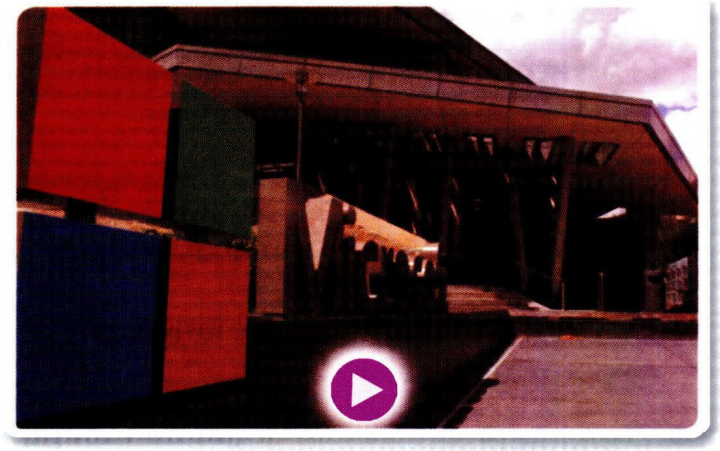
a innovation and excellence in small business practice
b a long-standing tradition of commerce
c a business hub for the modern multinational

2 Based on the photos, or other things you know about Seattle, complete the sentence below. Compare your ideas with a partner.

I think / don't think Seattle would / wouldn't be an interesting place to visit / work because ...

3 ▶ Watch the video about Seattle and the Pike Place Fish Market. Complete the summary.

Seattle is located in the [1]_____ of the USA. Its traditional industries included logging and [2]_____ but it is now home to multinational [3]_____.
The Pike Place Fish Market was initially very [4]_____ but by the late 1980s it was in [5]_____ trouble. Its owner decided to make a radical [6]_____ to his management style and encourage workers to have more [7]_____. It was a great [8]_____ and the business did very [9]_____. The fish market has since become an [10]_____ of good business practice.



4 ▶ Watch the video again and note what each of the numbers refer to.

a 6 billion
b 1930
c 10,000
d 1965
e 1998
f 2001

5a TASK A company wants to improve staff motivation. Look at the list of options it is considering and decide which four you think would be the most effective and why.

- pay more
- have more opportunities for staff training
- provide other perks (e.g. free parking, canteen, gym)
- give people more responsibility and autonomy
- have a staff party or other social event
- praise people's work and give more recognition
- allow workers to do job swaps with other departments
- start a 'Worker of the Month' competition
- introduce a bonus scheme



b Tell a partner which four options you chose and why. Try to agree on the two most effective choices.

c Join with another pair. Present your decision and the reasons for your choice.

Review

1 Use comparative structures to complete sentences 1–5 with information from the box and the words in brackets.





- **Number of out-of-town stores:** up from 1,900 in 1970 to 5,700 now
- **Car ownership:** hugely increased since 1980 → easier to get to out-of-town supermarkets
- **Customer perception:** food in supermarkets very fresh
- **Number of visits to independent stores:** down from 25,000 per week in 2001 to 18,000 now
- **Over last three years:** supermarkets' share of the market down from 73% to 71%

1 There are _____ forty-five years ago. (three times)

2 _____ at enormous out-of-town supermarkets. (the more/the more)

3 Customers believe that _____ in smaller stores. (every bit)

4 People _____ in the past. (considerably/often)

5 The market share _____ than three years ago. (slightly)

2 Complete the text from a business magazine with the correct continuous form of the verbs in brackets.

Since the recession started, many companies [1]_____ (find) it increasingly difficult to survive; and although we [2]_____ (start) to climb out of the economic crisis, over the coming months many other companies [3]_____ (watch) the future anxiously. I [4]_____ (work) at an American bank when the recession started, and the effect on the workers there was interesting. Many of the staff who [5]_____ (work) for the bank for a long time were worried and stressed, but the younger ones saw it as the opportunity they [6]_____ (wait) for. Why? Because in business the keenest [7]_____ (always look) for a chance to make money … and a recession, ironically, offers them that chance.

3a **1.7** Listen to the sentences. Underline the word(s) which are stressed in each chunk.

1 We're living in a period || of great transformation.

2 The internet has brought great benefits, || but also many problems.

3 Change in modern life || is being accompanied more and more || by a sense of nostalgia.

4 Future generations will look back on the present day || as one of enormous technological advances.

b Work with a partner. Discuss whether you agree with the sentences in exercise **3a** and why/why not.

4 Complete each sentence with a single word. The first letter is given.

1 Your old-fashioned ideas are s_____ of a way of thinking that is b_____ the times.

2 You're always doing things at the v_____ last minute! Your time m_____ is terrible!

3 The new manager talks about i_____ this or that new idea, and then, in no t_____ at all, he's changed his mind.

4 **A** Can you tell me if I'm e_____ to work in this country?

B Sorry, I'm not up to s_____ with all the new regulations.

5a Write the underlined phrases in the correct categories in the table.

- My aunt's been living here for <u>twenty-odd</u> years, and she's made <u>loads of</u> friends.
- There were <u>upwards of 500,000</u> demonstrators being filmed by <u>dozens of</u> TV crews from around the world.
- In any old house, there might be <u>anything up to 1,000</u> small animals living inside.
- The university was founded in <u>1187 or thereabouts</u>, and now has <u>just under 40,000</u> students.

approximately	
less/few	
more/many	
numerical	

b Replace each underlined phrase in exercise **5a** with a phrase of the same or similar meaning.

2 Feats

2.1 Feats of nature

GOALS ■ Recognize and use noun phrases (1) ■ Understand and use phrases with adverbs

Grammar & Reading noun phrases (1)

1 Answer the questions with a partner.



1 Which can run faster, a cockroach or a human?
2 Which can lift heavier weights, a human or a beetle?
3 Who has the louder call, a lion or a human?
4 Who is better at mathematics, a human or a chimpanzee?
5 Which animal shows more sympathy, a human or an elephant?



2 Read the online preview article about a TV programme quickly. What is the main topic of the article?

Preview

Shares 85 Comments 17

Wonders of Life



Let's imagine that, as an experiment, you are standing outside your house and you decide you want to walk due south from there. You haven't got a compass. Could you do it? How long could you do it for?

Well, as you can find out from Professor [1] Brian Cox's fascinating programme on BBC2 this evening, if you had a watch and you could see the sun, then you could do it – just about. But the beautiful [2] monarch butterfly manages to do it for 5,000 kilometres when it journeys in late January from the eastern United States and Canada to the Oyamel forests of Mexico. It does this in order to reach its wintering grounds [3] there – where it then hibernates, forming vast colonies of millions of monarchs [4] huddling together for warmth.

So how does it accomplish this amazing feat without a compass and a watch? Professor Cox explains that the butterfly uses both its eyes (to follow the position of the sun) and one of the most [5] incredibly sophisticated and accurate [6] internal clocks found in nature to calculate which direction is south at any moment of the day.

[7] Another particularly surprising fact [8] about these insects is that they have never been to these forests before, but they still manage to find the same trees as previous generations. How do they know that these trees are the right ones to hibernate in?

3 Work with a partner. Read the text again. What are the three main points?

4 Read the Grammar focus box and complete the rules.

GRAMMAR FOCUS noun phrases (1)

We can divide the noun phrase into three parts:

Another surprising ↓	*fact* ↓	*about these insects* ↓
the parts which come [1] _____ the noun	the main, central noun	the parts which come [2] _____ the noun

- Types of word that can go **before** the noun:
  - a determiners – *the, each, several, such*
  - b [3] _____ – *beautiful, fascinating, lovely*
  - c adverb + adjective – *very intriguing, really dangerous*
  - d possessives – *its, whose, the government's*
  - e [4] _____ – *Oyamel, compass, TV*
- Types of phrase that can go **after** the noun:
  - f prepositional phrases – *on BBC2, for children*
  - g adverb phrases – *this evening, by car*
  - h clauses – *(which are) found in nature*

→ Grammar Reference page 144

5 Identify the parts before the noun (B), the noun (N) and the parts after the noun (A) in the phrases.

1 this amazing feat
2 Brian Cox's fascinating programme on BBC2
3 one of the most incredibly sophisticated and accurate internal clocks found in nature

6a Match the words and phrases 1–8 in blue in the article to a–h in the Grammar focus box.

a _____ e _____
b _____ f _____
c _____ g _____
d _____ h _____

b Check your answers with a partner.

7 Put the words in order to make noun phrases.

1 a fortune / complex / computer / costing / equipment
2 for / Gino's / machine / making / new / perfect Italian coffee
3 a / against / argument / carefully / constructed / the proposal
4 amazingly / biological / clock / complicated / helping / them to navigate / this

Vocabulary & Listening phrases with adverbs

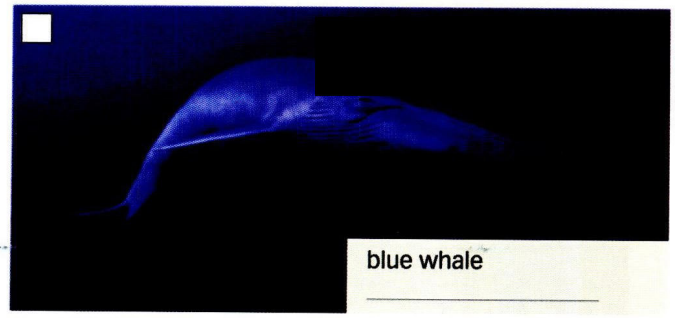
8 2.1 Listen to interviews with three zoologists talking about amazing feats in nature. Number the photos in the order they are mentioned and give the animals' particular skill.


lion _____


peregrine falcon _____


snapping shrimp _____


termite nest _____


blue whale _____

9 2.1 Listen again and note down what these phrases with adverbs are describing.

1 seriously loud
2 remarkably complex
3 utterly astonishing
4 highly sophisticated
5 exceedingly impressive
6 particularly interested
7 critically important
8 radically different

10a TASK Choose a person, place and object that are either well known or important to you. Make a few notes to help you describe each, using at least one complex noun phrase and one phrase with an adverb.

Carcassonne is an astonishingly beautiful medieval city in the south of France, not too far from the border with Spain. It is particularly well known for its city walls.

b Describe your person, place and object to a partner but don't tell them what you're describing. Your partner has to guess what you are talking about.

2.2 Feats of engineering

GOALS ■ Talk about problems and solutions ■ Use perfect forms

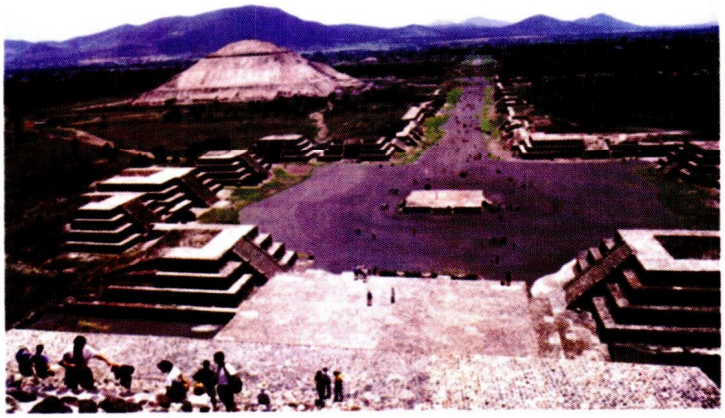
Vocabulary & Reading collocations for describing problems and solutions

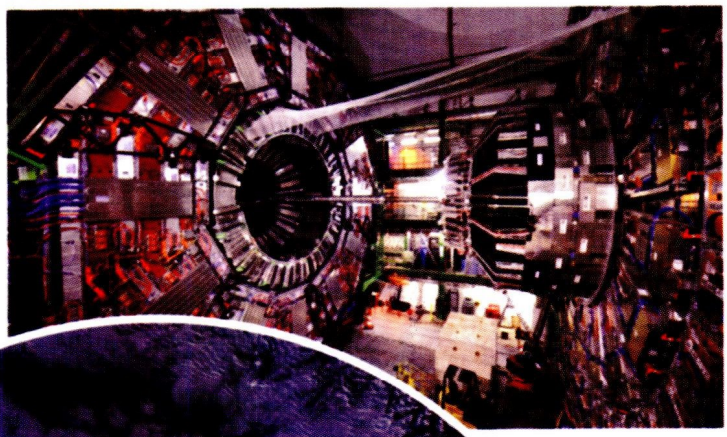
1 Work with a partner. Choose two of the buildings/places. What do you know about them?

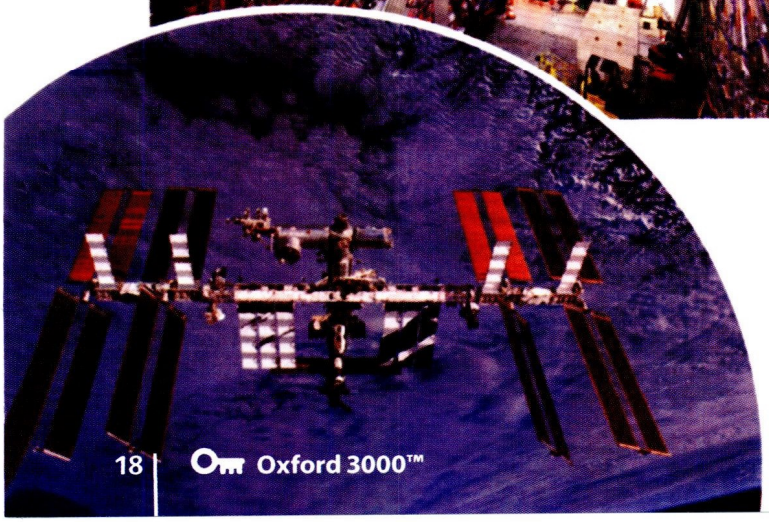
- The Great Pyramid at Giza
- The Great Wall of China
- The Panama Canal
- Machu Picchu
- Burj Khalifa

2a Look at the photos. For each construction, try to work out ...

- its purpose
- its (possible) location
- possible difficulties during construction.







b Read the extracts from a magazine article about past and present engineering achievements, then answer the questions.

1 What makes each project special?
2 In your opinion, which one is the most impressive? Why?

The construction of the ancient city of **Teotihuacan** in Mexico was an outstanding achievement. It presented numerous challenges and entailed a massive physical effort, as the city was built by hand before the invention of the wheel and at a height of nearly 3,000 metres.

The **Large Hadron Collider** in a tunnel below the French and Swiss Alps recreates the conditions that existed just after the Big Bang. Not surprisingly, its construction posed numerous technical problems, and the engineers had to overcome many obstacles. It took them two and a half decades to realize their dream of building the world's largest particle accelerator.

■ **particle accelerator** *noun* a device which sends particles (very small pieces of matter) at high speeds using electromagnetic fields

The **International Space Station** (ISS) is a laboratory 350 kilometres above Earth. Understandably, numerous difficulties were encountered during its construction. One major problem the engineers had to tackle was the fact that no rocket was powerful enough to launch the completed station in one go. They came up with the solution of sending completed sections of the ISS one at a time and constructing the station in space.

3a With a partner, underline the two words in italics which form phrases in each group. Use the phrases in blue in the text to help you.

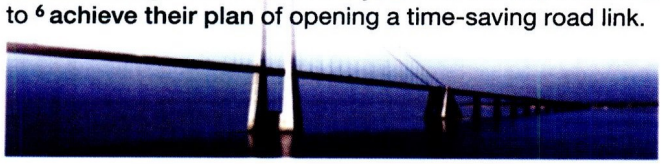
1 present *difficulties / challenges / a dream*
2 entail *an effort / a problem / hard work*
3 realize *a challenge / a dream / an ambition*
4 tackle *a problem / a solution / difficulties*
5 pose *a problem / a question / an effort*
6 come up with *an idea / an obstacle / a solution*
7 overcome *an achievement / obstacles / difficulties*
8 an outstanding *achievement / effort / ambition*
9 encounter *solutions / problems / difficulties*

b Read the description of the construction of the Øresund Bridge. What difficulties did they have?

The Øresund Bridge is a sixteen-kilometre-long bridge connecting Sweden and Denmark. [1] **Engineers found the construction of the bridge hard for several reasons.**

Firstly, the two countries use different electrical systems. [2] **A further difficulty** was that Swedish trains run on the left and Danish on the right. Air traffic at nearby Copenhagen Airport [3] **also created complications.**

In the end, designers [4] **decided to combine** a bridge with a tunnel. The project also had to [5] **get round the problem** of discovering World War II bombs on the seabed. Altogether, it took nine years for the two countries to [6] **achieve their plan** of opening a time-saving road link.



c Substitute the phrases in bold with phrases from exercise **3a** using the words in brackets.

1 The construction of the bridge *presented several challenges to the engineers* (present)
2 Another _____ (tackle)
3 _____ (pose)
4 _____ came _____ (idea)
5 _____ (obstacle)
6 _____ (dream)

d Compare your answers with a partner.

Grammar & Speaking perfect forms

4 In groups, discuss which of these breakthroughs have had the greatest impact on our lives and how.

- electricity
- the internal combustion engine
- the wheel
- the nail
- the steam engine

5a **2.2** Listen to part of a radio programme about significant breakthroughs. For each contestant, note:

- the breakthrough
- its impact.

b Compare your answers with a partner.

c **2.3** Listen and complete four extracts from the programme.

1 Early humans _____ for 300 years before they realized they could use it to transport both themselves and heavy objects.
2 _____ virtually every aspect of modern life.
3 Some of the biggest breakthroughs _____ by the middle of the twenty-first century.
4 In just a few decades, new energy sources _____ .

6 Read the Grammar focus box. Write *past perfect, present perfect* or *future perfect* in 1–6.

GRAMMAR FOCUS perfect forms

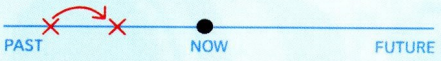
- We use perfect forms to connect two periods in time; we look back from one time to an earlier time; an event or action in the earlier time period usually has an impact on the later one.



1 _____: *By 2040,* ***we will have found*** *alternative fuels to help address problems with energy supply.*



2 _____: *The use of electricity* ***has been transforming*** *our lives ever since.*



3 _____: *Until the invention of the wheel, humans* ***had made*** *pots by hand.*

- Certain time phrases are common with perfect tenses.

4 _____: *by this time next year, by the year 2040, before I go home tonight*
5 _____: *for the previous fifteen years, since the Middle Ages, by the time, after, until X happened*
6 _____: *for the past ten minutes, since then, recently, this week*

- The perfect can be used in both simple and continuous forms (for example, to distinguish between single and repeated actions), as well as in the infinitive and passive.

→ Grammar Reference page 145

7 Work with a partner. Discuss the difference in meaning between the sentences.

1 a She's worked as an engineer for three years.
  b She worked as an engineer for three years.
2 a They'll have finished the project by June.
  b They'll finish the project in June.
3 a We've been deciding where to build the new tower.
  b We've decided where to build the new tower.
4 a How long have you been here for?
  b How long are you here for?
5 a When the engineer arrived, the decision had been made.
  b When the engineer arrived, the decision was made.

8 TASK You are going to interview each other about a feat of engineering. Student A, turn to page 127. Student B, turn to page 134.

2.3 Vocabulary and skills development

GOALS ■ Understand and use collocations of perception and sound ■ Take notes

Vocabulary collocations of perception and sound



1 Work with a partner. How good are you at these activities?

- making conversation with strangers
- listening to other people's problems
- noticing changes in your friends' appearance, speech, behaviour, etc.

2a Match 1–6 to a–f to make six common collocations to do with perception and sound.

1 a noisy	a a conversation
2 total	b environment
3 the human	c a noise
4 make	d sight of something/someone
5 start up	e silence
6 catch	f brain

b 2.4 Listen to four extracts. When the speaker stops, which collocation from exercise **2a** do you think will follow?

c Match 1–6 to a–f to make six more common collocations of perception and sound.

1 background	a the difference
2 a perceptive	b vision
3 achieve	c attention
4 pay	d observation
5 notice	e an understanding
6 twenty-twenty	f noise

d 2.5 Listen to four extracts. When the speaker stops, which collocation from exercise **2c** do you think will follow?

3a Read the information in the Vocabulary focus box about collocations.

VOCABULARY FOCUS collocations

Collocations are combinations of words which are frequently found together, like *make a mistake* or *radically different*.

Important points to remember are:

- they usually do not translate word for word from or into another language, e.g. *a blind alley*
- you need to remember which words do not collocate, as well as those that do, e.g. we say *make a noise*, but NOT ~~*do a noise*~~
- when you record useful collocations, include grammar words like articles, prepositions and possessives, e.g. *pay attention **to** someone/something*
- collocations do not always follow conventions, e.g. *dead quiet*

b Complete what these people say with collocations from exercises **2a** and **c**. Make any necessary changes to the forms.



I'm always amazed by the powers of [1]_____. I was at a party last week and it was really loud; there was lots of music and [2]_____, so I couldn't hear what people were saying to me, and it was difficult to [3]_____. In fact, I stopped [4]_____ to the chatter and started to look around me. At that moment, just out of the corner of my eye, I [5]_____ of a bottle of champagne which was about to fall off a table. I just managed to catch it in time. Does this mean I have developed [6]_____ in my old age? Probably not – I still need glasses for reading!



The other night, some noisy party-goers were [7]_____ outside my window at 2.00 a.m. They woke me up and I couldn't get back to sleep – really annoying. Something else that winds me up is the sound of traffic in the street in front of my house when I'm trying to sleep. Oh, and don't get me started on the roadworks outside my office – I just find a [8]_____ really stressful. Even though I've sort of grown used to it, I really [9]_____ when the noise ceases. But strange as it may seem, some people actually dislike [10]_____. I had a friend who moved from the city to the mountains, and he said he missed the sound of traffic!

4a TASK Discuss the questions in small groups.

1 In which situations do you prefer to be in total silence or do you like to have some background noise?
- at work
- when studying
- in a lift

2 What sounds make you feel good, and which really get on your nerves?

3 Do you notice the different accents when you listen to English being spoken, for example Scottish English, South African, Australian, North American? Is there an English accent you prefer? Which and why?

b Report two things you have in common to the class.

Listening & Writing taking notes

5a Work with a partner. Think of some situations where you need to take notes as you are listening.

b **2.6**))) A university student magazine interviewed six people all answering the question 'How do you take notes?' Listen to the six interviews and write down each person's response.

c Which bits of advice did you find most useful? Discuss your answer and reasons with a partner.

6 Read the information in the Unlock the code box about taking notes and compare it with your answers to exercise **5c**.

UNLOCK THE CODE
listening and taking notes

Key techniques are:
- only write the main points
- don't try to write every word
- try to use the speaker's stress and intonation to help decide what the key points are
- listen for linkers, e.g. *firstly, on the other hand*
- use bullet points, abbreviations (abbrev) and signs.

7 With a partner, put these listening situations in order from easy to difficult.
- listening to a lecture or talk in your own language
- participating in a social conversation in a foreign language at a very loud party
- listening to classical music
- listening to a lecture or talk in a foreign language
- studying or working while listening to music
- understanding somebody talking in a foreign language that you know

8a What do you think is the difference between hearing and listening?

b **2.7**))) Listen to the first part of a talk about how the human brain achieves the feat of listening. Complete the notes.

- most [1] _____ feats of the human brain → hearing and [2] _____
- but listening is more [3] _____
- hearing's incredible, but we [4] _____ how it works from a [5] _____ point of view:

sound is:
1 [6] _____ into electrical [7] _____
2 transferred to the brain
- many animals (incl. [8] _____) have far better hearing than humans.

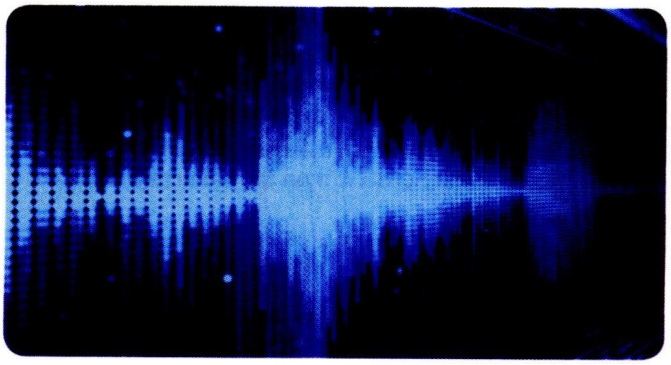
c Compare your notes with a partner.

9a **2.8**))) Listen to the second part of the talk. Use the headings and write notes, using the techniques in the Unlock the code box.

Machines: _____

Party noise: _____

Computers: _____



b Compare your notes with a partner. Do you have the same information?

10a **2.9**))) Listen to the final part of the talk and complete your notes using the techniques in the Unlock the code box.

b Compare your notes with a partner. Discuss the questions.
- Did you have the same information in your notes?
- Do you think the techniques in the box helped?
- What other techniques and procedures might be useful?

▶ VOX POPS VIDEO 2

2.4 Writing and speaking

GOALS ■ Write summaries ■ Give an informal talk

Listening & Writing a summary

1 Look at the photos and discuss the questions with a partner.

- Which activity do you think is more challenging?
- Can you think of any other challenges people face in everyday life?


mountaineering


bringing up a child

2 Read Beth's email. What does she want Kasper to do and why?

From: b.cole@talksupport.co.uk
To: k.bartol@talksupport.co.uk
Subject: Challenge conference

Hi Kasper,

I hear you're going to the conference in Aston this weekend. I can't make it unfortunately, but there's a talk I'd love to hear about. Would you mind going and sending me a summary of it afterwards?

It's about challenges in everyday life and the speaker is Dr Maddie Forde. It's on the Saturday at 2 p.m.

Thanks.

BW

Beth

3 **2.10** Listen to the first extract from Dr Forde's talk and complete Kasper's notes with one or two words in each gap.

Dr Maddie Forde - Challenges in everyday life BMG - 16/4

Usual meaning of 'challenge' = physical/

1 _____ *test*

- *Can succeed or fail, e.g.* 2 _____/ *mountain*
- *Passing test gives sense of* 3 _____
- 4 _____ *meaning = how you cope in difficult times in life*
- *No clear* 5 _____
- *No obvious success or* 6 _____.

4 Read the summary Kasper wrote using his notes in exercise 3. Decide what he includes in his summary.

Dr. Maddie Forde, 'Challenges in everyday life', BMG Conference, 16 April

The traditional meaning of a challenge

A challenge is a significant physical and/or mental test which people either succeed at or fail to do, for example:

- doing a marathon
- climbing a mountain.

Success usually offers a great deal of satisfaction for the person or team involved.

A wider meaning of a challenge

This may include how your personality responds to a situation which is ongoing, with no end point at which you can judge your achievement or failure.

1	All of the content	7	Abbreviations
2	Main ideas of the content	8	Bullet points/lists
3	Ideas from other sources	9	Exact words
4	Headings/subheadings	10	Paraphrasing
5	Some examples mentioned	11	His own opinions
6	Full sentences	12	Informal language

5 **2.11** Listen to the second extract from the talk and make notes on what Dr Forde says.

6 TASK Read the information in the Language for writing box about summarizing. Use your notes from exercise 5 to write a summary of the extract.

LANGUAGE FOR WRITING summarizing

Make sure your summary includes the following points.

Content

- Make notes as you read or listen to help you remember
- Provide information about the title of the presentation/ articles etc. and who the speaker or writer is
- Include the main topics to give the reader a good idea of the content
- Do not include every detail or every example
- Do not give your own opinion or make judgements about the content
- Make sure the summary is shorter than the original.

Style

- Use full sentences
- Use paraphrase and put things into your own words
- Use a neutral or formal style.

Listening & Speaking
an informal talk

7a Think about achievements in people's everyday life. Choose two that are important to you:

- passing a driving test
- gaining professional qualifications
- moving away from home
- having a successful career
- maintaining a good work-life balance
- making a major purchase (e.g. car, house ...)



b Work with a partner. Justify the choices you have made.

PRONUNCIATION consonant clusters

Some words can be difficult to say because they contain a group of two or more consonants.

achievements challenges tests successful

8a 2.12))) Read the information about consonant clusters. Then listen and repeat the examples.

b Write an example sentence with each of the words in exercise **8a**.

I'm very proud of my daughter's achievements.

c Practise reading the sentences with your partner.

9a Each person in a training course has been asked to introduce themselves and describe an achievement they are proud of. Before you listen to the speaker, read the description and answer the questions.

1 What is the writer's biggest achievement?
2 Why was it so significant?

[1] *OK, so I guess* my biggest achievement so far is probably getting into university. I was a good student in my early teens, but I [2]_____ slacked off [3]_____ at [4]_____ sixteen and then I suddenly realized that exams were just around the corner so I [5]_____ had a lot of catching up to do, which presented a challenge! However, I was determined to get into university, so [6]_____ that gave me the incentive. For years, my parents had been telling me to study, but in the end making the decision for myself was what made [7]_____ difference and so I organized myself and tackled the problem and got the grades I needed. When I heard I'd got in, I was [8]_____ amazed. I've done other things since, but at the time it [9]_____ was an [10]_____ achievement.

b 2.13))) As this is an unprepared talk, the speaker uses additional expressions. Listen and add them to the talk.

10 Look at the additional expressions in exercise **9b**. With a partner, decide if each expression is:

a a way of being less direct or buying thinking time while speaking
b a way of being more emphatic.

11a TASK Think about a notable achievement in your life or that of a friend or relative. This could be related to work, studies or personal life. Think about the following points:

- why it was significant
- the background
- what difficulties had to be overcome
- how it relates to your life today

LANGUAGE FOR SPEAKING vague language (2): an informal talk

When speaking informally, we use different expressions to sound more natural and to avoid creating distance from our audience.

Expressions used to be less direct or to buy time

I think, I guess, I suppose, I reckon
let me think
So, well, OK, like, anyway
kind of, sort of, a bit, around
you know what I mean
I mean

Intensifying expressions used for emphasis

Intensifying adverbs, e.g. *really, very, extremely, utterly, totally*

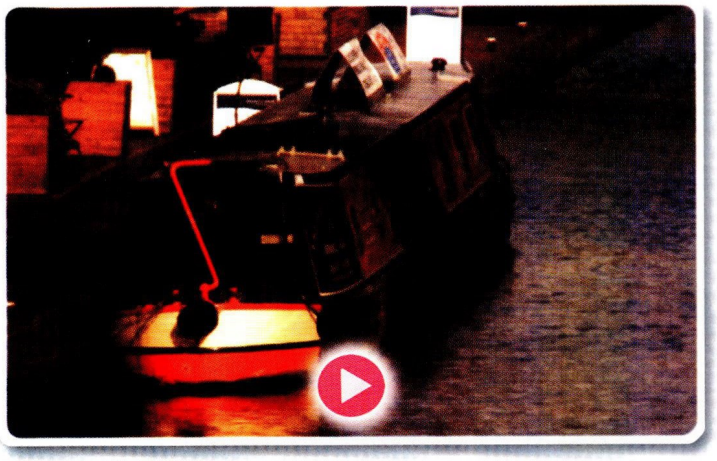
Extreme adjectives, e.g. *amazing, brilliant, incredible, fantastic, dreadful, awful, unbelievable, ridiculous*

Use of *all*, e.g. *all the time, it made all the difference*

b Work in groups of three. Give a talk about your achievement, including at least two expressions from the Language for speaking box. Each listener should think of at least one question to ask to get more information.

2.5 Video

The Falkirk Wheel



1 Work with a partner. Look at the photos and discuss the questions.

1 What are canals used for around the world?
2 How do you solve the problem of going up and down hills?
3 How might the object in photo 3 help with this problem?
4 When do you think it was constructed?

2 Watch the video. What are the answers to questions 2–4?

3 Watch again and complete the sentences with the correct number or year.

1 In the _____th and early _____th centuries, water was the key to transporting goods.
2 By 1850, _____ kilometres of canals linked British cities.
3 The Forth & Clyde and Union canals were separated by a height difference of _____ metres.
4 Up until 19_____, in order to negotiate this difference, boats had to pass through _____ locks.
5 Engineers first started to think about new solutions to this problem in _____.
6 The Wheel cost £_____ to construct and used _____ tonnes of steel.
7 Canal use was in its heyday over _____ years ago.



4a TASK Write answers in note form for the questions.

Where you live ...

1 what are the main means of transportation for a) passengers b) goods?
2 what are the main problems with transport?
3 what would be your solutions to these problems?

b Work in small groups. Compare your answers.

c Report the similarities and differences to the class.



Review

1a Complete the text with the appropriate perfect form of the verbs in brackets.

FEATS OF COURAGE



Few people [1]_____ (show) as much bravery as Shavarsh Karapetyan, **a champion finswimmer from Armenia**. Though he [2]_____ (win) both European and World Championships, he is best known for saving people from drowning in **a bus accident one morning** in 1976. The champion [3]_____ (train) with his brother when he saw a bus with ninety-two passengers drive off the road into a reservoir, hitting the icy water and sinking fast. Without thinking, Karapetyan dived into the water, kicked through the back window, and in **almost complete darkness** began rescuing **dozens of passengers trapped in the bus**. By the time he lost consciousness, he [4]_____ (save) **an incredible twenty people from certain death**.

Karapetyan [5]_____ (receive) **numerous awards for his underwater rescue**, yet [6]_____ (always/deny) being a hero, saying he [7]_____ (only/do) what he had to.

b Analyse the parts of the noun phrase in bold in the text as in the example.

Before the noun	Noun	After the noun
a champion *article + noun*	finswimmer *noun*	from Armenia *prepositional phrase*

2a Choose the correct adverb to complete each phrase.

1 A village in my country which I consider *particularly* / *radically* beautiful is ...
2 A medical breakthrough which I consider *critically* / *utterly* important is ...
3 Something technological which I consider *highly* / *utterly* amazing is ...
4 Something which is changing *highly* / *unbelievably* fast is ...
5 A machine I find *radically* / *remarkably* complex is ...

b Complete the sentences in exercise **2a** with your own ideas.

c Compare your sentences with a partner and explain your choice.

3a Choose a verb from the box that collocates with both the nouns in each pair.

come up with encounter entail pose realize

1 a dream/an ambition
2 an idea/a solution
3 problems/difficulties
4 an effort/difficulties
5 a question/a problem

b **2.14** Listen to someone talking about a new business. Summarize each section using a phrase from exercise **3a**.

c Tell your partner about a challenge you faced using the phrases in exercise **3a**.

4a You have one minute. Can you build eight collocations by matching 1–8 to a–h?

A	B
1 background	a a noise
2 engage in	b attention
3 make	c brain
4 notice	d conversation
5 pay	e noise
6 the human	f silence
7 total	g the difference
8 twenty-twenty	h vision

b Work with a partner. Student A, close your book. Student B, say an expression from **A**; Student A, complete the collocation.

5a Write a short paragraph including all the words in the box.

accident attention background breakthrough championship consciousness darkness kicked passenger trapped unbelievably

b All the words in the box in exercise **5a** contain a consonant cluster. Practise reading your paragraph aloud with a partner.

6 **2.15** Listen to the expressions. Write them under the correct heading.

- Expressions we use to be less direct or buy time when speaking
- Intensifying expressions used for emphasis

3 Team

3.1 The perfect team

GOALS ■ Talk about behaviour and attitude ■ Use auxiliary verbs

Vocabulary & Speaking behaviour and attitude





1a Work with a partner. What do you think are the qualities needed to be a good team player?

b Use the phrases in the box to replace the words in italics.

boost the morale of the team flexible and open to new ideas
have high expectations likes being the centre of attention sit on the fence
the big picture troublemaker willing to get their hands dirty

1 With colleagues or classmates, it's important to *be very ambitious and want everyone to do well.*
2 Every team needs someone who sees *the situation as a whole.*
3 In the modern world, we should all be *willing to work in different ways to achieve something.*
4 She *wants people to talk about her all the time.*
5 People who are *happy to do any tasks, including unpleasant or boring ones* are worth their weight in gold!
6 He tends to *avoid becoming involved in deciding or influencing something* in meetings.
7 The company had to get rid of him because he was a *person who causes problems.*
8 She's the kind of manager who can *make everyone feel good about what they are doing.*

c Which of the phrases in exercise **1b** are positive and which are negative?

d Did any of the ideas in exercise **1b** come up in your discussion in exercise **1a**? Choose the three most important.

2a **3.1**))) Listen to four conversations. Which phrase in the box is being demonstrated in each?

flexible and open to new ideas
have high expectations
likes being the centre of attention
sit on the fence
troublemaker
willing to get their hands dirty

b With a partner, write a four-line conversation where one of the speakers is demonstrating the behaviour in one of the phrases in exercise **1b**.

c Act out your conversation to another pair. Guess the other pair's phrase from the conversation.

Grammar & Listening auxiliary verbs

3a **3.2** You are going to listen to a lecture about consultant Glenn M Parker's ideas on the four roles that make up the perfect team. Listen and write the names of the four roles.

A c_____ **C** c_____
B c_____ **D** c_____

b **3.2** Read the list of skills. Listen again and match the four roles A–D in exercise **3a** to the skills 1–8.

1 communicating with other people
2 pushing other people to take risks
3 asking difficult questions of colleagues/workmates
4 organizing social activities
5 understanding and explaining technical detail
6 boosting other people's morale
7 noting down and using other people's ideas
8 seeing the big picture

4 Read the Grammar focus box. Match the auxiliary verbs in bold in sentences 1–6 to meanings a–c.

GRAMMAR FOCUS auxiliary verbs

Auxiliary verbs are added to other verbs to help express various meanings:

a to substitute for a longer form ___ ___ ___
b to emphasize an imperative ___
c to add stress or emphasis ___ ___

1 Ideally, and **I do stress** that we are talking about the ideal team not what happens in real life.
2 **Do note** that another word for the challenger is 'troublemaker'.
3 Have you encountered this kind of person … I guess **you have**!
4 I've come to realize that rather than being just a pain in the neck, in fact **they do play** a crucial part because they question the goals and processes of the team.
5 You might think they would act very inflexibly, but they **don't** – they are flexible and open to new ideas.
6 If you ask them to organize a social activity for the team, then they **will do** and happily.

We can use *do*, *does* or *did* before *so* and its object or to substitute for a repeated action by the same person:

*They are very willing to 'get their hands dirty', and they **do so** to achieve the team's goals.*

→ Grammar Reference page 146

5a Add an auxiliary verb to the sentences to add emphasis.

1 The management say it's not obligatory for them to inform people about changes, but they have to.
2 It's a really interesting website. Go and have a look at it!
3 They look after you well in your company!

b Make the exchanges sound more natural by deleting unnecessary parts of the responses.

1 **A** Why aren't you going to the meeting?
B I am going to the meeting.
2 **A** Have the team leaders been meeting regularly?
B Yes, I think they have been meeting regularly.
3 **A** Were the customers satisfied with the goods?
B Yes, we're pretty sure they were satisfied with the goods.

c Replace the underlined sections with an auxiliary + *so*.

1 **A** Nobody has checked the results of this experiment.
B No, but we plan to check the results of this experiment next week.
2 Carlos got very angry and told me to leave. I left as quickly as I could.
3 The company needed to expand the research department, and it expanded the research department last year.

PRONUNCIATION auxiliary verbs

Auxiliary verbs are usually contracted or pronounced with a weak form.

Where does she work? /dəz/
They've been talking for hours. /bɪn/

However, they are pronounced with a strong form:

1 in short answers. *Yes, she does.* /dʌz/
2 at the end of a clause. *We wanted to talk to him, and we have.* /hæv/
3 for emphasis or contrast. *Do tell me!* /duː/
You think I wasn't listening, but I was listening! /wɒz/

6a **3.3** Listen and write down the six sentences. Is the auxiliary verb stressed?

b **3.4** Listen to the sentences again, this time in mini-conversations, and repeat. Why is the auxiliary stressed in some of the sentences?

7 TASK Work in groups of three or four. Think of teams you have been in. How did the members of the team fit into Glenn M Parker's roles? How could the team have been improved?

VOX POPS VIDEO 3

6 TASK Work in groups of four. Student A, turn to page 138. Today, women's baseball is again in the news, with

3.2 Team game

GOALS ☐ Use articles ☐ Talk about success and failure

Grammar & Reading articles

1 Work with a partner. Look at the photo. What do you think the people are feeling? Do you identify with these feelings?



2 Read the blog. What does the research say about people who support teams?

Home | About | Blog | Subscribe

Why support a team?

[1] The football fan is a strange beast. I've followed the same team for thirty years, going to matches [2] once a week, even though they seem to lose all the time. I've tried switching my allegiance to a different team, a more successful one, only to return after a few weeks. It all seems a bit daft. So why do we do it?

[3] The psychology of supporting a particular group or team seems mysterious and irrational. Why is it important for one team to beat another, when there is seemingly no discernible difference between them? And it's not just in sport: this [4] kind of attitude is common in all walks of life. We're happy when our country wins a gold medal at the Olympics, but we're even more pleased when our children's school is rated outstanding, or our project team does well and is picked out for special recognition [5] at work. But how can it be right that we value something so much just because we are in it? This is a question that interests philosophers and sociologists.

There is a theory, advanced by the philosopher and sports fan Professor David Papineau, that human beings are obsessed by projects. Whereas animals live in the moment, humans are characterized by their ambitions. We adopt long-term goals and we work to achieve them, thereby giving our lives meaning. We care about our families, our houses and our careers. According to the theory, once you have a goal, it comes to be especially important for you – but not for others. And this is why we support [6] a team.

3 Match the extended rules f–k in the Grammar focus box to 1–6 in the blog.

GRAMMAR FOCUS articles

Basic rules

a To talk about people or things in general, use no article.
b Use an article (or another determiner) with a single, countable noun.
c Use *a/an* when you mention something for the first time.
d Use *the* when you mention the same thing the second and following times.
e Use *the* when both the speaker and listener know which thing is meant.

Extended rules

Use *a/an:*

f to talk in general about one example of a class (but not about the whole class). ___
g to relate two different measures. ___

Use *the*:

h with a singular, countable noun to talk in general about a whole class. ___
i with a plural or uncountable noun + *of* + phrase to generalize. ___

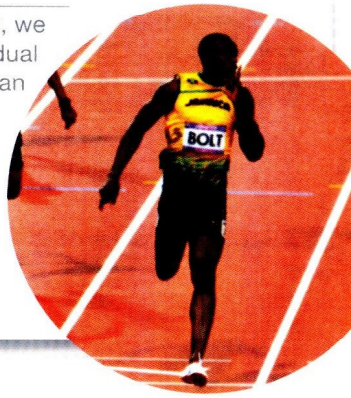
Use no article:

j with certain nouns when we are talking about their main purpose. ___
k after expressions like *amount of, number of, kind of, sort of.* ___

→ Grammar Reference page 147

4 Complete the final part of the blog with *a, an, the,* or – (no article).

Of course, you can want [1]_____ player to win, just because they deserve to. When Usain Bolt ran in [2]_____ 2012 London Olympics, I wanted him to win simply so that [3]_____ excellence would be rewarded. We all love [4]_____ exciting star. Although we might hate [5]_____ business of [6]_____ sport, we don't mind [7]_____ individual sportspeople earning more than £200,000 [8]_____ week. But this sort of [9]_____ thinking is different from wanting your team to win, or your children to prosper in [10]_____ life.



Vocabulary & Speaking success and failure

5a Look at the extracts from the blog. Which verb could replace the highlighted verbs in both extracts?

1 we're happy when our project team **does well** at work.
2 ... wanting your children to **prosper** in life.

b Read the article about women's baseball and decide if the phrases in blue are to do with success or failure.



c Match 1–6 to definitions a–f. Check with your partner.

1	flop	a	develop in a successful way
2	breakdown	b	failure
3	give in	c	be successful and bring good results
4	work out	d	film, event, etc. that is unsuccessful
5	turn out	e	admit to failure
6	pay off	f	happen or develop in a particular way

d Do the same for these words.

1	fall flat	a	succeed in dealing with (a problem, etc.)
2	triumph	b	have the intended effect or result
3	come off	c	fail to have the desired effect
4	overcome	d	reach the highest point of your profession
5	get to the top	e	be successful in your career
6	make it	f	great success, achievement or victory

6 **TASK** Work in groups of four. Student A, turn to page 128. Student B, turn to page 133. Student C, turn to page 140. Student D, turn to page 141.

LOOK LIKE WOMEN, PLAY LIKE MEN!

Not many sports players can claim to have inspired a Hollywood film, but one team did just that. You may not have heard of them, but the Rockford Peaches overcame obstacles and prejudice and got to the top of the All American Girls Professional Baseball League.

All this happened in the 1940s. The film the women inspired was *A League of Their Own* (1992). In 1943, the All American Professional Baseball League was suffering, as most of the male players were drafted into the US military. Philip K Wrigley, the chewing gum company boss, wanted to keep baseball in the public eye. He helped found the women's league, defined the rules of the game and sent out scouts throughout the country to find talented players. It was risky, as there was a real possibility that the whole scheme would be a flop. But Wrigley's gamble paid off. Women's baseball turned out to be really popular, with one player, Dottie Kamenshek, appearing on a list of the top 100 female athletes of all time.

There were just four teams in the original All American League in 1943. By 1948, their most successful year, the league had ten teams. It was a triumph, and in its best season the league had almost a million fans.

The players had to follow strict rules about their behaviour, appearance, and even had to attend a charm school run by Helena Rubenstein. They were told: 'Look like women, play like men.' They needed to be tough if they were going to make it in the world of baseball. There was a lot of pressure, but the women couldn't give in – they had to work hard to succeed.

Unfortunately, things didn't work out so well for the league in the 1950s, as it became more difficult for them to compete with the male league. The women were as skilful as the men, but not as strong. A men's team even tried to recruit Dottie, but that fell flat – she turned it down, as she thought it was just a publicity stunt. The number of fans shrank, there was a breakdown in training schemes due to lack of money, and eventually the league folded in 1954.

Today, women's baseball is again in the news, with upcoming stars like Mo'ne Davis in the USA and Eri Yoshida in Japan. Some people think plans for a new league could come off within the foreseeable future. I'm sure Dottie would approve of that.

3.3 Vocabulary and skills development

GOALS ■ Understand how writers avoid repetition ■ Use prepositional phrases

Reading how writers avoid repetition

1 With a partner, look at the photos. In what ways do animals work together to achieve a goal?



2 Read the extract from a TV review about how killer whales work together. What do the words in blue refer to?

FROZEN PLANET

BBC1, 9 p.m.

Last night's *Frozen Planet* included an intriguing sequence which showed how killer whales hunt together. (Much as I adore these great beasts of the sea, I have to say it demonstrated a ruthless side to their character.) What was fascinating was how they worked together to create a wave that knocked a seal off the Antarctic ice into the sea. Once their prey was in the water, it was only a matter of time before lunch was served. The whales grabbed the seals by the tail, and that was that. This wonderful programme, filmed in the region over many months, gave us a fascinating insight into the lives of these elusive creatures.

3 Read the information in the Unlock the code box about how writers avoid repetition. Identify the strategies used in exercise 2.

UNLOCK THE CODE
understanding how writers avoid repetition

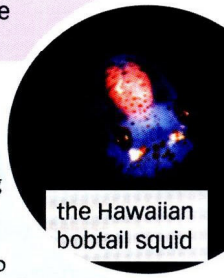
Writers usually try to avoid repeating words and names because this can sound clumsy and unnatural:
Last night's Frozen Planet *had an intriguing sequence ...*
***this wonderful programme** was a reminder ...*

To do this, writers often use:
- a close synonym, e.g. *sea/water*
- a more general word, e.g. *whales/animals*
- a title/descriptive word such as a place, job, show, e.g. *Antarctic/the region.*

4a Which words do you associate with *bacteria*?

beneficial collaborative communicative
essential harmful intelligent

b Read the article and check your ideas.



the Hawaiian bobtail squid

Bees making honey, termites building their incredible nests, and geese flying in a V formation: we can all think of animals that work in teams to achieve their goal. And we might be under the impression that it is somehow a sign of their cleverness.

But what if we discovered that even the smallest creatures – with no ears to hear, no sense of touch and no central intelligence – also work in teams to reach an objective?

Bacteria play a crucial role in life on our planet. Some are deadly, the cause of numerous diseases. Some are helpful – they digest our food, synthesize our vitamins and help us make wine and cheese.

How do these single-celled organisms manage such important functions? Their secret lies in teamwork. Each bacterium gives off a chemical that can be read only by members of the same species; the concentration of this chemical can tell it how many of its siblings are nearby. They don't make moves at random: they wait until there are enough of them for the actions to be effective and coordinate what they do.

Some animals depend upon bacteria for their ability to survive. A particular kind of squid contains bacteria called *Vibrio fischeri*, which, once they are in sufficient numbers, shine a light that allows the host animal to hunt at night. In return, the bacteria are kept well fed. In the morning, the squid gets rid of some of the bacteria, and the light goes out. The remaining bacteria multiply during the day until, by nightfall, there are enough of them to start the process all over again.

■ **bacteria** the simplest and smallest forms of life

5 Decide if the statements are true (T), false (F), or if the text in exercise **4b** doesn't say (DS). Correct the false statements.

1 Bees, termites and geese are good examples of animal teamwork.
2 We think that teamwork is an indication of lack of intelligence.
3 The bacteria, *Vibrio fischeri*, only decide to act when it is night.
4 The squid benefits from the food that the bacteria provide.
5 The bacteria benefit from the squid's protection.

6 Work with a partner. Look at the phrases in blue in the text. In order to avoid repetition, which words are replaced?

bees, termites, geese – animals

Vocabulary prepositional phrases

7a Read the information in the Vocabulary focus box about prepositional phrases.

VOCABULARY FOCUS prepositional phrases

Prepositional phrases are usually made up of a preposition + a noun.
out of the question, in two minds, at times

When the phrases are idiomatic, it is useful to record them as single units: *on the ball.*

b Read the conversations. Choose the better meaning for the prepositional phrases in bold from the options in the boxes.

1 **A** How did she choose the odd décor in her flat?
B I think it looks like everything was chosen **at random** but she says she had a definite plan.

with careful thought / without any regular pattern

2 **A** Which one do you fancy?
B I'm **in two minds**. What do you think?

I want both of them / I can't make up my mind

3 **A** I like the new CEO. She seems really **on the ball**.
B Do you think so? I thought she looked a bit incompetent!

a good team player / knowledgeable

4 **A** What did you think of the film?
B Pretty good **for the most part** – it was just a bit too long.

generally speaking / for this sort of film

5 **A** The company **was at a loss** as to the reason for the delay.
B Do they know how much it will end up costing?

lose money / had no idea

6 **A** I'll get the coffees – the machine's **out of order**.
B What, again? That's the third time this month.

not working / outside

7 **A** I was **under the impression** you two knew each other.
B No, we work for the same company, but not in the same office.

pretty certain / not at all certain

8 **A** How did the accident happen?
B **Without warning**, a dog ran into the road and I had to swerve.

Very quickly / Unexpectedly

9 **A** How long do you think the road repairs will take?
B They'll take a year, **at the very least**.

as a minimum / as a maximum

10 **A** You know, **at times** I get really fed up with his behaviour.
B I know ... you never know what he's going to say or do next!

sometimes / all the time

c Check your answers with a partner.

8a TASK Write four true sentences about yourself, your work and your interests using some of the prepositional phrases in exercise **7a** and **b**.

b Work with a partner. Take turns to say your sentences or questions to your partner. Respond to your partner's sentences with a follow-up question or comment. Try to continue the conversation to a natural conclusion.

A *I find my job, for the most part, really interesting.*
B *Really, then which bits of it do you not like?*
A *Well, what I sometimes find a bit boring is ...*

3.4 Speaking and writing

GOALS ■ Check and rephrase ■ Write a proposal

Listening & Speaking checking and rephrasing

1 Read the email from an HR* manager to three of her staff. Why is she writing to her staff?

From: Tracy Garcia
To: Naomi, Sadiq, Anton
Subject: communication in the organization
Attachments: Questionnaire responses

Hi all

It seems from the questionnaire we recently sent out that many members of staff are unhappy with the way we communicate in the organization. Can you read through the questionnaire responses (attached) and come up with a few ideas as to how teamwork and communication between the departments can be improved? I'd like a proposal on my desk by Monday if possible as I have a meeting that afternoon about it.

Thanks

Tracy

■ **HR = Human Resources** the department in a company which deals with employing and training employees

2 **3.5** Listen to Naomi, Sadiq and Anton's discussion. What are the four main ideas they plan to include in their proposal?

3a **3.5** Listen again. Complete the expressions you hear in the discussion.

1 Sorry, I don't _____ you.
2 Are you _____ me?
3 What _____ when you said ...?
4 Let _____ that.
5 Sorry, _____ that again?



b Complete the Language for speaking box with the headings for the groups of expressions.

- Expressions to check if the listener has understood
- Expressions for checking
- Expressions for rephrasing

c Put the expressions from exercise **3a** into the correct category.

LANGUAGE FOR SPEAKING
checking and rephrasing

1 _____

Am I right in thinking that ...? *... is that what you mean?*
a _____ *Sorry, I didn't catch that.*
b _____ c _____

2 _____

What I'm saying is ... d _____
In other words ... *I'll put that another way.*
What I meant was ...

3 _____

Do you follow? *Do you understand so far?*
e _____

PRONUNCIATION checking and rephrasing

It is important to stress the correct word with these kinds of expressions, for example:
*Are you **with** me? What I'm **saying is** ...*

4a **3.6** Listen to the phrases in the Language for speaking box. Mark the stress in each phrase.

b Compare your answers. Practise saying the phrases you think you would use.

5a **TASK** Naomi, Sadiq and Anton came up with four main ideas in exercise **2**. In small groups, think of one or two more ideas to increase collaboration at work. How would your ideas work?

b Discuss your group's decision with the class, giving reasons for your choices. Use the expressions from the Language for speaking box.

Reading & Writing a proposal

6 Read the proposal Naomi, Sadiq and Anton have written for their manager. They divided the proposal into four sections. Which paragraph ...?

- gives the background information, including the problem
- proposes ideas, with reasons
- makes recommendations and gives a conclusion
- states the aim of the proposal

7 Answer the questions.

1 How does the format differ from a formal letter or essay?
2 Why are the subheadings used?
3 What is the advantage of the numbering in section c?
4 What tone and style are used? Give examples.

8 Match words 1–10 from the proposal to meanings a–j.

1	commission	a	get worse
2	overwhelmingly	b	changing something regularly
3	consider	c	give money for
4	deteriorate	d	request officially
5	rectify	e	understanding of something
6	implement	f	correct
7	fund	g	very strongly
8	rotation	h	be greater than
9	insight	i	judge
10	outweigh	j	carry out/put into practice

LANGUAGE FOR WRITING writing a proposal

Purpose
The purpose/aim of this proposal is to ...

Background information
The proposal was commissioned/requested by ...
(All members of staff) were asked to ...
It is clear from (this feedback) that ...

Proposed ideas, with reasons
The following ideas would be ...
These could include ...
The company/organization could ...
Such a (programme) would allow/give, etc. ...

Recommendations and conclusion
We (would) recommend + noun/*-ing*
We suggest/propose + noun/*-ing*
The expense would be (outweighed) by ...

9 TASK Using your ideas from exercise **5**, the information in the Language for writing box and the model in exercise **6**, write a proposal for increased teamwork for one of the topics:

- in a newly enlarged project team
- in a volunteer group.

PROPOSAL

a

The purpose of this proposal is to recommend some measures to improve communication and teamwork between the different departments of TKJ. The proposal was commissioned by the CEO and follows a questionnaire conducted by the HR department, which suggested that communication in the company could be improved.

b

In May of this year, all members of staff were asked to complete a questionnaire about communication and teamwork between departments. The results were overwhelmingly negative, with 85% of employees considering communication to be 'poor' or 'very poor'. Furthermore, a comparison with a similar study carried out five years ago suggests the situation has deteriorated. It is clear from this feedback that steps must be taken to rectify the situation, and the CEO was therefore keen to hear recommendations about how this could be done.

c

In the same questionnaire, the staff were asked to give some ideas for improving the situation. The following ideas seemed to be the most practical and easy to implement:

1 Weekly meetings between representatives of each department. This would not necessarily be the head of department, but a representative who could give information about the activities of their department. This would be simple and inexpensive.
2 Social events involving all departments. These could include parties or meals after work or simply inter-departmental get-togethers, e.g. in a local café. The company could fund this out of the day-to-day budget.
3 Job rotation between departments. One person from each department would spend one week per year working in another department. Such a programme would give staff an insight into the thinking of other sections of the company.
4 In-house social media feed. We suggest setting up a Facebook or LinkedIn page restricted to staff, where we could contribute new ideas and provide news about our current activities.

d

We would recommend the ideas suggested above, which are all simple and inexpensive to implement. The main expense would be in staff time, including the meetings and setting up of the social media account. However, we feel this expense would be easily outweighed by the potential benefits; and in the long run, better communication will save the company money.

3.5 Video

The Tall Ships Race



1 Work with a partner. Look at the photos from a special sailing event and discuss the question.

Would you prefer to be a participant or a spectator in this event? Why?

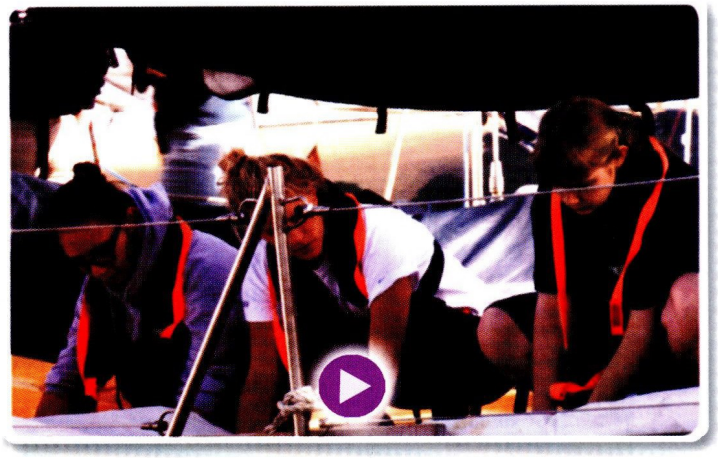
2a With your partner, write a list of personal qualities you feel would be ideal for members of the sailing crew.

b Explain your list to another pair. Did you think of the same qualities?

3 ▶ Watch the video and choose the best way to complete the sentence.

The Falmouth to Greenwich Tall Ships race is ...

a a competition for professional sailors.
b an opportunity for disadvantaged people to learn through sailing.
c a chance to recreate the historical experience of sailing in the past.



4 ▶ Watch the video again. Match ideas 1–6 to the person a–c who expresses them.

a race chairman James Stevens
b crew member Jack
c disabled crew member Helen Leehy

1 I didn't use to like boats at all but now I really feel at home on them.
2 Even people who know nothing about boats soon come to realize the importance of teamwork.
3 Care is taken to make every single thing accessible for as many people as possible.
4 It's something the participants will remember for ever.
5 It develops into a really unified group of people.
6 It's given me a lot more self-confidence.



5a TASK You are going to select people for a Tall Ship crew. With a partner, prepare interview questions:

- existing skills and abilities
- experience of teamwork
- reasons for wanting to take part
- what you can contribute to the team.

b Work with another pair. Use your questions to interview each person in turn. Decide who would be the best choice for your crew and why.

c Change roles.

Review

1 Complete the blog entry about animal behaviour with *a, an, the* or – (no article).

ABOUT EVENTS BLOG SEARCH

I watched [1]_____ interesting programme in [2]_____ class recently about [3]_____ behaviour of animals, focusing on [4]_____ question of whether [5]_____ animals are intelligent. Some, like [6]_____ turkey, have a reputation for stupidity. But the best sequence featured an insect that lived in [7]_____ hole in the ground. About twice [8]_____ day, it went hunting and brought its prey back to [9]_____ hole, leaving it on the edge while it checked for enemies inside. When a researcher moved [10]_____ prey just two centimetres away, the insect went through [11]_____ whole routine again, making it seem very stupid. But it was [12]_____ instinct that told it what to do, not intelligence.

2 Complete the sentence or short answer with the correct form of *do, have* or *be*. Change the form of the other verbs if necessary.

1 Yuri said he was going to call a meeting, but he _____.
2 **A** Can you tell the team to be on time tomorrow?
B I already _____.
3 They are our most important clients, so _____ be nice to them.
4 **A** You didn't ask many questions after the presentation.
B True, but then nobody _____.
5 The manager _____ likes to complain about her staff.
6 **A** This is possibly the last chance we have to persuade the others.
B That's right. It might _____.
7 We have no idea what's going to happen, and neither _____ the management.

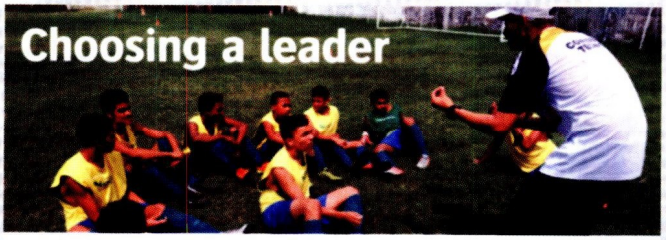
3a Is the auxiliary verb strong or weak? Write S or W.

1 I do think men and women see team games in different ways.
2 Have you ever participated in a team-building exercise?
3 What do you think is the value of such activities?
4 Many people support their local team, but I never have.

b Work with a partner. Discuss 1–4 in exercise 3a.

4a Complete the text with words from the box. There are two words you do not need.

ball impression loss most part random times two minds very least



People are under the [1]_____ that leadership is a natural quality. And for the [2]_____, this is true enough. But leadership can be learnt. Arguably, by far the most important quality of a leader is the capacity to listen. At [3]_____, even decisive leaders are in [4]_____ about something, or even at a complete [5]_____ as to what to do. In these circumstances, it is other people's input that helps them. Most importantly, leaders always need to be on the [6]_____ and up-to-date with new developments.

b Work with a partner. In your experience, what qualities do good leaders have? Do you agree that they are born and not made?

5a Put the words in order to make expressions for checking and rephrasing.

1 another / put / I'll / way / that
2 again / that / was / sorry / what ?
3 you / far / understand / so / do ?
4 that / me / let / rephrase
5 catch / part / I / last / didn't / the / sorry
6 me / are / with / you ?

b Work with a partner. Student A, explain one of the items below, using expressions to rephrase. Student B, listen and ask questions to check where necessary. Then change roles.

- how to get from where you are studying to where you live
- how to make your favourite recipe
- what to see and do if you visit a famous tourist city
- how to play your favourite game or sport



4 Responsibility

4.1 Age of responsibility

GOALS ■ Express degrees of obligation ■ Talk about responsibility

Grammar & Reading degrees of obligation



1 With a partner, discuss what age people have to be to do the activities in the photos.

2 Look at the webpage. Who is it for?

3 Read the information in detail and find the minimum age in England for each activity in exercise 1.

4a Are the statements true (T) or false (F)? Correct the false statements.

1 You **can't** apply to adopt a child until you're eighteen.
2 You **need** to be sixteen to get married.
3 You **don't need** parental permission to marry at the age of eighteen.
4 At fourteen, you're **not allowed to** work more than three hours per day.
5 You **needn't** go to school after your sixteenth birthday.
6 You **should** wear a seatbelt in a car. It's a good idea.

b Check your answers with a partner.

HOME | GET INFO | CHAT | APPS+TOOLS | YOUR STORIES

What age can I . . .? A guide to what you can legally do at different ages in England

10+
- You are legally responsible for your actions and can be charged with a criminal act.

11+
- You can open your own bank account, but you will need your parents' permission.

14+
- You can take on part-time employment, for a maximum of two hours on a school day.
- Wearing a seatbelt is compulsory and considered your own personal responsibility at this age.

15+
- Working restrictions are the same as for fourteen-year-olds, except you can work up to eight hours on a Saturday between 7.00 a.m. and 7.00 p.m.

16+
- You have to stay in education until your eighteenth birthday, so you can't leave education at sixteen.
- You can apply for your own passport.
- You can get married (but parental consent is required).

17+
- You can apply for a driver's licence and take your test.
- You can apply for a private pilot's licence for a plane, helicopter or hot air balloon.
- You can become a blood donor.

18+
- You can get married without parental permission.
- You can purchase a knife.
- You're allowed to buy fireworks.
- You can get a licence to drive lorries and buses or to fly commercial aircraft.

21+
- You can apply to adopt a child.

5 Match the statements in exercise **4a** to their meanings a–d. Use the verbs in bold to help you.

a against the rules/law
b it's not necessary
c advice
d obligation

6 Complete the Grammar focus box using a–d in exercise **5**.

GRAMMAR FOCUS expressing degrees of obligation

- We can express different degrees of obligation with the modal verbs *must*, *should* and *can't*. *Have to*, *ought to* and *need to* are also commonly used.
- We can also use other phrases to express degrees of obligation.

[1]_____: *must/have to*
*Attending school is **compulsory** until you're 17.*
[2]_____: *should*
*You **ought to** ask if it's OK for your friend to come, too.*
= general advice
*You'**d better** think carefully before you answer my question.*
= 'this is a good thing to do now'; more urgent than *should* or *ought to*
[3]_____: *don't have to/don't need to*
***It's not necessary** to bring anything – all materials will be provided.*
A *Should I come?*
B ***It's up to you** (whether you come or not).*
[4]_____: *can't/mustn't*
*You'**re not allowed** in here – it's for members of staff only.*

- Use *supposed to* and *not supposed to* to indicate something that should happen (but may not) or is happening, but shouldn't happen.
*You'**re supposed to** be back in by 11.00 p.m.*
*We'**re not supposed** to make personal calls on the office phone.*

→ Grammar Reference page 148

7a Rewrite the sentences using the correct forms of the words in brackets.

1 All visitors have to have a visa. (compulsory)
2 You should hurry up before the shops close. (better)
3 It's against the rules to use mobile phones in this area. (allow)
4 **A** Do I need to take notes?
B You decide. (up)
5 You should see a doctor about that cough. (ought)
6 The sign says there's no parking in this street. (suppose)

b Compare your answers with a partner.

Vocabulary & Speaking responsibility

8 **4.1** Listen to three situations in which people are talking about responsibility. For each one, decide ...

1 who is speaking and who they are speaking to
2 where the conversation is taking place

9a **4.1** Listen again and complete the sentences.

1 Well, you can imagine. 'Who did this? Is anyone going to [1]_____?'
I bet I know who's [2]_____ it.
I really don't feel any of us can [3]_____.

2 ... and my name's Maria. I'm [4]_____ everything to do with your accommodation ...
I'm also [5]_____ reservations for the social programme ...

3 ... we'd like you to [6]_____ the Miller account ...
... you're trustworthy and [7]_____, and we know we can [8]_____ you to get the job done.

b Match phrases 1–8 in exercise **9a** to meanings a–h.

a a position of having control over someone or something
b be responsible for something bad
c have the duty of doing something or taking care of someone or something
d say that someone is the cause of something bad
e dependable
f to admit you are responsible for something wrong or bad
g be responsible for/deal with a situation or task
h trust someone to do something

10 Using phrases from exercise **9a**, complete each sentence with one word.

1 Children under the age of ten cannot be _____ responsible for their actions.
2 Don't worry about the reservations – we've _____ care of that.
3 Few people today can _____ on having a job for life.
4 The director of studies is in _____ of the teaching staff.
5 Which of the drivers was to _____ for the accident?
6 Why don't you just _____ up and hope she forgives you?

11 **TASK** Student A, turn to page 128. Student B, turn to page 134.

4.2 The caring generation

GOALS ☐ Use phrases with *care* ☐ Use passives

Vocabulary & Speaking phrases with *care*

1 Look at the photos. Where would you see these things?



2 Work with a partner. Match the words and phrases in the box to the definitions.

Be careful! be without a care in the world carefree careless a carer the caring professions day care ~~handle with care~~ health care I couldn't care less take care of

1 *handle with care* hold something which is easily broken
2 _____ a service which involves looking after people's medical needs
3 _____ be responsible for a person, situation or task
4 _____ not paying enough attention
5 _____ a way of saying, often rudely, that you are not interested in something
6 _____ having no worries or responsibilities at a given time
7 _____ someone who looks after a sick or old person at home
8 _____ service in which small children or the elderly are looked after, away from home during the day
9 _____ a warning
10 _____ jobs that involve looking after other people such as nursing, teaching or social work
11 _____ have a tendency not to worry about things

3 **4.2**))) Listen to four short conversations. Complete each one with the correct word or phrase with *care* from 1–6 in exercise **2**.

4 Look at the photos of people in different caring professions. With a partner, discuss what each job entails and what qualities are needed.

5a **4.3**))) Listen to two interviews with people whose job involves caring. For each person, make brief notes on what they say about:

- their job
- what they understand by caring
- what qualities are needed to do the job.

b Check your answers with a partner.

PRONUNCIATION pacing and spacing in natural speech

In natural speech, we don't speak at an even speed. We break up speech into sections with pauses; we say some words more slowly for emphasis; and we speed up through other sections.

6a **4.4**))) Listen and finish marking the pauses in the extract.

I'm on duty three nights a week, // I have a colleague who covers other nights and I'm around during the day I don't go round unless I'm asked but the residents know that I'm on hand should they need anything

b **4.4**))) Listen again and underline the words which are stressed.

c **4.4**))) Listen again and practise.

7a Work in groups of three. Group A, make notes on topic a. Group B, make notes on topic b. Group C, make notes on topic c. You can agree or disagree with the topic. Try to give reasons and examples to strengthen your argument.

a We can learn many things from caring for other people.
b Everyone benefits when elderly people live with their family.
c Not everyone is suited to a caring role.

b Stay in the same group to prepare your talk.

c Change groups so that each group has an a, b and c. Take turns to give your talk, using your notes.

d While listening, decide if you agree or disagree with the speaker and why. Discuss your responses, giving reasons.









Grammar & Speaking passives

8a Read the Grammar focus box. Choose the correct words to complete rules 1–5.

GRAMMAR FOCUS passives

We form the passive with *be* + past participle. We can use it in all verb tenses, with modal verbs, and in the infinitive and *-ing* forms.

*The glasses **must have been broken** while **being transported** from the factory.*

We use the passive for various reasons:

1 to focus on new or unknown information by putting it at the *beginning / end* of the sentence
A *I haven't seen that building before.*
B *No, it was built last year.*

2 to keep the focus on *the action / who did it*, or if the agent is unknown or unimportant
*I **was hired** because of my background in psychology.*

3 to create a *less / more* impersonal or objective style, for example in business or scientific reports, or to make rules seem less personally directed
*The HR department **has been downsized** in the past year.*
*Smoking **is not permitted** anywhere in the building.*

4 to report facts or opinions using verbs like *report, show, estimate, guess, believe, reckon, suppose, say,* and *understand,* especially if we are *certain / not certain*
*People in sheltered housing **are said to live** happier, more independent lives.*
*It **is estimated that** a fifth of the staff have been to see HR at some time in the past year.*

5 we use *get* + past participle in *informal / formal* speech with active verbs to refer to an action that happens by accident or unexpectedly
*... if something **gets broken**.*

→ Grammar Reference page 149

b Match each example a–e with one of the uses of the passive in the Grammar focus box 1–5.

a Toys and games must not be brought to the nursery. ____
b Did you know the first heart transplant was performed by a South African doctor? ____
c He is supposed to be one of the best dentists in the city. ____
d Three participants got injured at the charity fun run. ____
e The thieves stole a TV which had been donated to the hospital. ____

9 Complete the article with the correct form of the verbs in brackets. For each verb, decide if an active or passive form is required.

IN NORTHERN EUROPE, the number of people over 65 [1]_____ (predict) to increase by 25% over the next thirty years, and this [2]_____ (present) challenges in caring for the elderly. While traditionally, older people [3]_____ (care for) by their children, things [4]_____ (change) rapidly over the last sixty years. Attitudes have changed, too – older people are less likely nowadays to want [5]_____ (look after) by their families. Over the last few decades, the focus [6]_____ (be) increasingly on independence. So nowadays, rather than [7]_____ (move) into a care home, older people [8]_____ (give) any specialist care they need at home. The upheaval of having to move house is avoided and older people stay in their familiar surroundings.

10 TASK Work with a partner. Student A, turn to page 128. Student B, turn to page 134.

4.3 Vocabulary and skills development

GOALS ■ Understand word boundaries ■ Understand and use connotation

Listening & Speaking understanding word boundaries

1a Complete the sentences so they are true for you.



b Compare your answers with a partner. What do you think people commonly regret?

2a **4.5**))) You are going to hear a report about the regrets of elderly people. Listen and note the answers to the question in exercise **1b**.

b **4.5**))) Listen again to the introduction and complete the summary.

According [1]_____ nurse who works with elderly people, there is a [2]_____ things they commonly [3]_____ they look back on their life.

c How many words are missing in each gap?

3a **4.6**))) Read and listen to the information in the box about word boundaries.

UNLOCK THE CODE
understanding word boundaries

1 When one word finishes in a consonant sound and the next starts with a vowel sound, we often join the words together, e.g.
It's all about ... /ɪtsɔːləbaʊt/

2 When one word finishes in /d/ or /t/ and the next starts with a consonant, we usually omit the /d/ or /t/, e.g.
just perfect /dʒəspɜːfɪkt/

3 When one word finishes in a vowel sound and the next starts with a vowel sound, we insert /j/, /r/ or /w/, e.g.
the /j/ *other* /ðiːjʌðə/ *Do* /w/ *it!* /duːwɪt/
care /r/ *of* /kærəv/

b Each of the words in a–c connects in the same way. Identify the type of sound at the end of the first word and at the beginning of the second and decide which rule in the Unlock the code box should be applied.

a and children most frequently
b was I lives and
c they always go over draw in

c Mark the changes in sound and practise saying them with a partner.

4a Two friends are discussing a blog entitled 'Replace your to-do list: 100 liberating things to do instead.' With a partner, discuss what things you think will be recommended.

b Read part of the conversation and look at the words in bold. In each case, consider the final and following initial sound between each word and decide which of the pronunciation rules apply and how you would say them.

A Oh, I [1] **meant to** tell you – I read this great blog post [2] **the other** day. It was [3] **just perfect** for you.
B Why, [4] **what do** you mean?
A Well, it [5] **was on a blog** called The Freedom Experiment by this life coach.
B Hmm, 'life coach'! Makes me suspicious [6] **straight away**.
A No – listen! [7] **It's all about** getting [8] **rid of** your to-do list and doing [9] **uninhibited and** liberating [10] **things instead**.

c **4.7**))) Listen and check your answers.

5a **4.8**))) Listen to the rest of the conversation and note down the five ideas suggested.

b Discuss the questions in small groups.

- What do you think about the ideas?
- Which ones would you be prepared to try?
- Do you agree that people today worry a lot about their responsibilities?

c Report your ideas to another group.



Vocabulary & Reading connotation

6 4.9 Listen again to the last part of the conversation and note down the adjectives used to describe the blogger's ideas. Say whether each adjective is positive or negative.

7a Read the information in the Vocabulary focus box about connotation.

VOCABULARY FOCUS connotation

Some pairs of words have the same basic meaning, but differ in having positive or negative connotation (an idea suggested by a word in addition to its main meaning).

reckless (adj) – negative: showing a lack of care about danger or consequences
adventurous (adj) – positive: willing to take risks and try new ideas

b Work with a partner. Decide whether each word or phrase in the groups has a positive connotation, a negative connotation or if it could be either depending on the context.

1 a a slim person
b a skinny person
c an underweight person

2 a a cautious driver
b a careful driver
c an overcautious driver

3 a a dull place
b a peaceful place
c a quiet place

4 a economical
b cheap
c low cost

5 a simple food
b bland food
c plain food

6 a interested
b nosy
c curious

c Which of the words or phrases in exercise **7b** would each person be likely to choose?

1 a doctor expressing concern about a patient
2 a car insurance company
3 a teenager talking about a place his parents like to go
4 an advertisement for an affordable family car
5 a dissatisfied customer writing on a blog about a restaurant
6 someone complaining about their neighbour

8a Read a newspaper article about older people doing extreme sports. In the writer's opinion, is this a good thing? Underline the words which helped you decide.

b Phrases 1–6 are all positive. Find corresponding words in the article with a similar meaning, but a negative connotation.

1 adventurous activities
2 challenging
3 having the courage to
4 in a carefree manner
5 possible risks
6 thrill-seekers

9 TASK Use the phrases in exercise **8b** and others to write a new article about the same information, but with a more positive tone.

VOX POPS VIDEO 4

Risky business

An increasing number of over-60s are taking a chance with extreme sports on holiday



An increasing number of people over sixty are behaving frivolously on holiday and taking part in risky activities such as waterskiing, climbing and bungee jumping, according to a recent survey.

The study showed that around 13% of senior travellers are 'adrenaline junkies' who take part in high-risk sports while on holiday. Perhaps this is because they are less cautious when travelling.

And alarmingly, despite the potential dangers, nearly a sixth of those surveyed said they did this without taking out any additional insurance.

A spokesman for one insurance company said: 'Our study shows that an increasing number of older travellers are daring to do activities that they'd never even think of doing at home.'

4.4 Writing and speaking

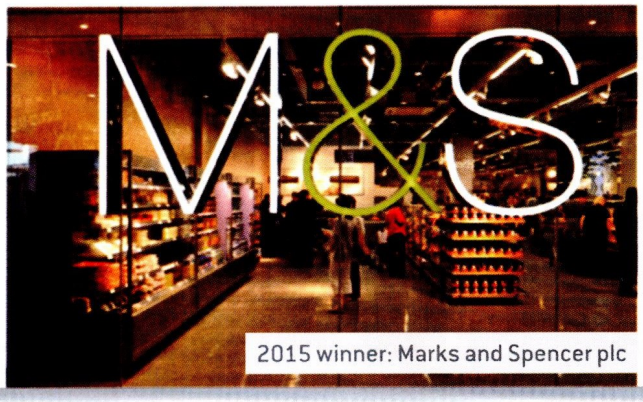
GOALS ■ Write a balanced argument essay ■ Take part in formal negotiations

Reading & Writing a balanced argument essay

1a Work with a partner. Look at the images and extracts from two websites. What do they have in common?

ABOUT US | WORLD'S MOST ETHICAL | SERVICES | EVENTS | ANTI-CORRUPTION

The World's Most Ethical (WME) companies listing recognizes companies that go beyond making statements about **responsible business practices** and translate those words into action.



2015 winner: Marks and Spencer plc

HOME ABOUT AWARDS PAST WINNERS JUDGES CONTACT US



2015 winner: Thomson

The World Responsible Tourism Awards were founded in 2004 to inspire tourists and the tourism industry with the best of the best in **responsible tourism** – tourism that creates better places to live in and visit.

b Read the definition of *responsible* as used in the two phrases in bold in the texts above.

■ **responsible** *adjective* based on or characterized by good judgement or sound thinking and ethical practices

2a Work in groups of four. Read the example.

Responsible journalism involves:
- checking your sources
- not exaggerating
- presenting both sides of the story
- making it clear if you're speculating
- not invading people's privacy.

b Students A and B, write a similar list of four or five points to show what responsible business practices involve. Students C and D, write a similar list of four or five points to show what responsible tourism involves.

c Compare your list with the other pair in your group and try to agree on four or five key points on each topic to present to the class.

3a TASK You are going to write a balanced argument essay. Turn to page 128 and read the sample essay.

b Work with a partner. You are going to answer questions about the sample essay together. Work so you can both see the essay and the questions. Student A, stay on page 128 with the sample essay. Student B, stay on this page.

a What is a typical structure for a balanced argument essay in English? How are the paragraphs generally organized?

b What is a common function of the first sentence in each paragraph?

c Read the list and find four points which are <u>not</u> characteristic of a balanced argument essay.

1 a conclusion which rounds things up and gives the author's viewpoint
2 clear structure in which each paragraph has a purpose
3 engaging the reader through the use of jokes and humour
4 giving three or four arguments in favour and three or four arguments against
5 inclusion of language to show emotions and add excitement
6 inclusion of direct speech and conversation
7 supporting points made with examples
8 use of formal linkers to connect ideas
9 use of informal language, contractions, and abbreviations
10 using a rhetorical question in the introduction

d Complete the Language for writing box with the headings below.

- Close the essay
- Describe a consequence
- Introduce a contrast
- Introduce additional information
- Introduce arguments against
- Introduce arguments in favour

LANGUAGE FOR WRITING discursive essay – balanced argument

1 _____
One of the benefits ... One advantage of ...
Those in favour say ...

2 _____
In addition, ... Furthermore, ...
We also need to consider X

3 _____
On the other hand, ... Nevertheless, ...
While X, it is also true to say that ...

4 _____
One of the drawbacks is ...
Those against say ...
However, we must not forget that ...

5 _____
Consequently, ... X can result in Y
As a result, ... X can lead to Y

6 _____
On balance, ... In conclusion, ...
On the whole, ... In summary, ...

4a TASK With a partner, choose a statement.

- Acting responsibly is too expensive for commercial enterprises.
- It's difficult to shop responsibly when the alternatives are often a lot cheaper.
- Responsible tourism is the only way to protect the environment.

b Work together to think of two or three arguments for and against the statement.

c Make sure you have one idea per paragraph. Make a note of the vocabulary and linking expressions you want to use.

d Individually, write the introductory paragraph. Compare with your partner. What are the good points about each introduction?

5a Write the complete essay.

b Go back and check you have followed the ideas about structure in exercise **3b**.

Listening & Speaking formal negotiations

6a **4.10** Listen to two conversations which include negotiation. For each, decide on the relationship between the speakers and what the negotiation is about.

b Discuss the questions with a partner.

1 Have you had to negotiate in any of the following situations?
- at work
- with university or college tutors
- when you're buying something
- to get a better deal (e.g. from a service provider)

2 What was the subject of the negotiation?

3 Do you feel comfortable negotiating?

7a Complete expressions 1–7 in the Language for speaking box with the correct form of a verb from the box.

be come in come to expand have look at put (something) to

LANGUAGE FOR SPEAKING negotiation (1) – formal situations

Stating objectives of the meeting
I'm keen for us/you to [1]_____ *a decision today.*
a _____

Asking for detail/clarification
Could you [2]_____ *on that a little?*
b _____

Trying to take a turn
Perhaps if I could just [3]_____ *here?*
c _____

Refusing an offer
I [4]_____ *afraid that's not a possibility (because) ...*
d _____

Disagreeing firmly
I do think we have to [5]_____ *the bigger picture here ...*
e _____

Asking for flexibility
Do we [6]_____ *any room for compromise here?*
f _____

Expressing initial agreement
I could [7]_____ *that* _____ *my team/group and see what they think.*
g _____

b **4.11** Listen and write the seven expressions.

c Put one expression from exercise **7b** in each category in the box.

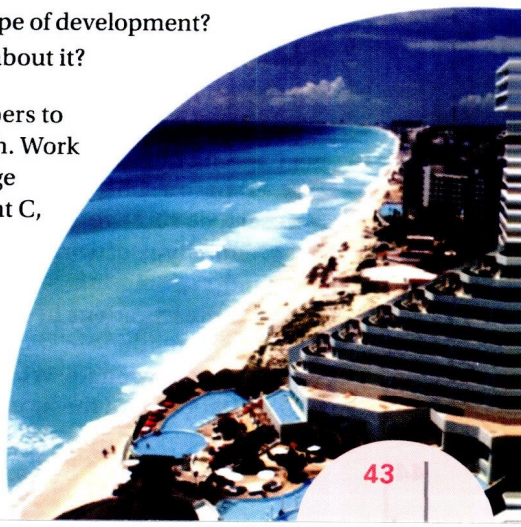
8a TASK Discuss the questions with a partner.

1 What does the photo show?

2 What are the pros and cons of this type of development?

3 How do you think local people feel about it?

b A town is considering allowing developers to build a holiday complex at a local beach. Work in groups of four. Student A, turn to page 128. Student B, turn to page 135. Student C, turn to page 140. Student D, turn to page 141.



4.5 Video

An international aid worker



1 Work with a partner. Look at the photos of aid workers working for an international NGO. What different aspects of their work can you see? Can you think of any other things they do?

2a With your partner, divide the words in the box into two categories. Use a dictionary if necessary.

cholera community health epidemic general medicine
malaria malnutrition relief work tropical medicine
tuberculosis

b Explain your list to another pair. Did you divide them in the same way?



3 ▶ Match beginnings 1–6 to endings a–f in a logical way. Then watch the video to check your answers.

1 Dr Hook chose to do overseas relief work in order to ...
2 She believes all people ...
3 She feels it's good if relief teams ...
4 In her first job with MSF, she had to deal with a ...
5 Her own health is sometimes at ...
6 She has no regrets about the ...

a major refugee crisis and an epidemic.
b choices she has made.
c do something practical to help.
d risk in her work.
e have a mix of older and younger workers.
f have the right to receive quality care.



4 ▶ Watch the video again, then work with a partner to see what you can remember about each of the following:

1 why Dr Hook chose to work with MSF
2 the difference between older and younger aid workers
3 the different countries she has worked in
4 the challenges she faced in her work
5 a typical MSF project team
6 her happiest memories.

5a TASK Prepare a short presentation on an NGO. If necessary, do some research. You could include background, type of work, location and achievements.

b Give your presentations in small groups.

c You have £100 to donate. While listening, decide which NGO you would give the money to and why.

Review

1a Match the pieces of advice 1–6 about using a sports centre to meanings a–f.

1 You ought to seek a doctor's advice before taking up exercise =
2 You can't take food or drinks into the changing rooms =
3 You have to wear trainers in the indoor courts =
4 It's not necessary to wear special clothes for the dance classes =
5 You're supposed to have a shower before using the pool =
6 You'd better ask if children can use the sauna =

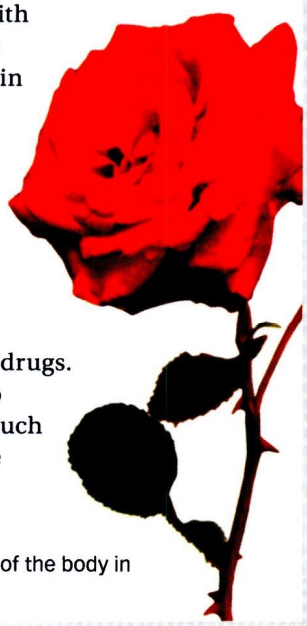
a it's recommended but not compulsory
b it's not allowed
c it's compulsory to do so
d I'm really not sure
e it's strongly recommended
f it's up to you

b With a partner, write similar rules for another situation.

c Read your rules to another pair and ask them to identify the situation.

2 Change the phrases in bold in the text into the passive.

The first patient [1] **who doctors treated** with antibiotics was a policeman in Oxford, who developed sepsis after he pricked himself on a rose. For decades, [2] **medics treated infections** with antibiotics. However, [3] **people have increasingly used them** in the treatment of non-serious illnesses. Now bacteria have evolved and [4] **people say they** have become increasingly resistant to traditional antibiotics. [5] **The authorities are therefore encouraging health professionals** to make more responsible use of these drugs. [6] **Health authorities have also introduced other measures,** such as improving hospital hygiene and increasing preventative vaccination.



■ **sepsis** *noun* an infection of part of the body in which pus is produced

3a 4.12 Listen to six situations. After situations 1–3, note the expression from box A that you could use to describe it. After situations 4–6, note an expression from box B. In each box, there is one expression you do not need.

A own up be reliable take care of be responsible for sth

B be in charge of sth blame sb for sth be without a care in the world count on sb

b 4.12 Listen again. With a partner, produce a sentence to describe the situation.

4a Move the words in bold so they are in the correct sentences.

1 What qualities do you need to work in a **health care**?
2 What different **taking care of** services are there near where you live?
3 What can children learn by **careless** pets or other animals?
4 How easy is it to be **caring profession** in the modern world?
5 What's the ideal age for children to start in **carefree**?
6 What type of **day care** behaviour irritates you (at work, at home or where you study)?

b Ask and answer the questions in exercise **4a** with a partner.

5a 4.13 Listen to a sentence from the text in exercise **2** and mark where the person pauses. Then listen again and underline the stressed words.

The first patient to be treated with antibiotics was a policeman in Oxford who developed sepsis after he pricked himself on a rose.

b Practise reading the sentence to your partner.

6a 4.14 Listen and write the pairs of words.

b Write the words from exercise **6a** in the correct column.

Positive connotation	Negative connotation

5 Power

5.1 Who holds the power?

GOALS ■ Use relative clauses ■ Use common phrases with relative pronouns

Grammar & Reading relative clauses

1 Read the quotation from a political drama set in Washington, DC. Discuss the questions with a partner.

1 According to the speaker, which is more permanent: money or power?

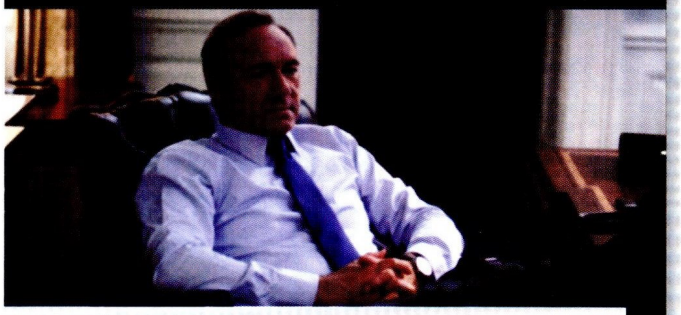
2 Why might the prefix 'Mc' have a negative connotation?



Money *is* the Mc-Mansion in Sarasota that starts falling apart after ten years.
Power *is* the old stone building that stands for centuries.
I cannot respect someone who doesn't see the difference.

FRANCIS UNDERWOOD • HOUSE *of* CARDS

■ **Sarasota** an expensive and exclusive beach resort in Florida, USA



House of Cards is a political drama starring Kevin Spacey as power-hungry US congressman Francis Underwood.

2a Read part of a review of a recent book on power and answer the questions.

1 Who are the Superclass?

2 Why are they so powerful?

Who holds the power in society today?

Is it one of the traditional world superpowers? A group of new growing economies working together or the banks and financial institutions who control the world by holding its purse strings? Is it the internet or the hackers with the knowledge to infiltrate the world's information systems which means they can breach security and bring down governments?

According to international analyst and writer David Rothkopf, the world in which we live is controlled by what he terms the 'Superclass' – the 6,000 most powerful people on the planet who control the other seven billion of us. This Superclass are the people who 'have the ability to influence millions of lives across borders on a regular basis'. But who make up this elite? Rothkopf identifies various common characteristics:

Members of the Superclass are immensely wealthy; they were educated at the world's most prestigious universities and share an impressive capacity for networking. They include billionaire philanthropists, CEOs of major corporations, those who control industries like energy and technology, the media and even the military supply chain. In many cases, the wealth they have accumulated is a result of the globalization of the world economy.

But more importantly, the power of the Superclass transcends borders: its members have more in common with each other than with their fellow citizens. This characteristic makes this group immensely powerful. It seems national governments have become wary of giving up authority to international bodies which could oversee and even control the actions of the Superclass.

For anyone interested in how the world is being transformed in the twenty-first century Rothkopf's provocative and at times controversial book is a 'must-read'.

b Find words or phrases in the review relating to a) money and b) power.

3a Read the Grammar focus box and complete the examples of each rule with the underlined phrases in the review.

GRAMMAR FOCUS relative clauses

Identifying relative clauses can be used to identify who or what we are talking about; non-identifying relative clauses provide additional information.

In an informal style, we can often replace *who, whom* or *which* with *that* in identifying relative clauses.

This has become an influential organization ***that*** *works across international boundaries.*

- We can drop *who, which* or *that* when they are the object, not the subject, of the following verb.

  1 _____

- We sometimes leave out *who/which/that + is/are/was/were* before present and past participles. This is sometimes known as a reduced relative clause.

  2 _____

  We can also do this before some adjectives (e.g. *possible, available*).

  The statistics were viewed in the worst way possible.

- In informal language, prepositions generally stay in close combination with the verb, adjective or noun, even if this means they are separated from the object
  ... the world we live in

  However, in formal language the preposition can go before the object.

  3 _____

- After common words for time, *when* is often dropped or replaced by *that*:

  It was the year (when/that) the government passed the tax law.

  These can also be dropped or replaced by *that*: *where* after *somewhere, everywhere, anywhere, nowhere* and *place*, and *in which* after *way*.

  The CEO didn't like the way (in which/that) the media reported the situation.

- *Which* (but not *what*) can refer back to a whole clause or large section of text.

  4 _____

→ Grammar Reference page 150

b Read the description and choose the best definition of 'lobbyist'.

1 a member of the government who represents a particular area of interest
2 a person whose job involves trying to influence politicians or the government on a particular issue or change in the law

A lobbyist is an activist [1] *who / –* works to persuade members of the government to pass legislation [2] *beneficial / which is beneficial* to the group [3] *they / that they* represent and [4] *who / for whom* they work. Lobbyists often represent powerful industries like oil companies and pharmaceutical corporations, [5] *which / what* is why some people are concerned about their influence. However, there are also lobbyists [6] *who are working / working* to represent the interests of universities, schools and environmental groups.

The term 'lobbyist' comes from President Grant, [7] *that / who* was president of the USA from 1869 to 1877. Grant spent a lot of time in the lobby of a Washington hotel, somewhere [8] *– / that* people would often approach him to discuss individual causes.

c Read the description again. Choose the correct options to complete it. Sometimes both options are correct.

Vocabulary & Speaking

common phrases with relative pronouns

4a Complete the sentences with *when, where, which, whom* or *why*. The relative pronouns are shown in bold.

1 I don't like **the way in** _____ advertisers target small children.
2 People used to get their electricity and gas from different companies, **instead of** _____ many people today just use one supplier.
3 **The reason** _____ many people become civil servants is for the pay and conditions.
4 I hate people who just complain about things. Either say nothing or stand up for what you believe – **in** _____ **case** you should do something about it.
5 I clearly remember **the day** _____ I first went to vote.
6 I use social media to keep in touch with my friends from school, **several of** _____ are now working abroad.
7 I'm not happy about **the extent to** _____ some public figures use their position for their own personal advantage.
8 It's **got to the point** _____ I don't bother watching the news on TV – it's so biased.
9 Some people in my country lack confidence in the political system, **as a result of** _____ they don't bother to vote.
10 There are about thirty TV channels in my country, **only a few of** _____ are public broadcasters.

b Work in small groups. Discuss three of the sentences in exercise **4a**. Do you agree or disagree? Explain your reasons.

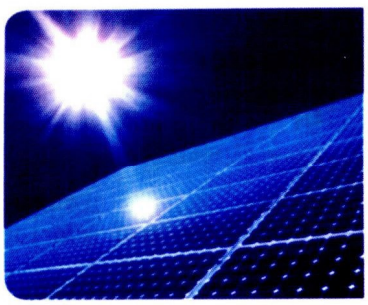
5 TASK Student A, turn to page 129. Student B, turn to page 135.

5.2 The power of the sun

GOALS ☐ Use quantifiers ☐ Use phrases with *of* to describe quantity

Grammar & Speaking quantifiers

1 Look at the photos. With a partner, work out the significance of the sun in each case.






2a Work with a partner and answer the quiz on the sun. In some cases more than one option may be correct.

1 **How old is the sun?**
- a 1 billion years old
- b 5 billion years old
- c 4.5 billion years old

2 **How far is the sun from Earth?**
- a 93 million km
- b 150 million km
- c 233 million km

3 **The sun is principally made up of which two gases?**
- a hydrogen and helium
- b hydrogen and oxygen
- c hydrogen and nitrogen

4 **Which of the following cultures worshipped the sun?**
- a the Aztecs and Incas
- b the Egyptians
- c the Greeks and Romans

5 **Ideas of beauty in the sixteenth century meant that some people were at risk from ...**
- a excessive exposure to the sun.
- b chemical poisoning.
- c vitamin deficiencies.

6 **In the USA, how many people regularly visit tanning salons?**
- a 32 million
- b 12 million
- c 22 million

7 **The body generates which vitamin through exposure to the sun?**
- a A b C c D

8 **Exposure to the sun is vital for ...**
- a the immune system.
- b the nervous system.
- c our psychological well-being.

b 5.1 Listen to the start of a radio programme and check your answers. Does anything surprise you?

c 5.1 Listen again.

Student A, make notes about:
- the sun and time
- structures related to the sun in ancient cultures
- plants and the sun.

Student B, make notes about:
- the sun's rotation
- the sun and health – in the past and today
- body functions which depend on sunlight.

d Work with a partner. Tell them about the information you made notes on.

3a Complete the sentences with words from the box.

many most much several

1 The sun has existed for _____ billion years.
2 The sun was important in _____ ancient cultures.
3 Some people today have too _____ exposure to the sun.
4 The sun is important for _____ bodily functions.

b 5.2 Listen and write four sentences from the programme. Underline the quantifying phrases.

4a Read the Grammar focus box. Complete a–d with the examples from exercise **3b**.

GRAMMAR FOCUS quantifiers

1 Use *all* alone before numbers (three or more), after a subject pronoun for emphasis or to mean 'everything that'. We do not use it alone to mean 'everything' or 'everyone'.
~~*All need the sun to grow.*~~
***All nine** planets orbit the sun.*
***We all/All of us** learn the names of the planets at school.*
a _____

Before a singular countable noun, use *the whole*.
***The whole** civilization was based on its worship of the sun.*

2 Use *either* and *neither* before a singular noun. *Either/neither of* + plural noun is normally followed by a singular verb.
*People would **either** stay out of the sun completely or use lead oxide or arsenic to achieve the desired effect. **Neither of the two** was very good for you.*
For negative sentences, use *either* with a negative verb or *neither* with an affirmative verb.

3 *Every* and *each* are often interchangeable, but *each* can be used as a pronoun and *every* can't. Use *every* to generalize about a group with three or more members and *each* to talk about two or more individuals. *Of* can follow directly after *each*, but not directly after *every*.
*Both the sun and the moon influence our view of time, and calendars have been based on **each of them**.*
b _____
c _____

4 Beyond the more basic uses, *any* is used to express the idea 'it doesn't matter who/which ...'
d _____

→ Grammar Reference page 151

b Complete the information about another way in which the sun is important by choosing the correct options in italics.

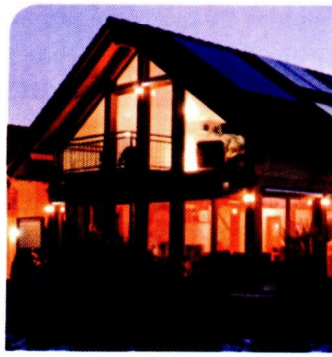
[1] *All know / We all know* that the sun is also an important symbol, but what do [2] *all three / each three* of the following countries have in common: Argentina, Japan and Macedonia? Along with around twenty other countries, [3] *each / every* has a flag which includes the sun. The sun makes up [4] *either / neither* the [5] *all of / whole* flag or a smaller part of its design. Both approaches demonstrate the continuing importance of the sun to [6] *every / all* of these countries.

But that's not all. Look at [7] *some / any* trademark in the UK and there's a good chance you'll see the sun. [8] *Every / All* of company that uses the sun in its logo understands the powerful symbolism of it and the effect it has on [9] *either / each* one of us. It's no surprise the image of the sun is still used to influence and persuade people all over the world.

Vocabulary & Speaking phrases with *of* to describe quantity

5 With a partner, answer the questions about the house in the photo.

1 What are the advantages and disadvantages of living in a house like this?
2 Would you like to live in a house like this? Why/Why not?



6a **5.3** Listen to someone talking about the house. Write down the three sentences.

b Underline the quantity phrases in the sentences in exercise **6a**, and write them in the correct place in the table.

too much/ many	a lot	not much/ many	not enough/ none

c Add the phrases in the box to the table in exercise **6b**.

a great deal of a handful of a surplus of a touch of
an absence of an excess of an excessive amount of
an excessive number of dozens of the majority of

d Which of the phrases can be used with countable (C) nouns, uncountable (U) nouns or both (B)?

7 Work with a partner. Choose the correct options to complete the sentences.

1 Despite the sunny days, northern regions could experience *a touch of / a lack of* frost at night this week.
2 The current *shortage / handful* of electricity could have been solved by investing in solar power.
3 The poor harvest was due to *dozens of / an excessive amount of* heat in early summer.
4 Every year at the summer solstice, *dozens of / an excess of* traffic causes problems in the Stonehenge area.
5 *A lack of / A great deal of* sunlight means solar power is not an option in some countries.

8 TASK Work in groups of four. Student A, turn to page 129. Student B, turn to page 135. Student C, turn to page 140. Student D, turn to page 141.

5.3 Vocabulary and skills development

GOALS ■ Understand complex sentences ■ Use compound adjectives and nouns

Reading understanding complex sentences

1a Discuss with a partner:

- the use you make of social media
- what type of things you forward to your contacts
- whether you have taken part in any online actions which went viral.

b Look at the photos of campaigns which went viral. Discuss if you know anything about the campaigns or if not, what they could be about.





c Read the introduction to a magazine article about internet phenomena and decide if you think the author is likely to be a) in favour of this type of activity, b) critical or c) neutral.

2 Look at the phrases in blue in the first paragraph of the article and identify the features from the Unlock the code box.

UNLOCK THE CODE
understanding complex sentences

Various language features can make a text more difficult to understand.

1 Use of a variety of phrases and clauses after a noun to add description
*People **with several accounts** should vary their passwords.*

2 Use of reduced relative clauses
*The questionnaire was answered by **people using** the internet daily. (= people who are using)*

3 Leaving out *that*
*Studies **showed people in this age group** updated their profile regularly.*

4 Use of participle clauses
***Having parents** who were into technology, the children grew up using devices.*

3a Read the rest of the article and tick the points which are included.

1 the origin of the word 'meme'
2 the change in the meaning of 'meme' in the internet age
3 examples of memes used in politics
4 characteristics of a meme
5 memes and marketing
6 memes and charities

b Read the article again and decide if the sentences are true (T) or false (F). Underline phrases in the text which helped you decide. Correct the false sentences.

1 Richard Dawkins was the first person to use a meme.
2 It can only take a short time for an inside joke to be seen all over the world.
3 Marketing executives were keen to invent a tool to achieve global results.
4 Charities and NGOs can benefit financially from memes.
5 Opponents comment that a lot of people are taking part in sharing memes.
6 Critics say that charities which are less visible benefit less from donations.

THE POWER OF MEMES

Leading figures in the business world dumping icy water over themselves, eye-catching photos posted on the internet of people lying horizontally for no good reason. Looking at some of the things online today, it seems these crazes are becoming more and more popular. And what do they have in common? They're all memes.

First used by biologist Richard Dawkins in the 1970s, the word *meme* described the transmission of ideas from person to person. However, the meaning has evolved in the social media age: a dictionary recently defined *meme* as 'an image or video that is spread rapidly by internet users'. Transmission is so fast that a joke shared between friends can become a global phenomenon in a matter of hours.

Typical memes are easy to understand and quick to pass on. People sharing a meme feel a sense of belonging: they are 'in' on an inside joke.

Having seen the potential of the meme, marketing executives were keen to use this powerful tool. However, successful memes are unforced, starting organically rather than in a marketing meeting. Apparently you are more likely to buy a prize-winning lottery ticket than have a meme go viral!

The meme has also proved to be an amazing way to generate donations for charities and NGOs – in one case producing a tenfold increase in the charity's previous annual income. Opinions on this are sharply divided. Supporters say it not only raises money for a specific cause, but also encourages people to donate more in general.

Opponents, however, criticize the way celebrities exploit these phenomena for their own interests; they say many people taking part are engaged more by the meme than by the real issue; they also feel the income one charity receives may be out of proportion with the relative extent of a given disease, or reduce donations to other causes not in the public eye.

Whatever your view, there is little doubt that the viral meme is one of the most powerful communication tools around.

Vocabulary compound adjectives and nouns

4 Look at the article. Find a word or phrase for each definition.

1 immediately noticeable because it is particularly interesting, bright or attractive
2 a joke that is understood by only a small group of people
3 a ticket for a competition based on buying the winning number
4 ten times as much
5 being talked about a lot in the media

VOCABULARY FOCUS compound adjectives and nouns

Compound adjectives can be written with a hyphen, especially before a noun, and formed in various ways, including:

- noun/adjective/adverb + present or past verb particle *a **man-eating** tiger, a **brightly-lit** room*
- noun + adjective *a **world-famous** actor*
- number + noun – note that the noun does not take a plural form after a number *an **eight-hour** day.*

Compound nouns can be written as one word, hyphenated or as separate words. The order is the key to meaning: for example, *chocolate milk* is a type of milk whereas *milk chocolate* is a type of chocolate.

Though other combinations are possible, two common ways to form compound nouns are:

- noun + noun *bus stop, football*
- adjective + noun *blackboard, software*

5a Match words from each list to form compound nouns and adjectives.

1	draw	a	consuming
2	fast	b	back
3	well	c	fashioned
4	narrow	d	known
5	old	e	media
6	quick	f	minded
7	social	g	moving
8	time	h	name
9	big	i	thinking
10	user	j	data

b Complete the sentences with compounds from exercise **5a**.

- People who object to memes are [1]_____ and have an [2]_____ opinion about [3]_____.
- The overnight success of memes is a reflection of our [4]_____ world.
- Today, it's better to be [5]_____ than to take your time.
- It's [6]_____ to keep up with online trends – you can spend all day looking at the latest memes.

c Discuss the sentences in exercise **5b** in small groups.

5.4 Speaking and writing

GOALS ■ Manage conversations ■ Use emphasis in writing

Listening & Speaking managing conversations



1 Work with a partner. Discuss the questions.

- Do you consider yourself fit? What do you do to stay fit?
- Do you think you eat healthily? How would you describe your diet?

2a 5.4 Listen to two conversations about staying healthy. What are they talking about and what is each speaker's opinion?

b 5.4 Listen again and complete the phrases. Then add them to the Language for speaking box.

1 Ah no, that's _____.
2 I'm not _____ that ...
3 Well, I don't know about that, but I think _____.
4 I guess so, you've _____ there.
5 You're absolutely _____!
6 Really? _____.

LANGUAGE FOR SPEAKING managing conversations

The following are typical phrases for managing conversations.

Strongly agreeing
I couldn't agree more.
a _____

Agreeing
I see what you mean.
I suppose you're right.
Yes, but I don't think ...
b _____

Strongly disagreeing
I totally disagree with you.
c _____

Disagreeing
I don't think I'm with you there.
d _____
I don't see that at all.

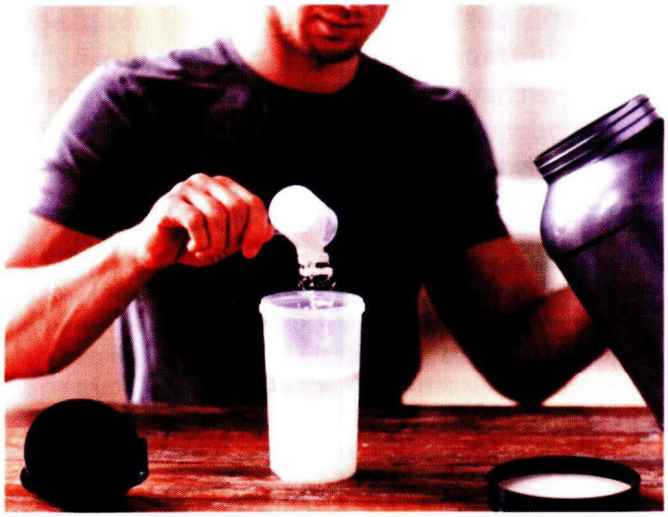
Interrupting or changing the subject
Yes, but what about ...
Anyway, what do you think about ...?
e _____

Asking for clarification
What does that mean?
How do you mean?
I'm not sure I follow you.
What are you trying to say?

Expressing surprise
You can't be serious.
Oh, come on!
f _____

3a TASK Look at the images of different things people do to stay fit and improve their health. Individually, think about the pros and cons of each one.

b Discuss your ideas in small groups. Decide together why people might do each and two pros and two cons for each. Compare your ideas with another group's.





Reading & Writing emphasis: inversion and cleft sentences

4a Discuss the questions with a partner.

- What types of drink can give you energy?
- Do you ever drink them?
- What do you know about the effects of energy drinks?

b Read an entry on an online forum about energy drinks. Does the writer think they're a good or bad thing? Why?

5a Read the information in the Language for writing box about emphasis. Then read the forum entry again and find six examples. Add them to the box in the correct space.

LANGUAGE FOR WRITING emphasis

We often change the sentence structure to make our writing more emphatic.

1 **Inversion**

After phrases introduced by negative adverbials such as

Under no circumstances	*Never*
Seldom	*Hardly ... + when*
Not until	*No sooner ... + than*
Little	*Not only ... but also*

use auxiliary verb (including modal verbs) + subject or add *do*.

People seldom realize the dangers of these drinks.
(no auxiliary; add *do*)
→ ***Seldom*** *do people realize the dangers of these drinks.*

Children should not consume these drinks.
→ ***Under no circumstances*** *should children consume these drinks.*

a _____

We also invert the subject and auxiliary after *so* + adjective/adverb or *such* + *be* + that (meaning 'so much/so great').

So popular *are the drinks that their names are familiar to even the smallest children.*

Such *is the success of the energy drinks industry that sales have doubled in the last eight years.*

b _____

c _____

2 **Cleft sentences**

Another way to add emphasis is to change the way we start the sentence.

It is/was (not)
It's not *the children who need help, it's their parents.*

d _____

What/All
What *worries me are the long-term effects on health.*

e _____

The person/place/thing/reason, etc.
The way *to stop this is to restrict sales to children.*

f _____

DEBATES ▼ OPINIONS ▼ **FORUMS** ▼ POLLS ▼

Are energy drinks a good thing?

I think we're all aware of the increase in popularity of energy drinks in the past few years. From being a stimulant used in sport, they're now widely available and popular across a much greater age range. Such is the success of the energy drinks industry that sales have doubled in the last eight years.

The thing that really concerns me, however, is the increase in consumption of energy drinks among schoolchildren. So popular have the drinks become that one child in twenty is going to school having had an energy drink instead of breakfast.

The effect these drinks have is dramatic. Teachers report hyperactivity and jittery behaviour, followed quite rapidly by a sudden drop to lethargy and tiredness.

And it's children as young as ten who are often the targets of energy drink advertising. What makes them so dangerous is that these drinks contain as much as thirteen teaspoons of sugar and up to 160 mg of caffeine per litre. I fully support the decision taken by a leading supermarket chain recently to ban the sale of energy drinks to children under sixteen. Under no circumstances should young children be drinking this kind of thing.

Posted by LouAnne642 Like | Reply

b Rewrite the sentences, starting with the words given to add emphasis.

1 You seldom meet someone who dislikes coffee.
Seldom _____

2 Caffeine is so popular that 80% of people on the planet consume it regularly.
So _____

3 Few people know that a mug of coffee contains more caffeine than an energy drink.
What _____

4 Chocolate contains caffeine, a fact which surprises many people.
The thing _____

5 Espresso coffee contains the most caffeine.
It's _____

6 Caffeine doesn't only act as a stimulant, but it also reduces blood flow to the brain.
Not only _____

6a TASK Write a forum post giving your opinion on one of the subjects. Remember to use emphatic language to convey your opinion.

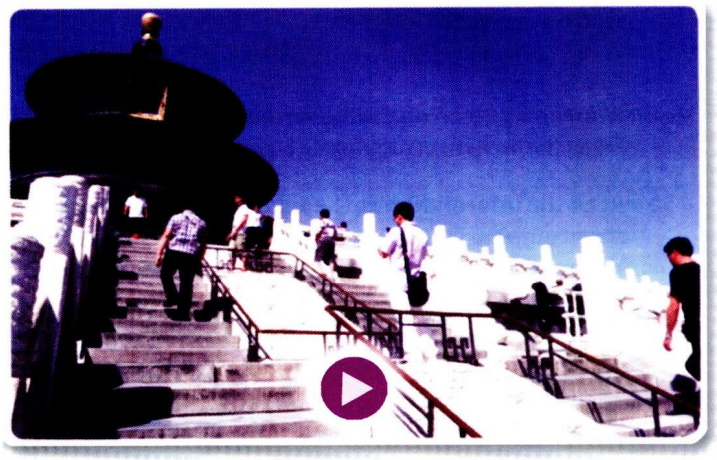
- The increasing popularity of fast food
- The use of protein drinks to build body mass in some athletes
- Changes in eating habits in families

b Work in groups of three. Read the others' posts and write a comment on each.

▶ VOX POPS VIDEO 5

5.5 Video

The power of the sun



1 How do the photos relate to the power of the sun?

2 Match words or phrases from the box to headings 1–4.

a powerful symbol ball of gas coal fossil fuels
solar farm solar panel universe worship

1 the sun in religion
2 the sun in scientific terms
3 traditional energy sources
4 the sun as a source of energy

3 ▶ Watch the video, then tick the topics included.

a the sun's importance for tourism
b the location and physical properties of the sun
c production of coal, oil and gas
d the sun and health
e reasons to find a new source of energy
f how solar power is produced
g cars fuelled by solar power
h prospects for the future



4 ▶ Watch the video again and correct the statements.

1 Humans have always known a lot about the sun.
2 The sun is made up of two gases in equal parts.
3 Traditional sources provide 68% of the world's energy.
4 Avra Valley is located in New Mexico.
5 People will drive less because of Avra Valley.
6 Solar energy is cheap to produce.
7 The production of solar energy is energy-efficient.
8 The cost of producing solar energy is likely to stabilize in the future.



5a TASK Read the situation.

> The documentary you watched is going to be screened again on TV. Write a listing about the programme for a TV guide. You should write a maximum of 60 words and make the programme sound as attractive as possible.

b Work in groups of four. Compare your listings. Consider appropriate style, clarity of information about the programme and whether the listing would encourage people to watch the programme.

c Decide which is the best listing.

Review

1a **Underline the relative clauses in the text, then decide which words can be omitted and why.**

There are many people who feel they have little influence on the world today. However, one way in which people can have a positive effect on society is by volunteering. Joining an NGO is just one of the options which are available. There is a great variety of organizations that you can join, which means there's sure to be something which you're interested in.

This type of work brings great satisfaction to the people who are involved.



b **Discuss the questions with a partner.**

- **Is volunteering popular in your country? What type of people do it?**
- **What type of organization do you/would you like to volunteer in?**

2a **Rewrite the sentences, starting with the words in brackets.**

1 **Everyone wants to have a more powerful position at work. (All of us)**
2 **Solar power and wind power aren't the answer to our energy problems. (Neither)**
3 **We spent all evening arguing about politics. (We spent the)**
4 **Each of the regions in my country is influential in national politics. (Every)**
5 **It doesn't matter which family you look at, it's the women who are in charge. (In any)**
6 **Both countries are in the European Union. (Each of)**

b **Discuss the sentences in exercise 2a with your partner.**

3 **Complete the email with the phrases in the box. There is one phrase you do not need.**

by which time in which case instead of which
it's got to the point where several of whom
the extent to which the reason why

Sent: Wednesday 11.15

Hi Rosa,

1 _____ I'm writing is to let you know that I may not be in when you arrive,
2 _____ you can pick up the key from my neighbour's. I'm really sorry about this, but we've got a team meeting on Monday and
3 _____ we never really know when it's going to finish. It's a nightmare for the team,
4 _____ have kids to pick up – my boss just doesn't realize 5 _____ it annoys people.

Anyway – just let yourself into my flat and make yourself at home. Jo will be in at about six,
6 _____
I should be home myself.

K

a **Put the phrases in the box in order from the largest to the smallest quantity.**

a great deal of a shortage of a surplus of
a touch of an absence of

b **5.5 Listen and write five more expressions describing quantity. Then match each phrase to one with a similar meaning in exercise 4a.**

5a **Write a definition for each of the compound nouns and adjectives in bold.**

1 **Do you work in a well-equipped workplace?**
2 **What are the downsides of living in a big city?**
3 **Do you receive a lot of junk mail?**
4 **In what situations do you feel self-conscious?**
5 **What are the most important status symbols today?**
6 **What is one of the most time-consuming household jobs?**

b **Discuss the questions in exercise 5a with a partner.**

6 Play

6.1 Play games and save the planet?

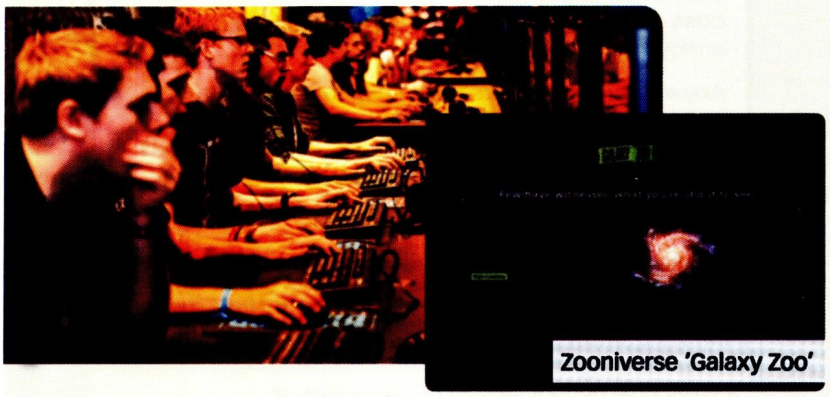
GOALS ■ Use *would* ■ Talk about preferences

Grammar & Listening uses of *would*

1 Discuss the questions with a partner.

1 What is your attitude to online gaming?
2 How do you think playing online games can be useful?

2 Read part of a newspaper article about a new use for online gaming. Work with a partner. What is the benefit of playing such games?



Zooniverse 'Galaxy Zoo'

An estimated three billion hours are spent gaming around the world every week, and a new wave of online games uses some of this time to help solve medical and scientific problems. The games, which can be played without any scientific knowledge, simply ask players to find patterns or match similar sounds and structures, and win points for doing so.

Players of *Foldit* take part in a game originally designed to help scientists find a cure for a disease only found in monkeys. Those who play *Planet Hunters* have discovered over thirty planets so far, some of which may be capable of supporting life. One of the biggest sites, *Zooniverse*, has more than a million participants. Its aim is to explore the universe and discover new worlds. Other games help experts to rescue forests or identify whale languages. The possibilities are endless.

The trick is to make the games as addictive as possible, because more participation means more data, and the findings become more reliable.

3 **6.1** Listen to four gamers reacting to the idea of playing such games. What reasons do they give for liking/not liking the idea of playing the games?

4 **6.1** Listen again and complete the extracts from the interviews.

1 I _____ that the games would turn out to be pretty dull.
2 When I was at school, the teachers _____ these educational games ...
3 That's interesting. _____ what happened?
4 I didn't realize it _____ so addictive, and that's important ...
5 I asked some friends to try them out, but _____.
6 They _____ shooting games and I think that would be true of lots of gamers.

5 Read the Grammar focus box and match the uses of *would* a–f to sentences 1–6 in exercise 4.

GRAMMAR FOCUS uses of *would*

You are familiar with *would* in unreal conditionals and other unreal situations. Here are some other meanings of *would*:

- *would* is the past form of *will*
  - a to talk about an event that was in the future at a past time ___
  - b to talk about an agreement or refusal in the past ___
- with *would*, you can be indirect, less definite, more polite
  - c as part of expressions with *sooner* or *rather* to express a preference ___
  - d as part of expressions with *say, imagine, have thought* ___
  - e to make a polite request or offer ___
- *would* can describe how things were in the past
  - f to talk about repeated actions or habits in the past ___

→ Grammar Reference page 152

6 Match the two halves of the sentences and questions, adding *would/wouldn't* in the correct place.

1 We never imagined *f*
2 Most gamers sooner starve
3 I imagine that
4 If you had to choose between career and family,
5 you ever
6 There'll be plenty of people interested in this project
7 I asked to take a selfie with my favourite player,

a the objective is always to make the games addictive.
b I have thought.
c but he let me.
d which you go for?
e than stop playing in order to eat!
f the game would become so popular.
g consider working in the games industry?

PRONUNCIATION *would* in connected speech

1 *Would* is often contracted to *'d* and *would not* to *wouldn't*:
They'd sooner play shooting games.
*He **wouldn't** let me.*
2 *Would have* is often contracted to *would've* /ˈwʊdəv/ or *'d've* /dəv/:
I'd've thought he's about fifty.
3 *Would you* in questions is pronounced /ˈwʊdjə/ in natural speech:
***Would you** tell us what happened?*

7a 6.2 Listen and write six sentences, which all include *would*.

b Work with a partner. Choose two of the sentences and write a short conversation for each one. Practise them.

Vocabulary & Speaking preferences

8a Work with a partner. Put the words and phrases in the word cloud in the right category.

Like	Don't mind	Dislike

b Complete the sentences with words from exercise **8a**.

1 I take great _____ welcoming you to the conference today.
2 Margaret took an instant _____ her new colleague.
3 I've always had the highest _____ anybody who plays a musical instrument well.
4 In England, many young people _____ footballers like David Beckham and Lionel Messi; in fact, you could say they are good _____ for them.
5 As I get older, I find I _____ live in the country than in the city.
6 When asked, most people express a clear _____ local food.
7 He's such a snob. He _____ his neighbours because they drive an old car!
8 My _____ film is *Titanic* – I've seen it twenty-five times!
9 I have no interest in politics at all – I'm totally _____ who wins the election.
10 Although Paul _____ cats, ours always seems to want to sit on his knee.

c With a partner, decide which words and phrases from exercise **8a** you would use in a formal situation.

9a TASK Work with a partner. Choose three of the questions to discuss. Give reasons for your answers.

- When you were younger, was there anyone you looked up to in particular? Why?
- There's a saying that 'it's the little things in life that give you more pleasure'. Do you think it's true, and what could those 'little things' be?
- Can you think of an occasion when you took an instant dislike to something? What was it? Why do you think you reacted that way?
- Which singer or musician is your all-time favourite?
- Who make the best role models – politicians, scientists or sportspeople? Why?

b Which of your partner's answers did you find most interesting?

loathe
be a role model
be indifferent to
take great pleasure in
be an inspiration to
would far rather
look down on
can't stand
express a preference for
all-time favourite
take a dislike to
look up to
have the highest regard for
idolize

6.2 The invention of leisure

GOALS ■ Understand and use verb patterns ■ Talk about leisure, relaxation and stress

Grammar & Listening verb patterns

1 Look at the photos. What links them?

2a Work with a partner. Which views come closest to yours?

1 I prefer to spend my free time getting away from it all.
2 For me, a holiday means lying on a beach and unwinding.
3 I'm always glad to get out into the countryside.
4 I hate lazing around doing nothing when I'm on holiday.
5 Quite often, what I feel like doing on a Friday night is having a get-together with my friends.

b Find words and phrases in exercise **2a** which mean the following.

a an informal meeting or party
b having a short holiday away from your normal routine
c stop worrying about problems and start to relax
d out of the town or city
e relaxing and doing very little

3 **6.3** Listen to an extract from a radio programme about the history of leisure. Complete the sentences.

1 The word 'weekend' only came into use in its modern sense in the _____.
2 Most people worked _____ a week over _____ days
3 In the Netherlands, leisure time has gone down _____ hours per week in _____ years.
4 British workers only take _____% of their permitted annual holiday.

4 **6.3** Listen again and complete the extracts.

1 Even the word 'weekend' is said _____ in its modern senses for the first time as late as the 1930s.
2 ... the idea of lying on a beach unwinding and feeling relieved about _____ from it all.
3 In the Netherlands, for example, it is reported _____ from forty-eight to forty-four hours per week in just twenty-five years.
4 I've noticed here at work the number of colleagues who get to December and then complain about _____ all their holidays for the year ...
5 At the end of the year, people always say they would have liked _____ all their holiday, but just couldn't get away from their desks.



5 Read the Grammar focus box and match rules a–c to extracts 1–5 in exercise 4.

GRAMMAR FOCUS verb patterns: perfect infinitives and perfect *-ing* forms

a Perfect infinitives after verbs and adjectives can have the same meaning as perfect or past tenses.

*I was relieved **to have got** away. (= … that I **had got** away)*
*He was sorry **not to have stayed** the extra week. (= that **he hadn't stayed**)*

b We can use the perfect *-ing* form in the same way, often after prepositions. In this case, the simple *-ing* form is also possible.

*They are unhappy about **not having taken** as much time off as they could have. (= … **that they had not taken** …)*

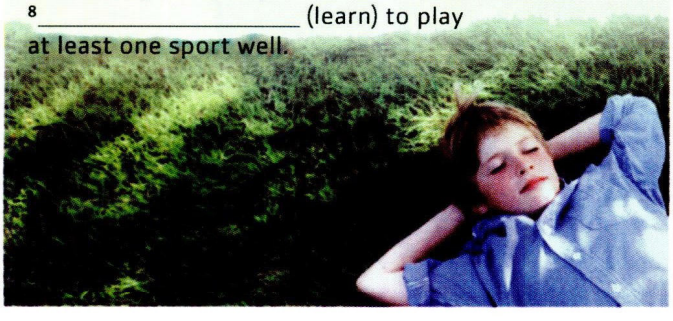
c With *was/were, meant* and *would like/would have liked* we can use the perfect infinitive to show the opposite of what actually happened.

*She **was to have left** on Tuesday, but she fell ill and couldn't travel.*
*I **meant to have sent** you the confirming email, but I completely forgot about it.*
*I **would like/would have liked to have attended** the conference, but I had to work.*

→ Grammar Reference page 153

6 Complete the story with the correct perfect form (active or passive) of the verbs in brackets.

Looking back, my childhood seems [1]_____ (be) the laziest in the world. For me, the summer meant lying on the grass in the garden, sipping lemonade. Now that I'm a busy adult, I feel sorry for [2]_____ (not enjoy) it more! I was a real dreamer, and I regret [3]_____ (not make) more of an effort to use my free time more constructively. My parents don't appear [4]_____ (worry) too much about my lack of activity. When I talk to friends about their summer holidays, they moan about [5]_____ (force) to attend summer schools and organized activities. While I sometimes wonder if it would have been good for me [6]_____ (make) to do something a bit more creative, I think I was just fortunate [7]_____ (give) the chance to do nothing! Nowadays, I think I would like [8]_____ (learn) to play at least one sport well.



7 Work with a partner. Discuss the questions.

- What is the attitude to work and leisure you grew up with?
- Do you know anybody who works harder than they should?
- What advice could you give on getting a good work–life balance?

Vocabulary & Speaking leisure, relaxation and stress

8a 6.4 Listen to five people talking about their leisure activities. What do they do when they are not working?

b Write the phrases in the box in the correct column in the table.

be a bundle of nerves chill out demanding
drive me up the wall get on my nerves laid-back
on edge be stressed out

Relaxation	Stress

c 6.4 Listen again and check your answers.

9a Work in small groups. Think of situations where you have had or would have the following reactions.

- feel very stressed out
- be a bundle of nerves
- feel on edge
- be able to chill out
- feel quite laid-back
- be driven up the wall by something

b How did you or would you behave in those situations?

10 TASK Work in groups of four. Students A and B, turn to page 129. Students C and D, turn to page 140.

VOX POPS VIDEO 6

6.3 Vocabulary and skills development

GOALS ■ Understand words with more than one meaning ■ Understand reference

Vocabulary words with more than one meaning

1 Can you imagine two different situations where somebody could say these sentences with different meanings? Discuss with a partner.

1 I can't see the point.
2 This virus I've got is really causing me problems!
3 We have some reservations.
4 They found a mouse in a box in the basement.
5 I didn't like the company.

2a Read the information in the Vocabulary focus box about words with more than one meaning.

VOCABULARY FOCUS
words with more than one meaning

Many words in English have more than one meaning.

- Sometimes, the meanings are loosely connected:
  *Helena was asked to **chair** the meeting.*
  *He had to stand on the **chair** to reach the light.*
- Sometimes, there is no connection at all:
  *He had a pain in his **chest**.*
  *She kept the letters in a wooden **chest**.*

When you are reading or listening, remember that a word which you think you know may have a second or third meaning depending on the context. You need to be flexible in your interpretation.

b Each pair of sentences has the same missing word. Complete the sentences.

1 a They lived in a house at the *foot* of the mountain.
  b I dropped the ball on my *foot* and broke a toe.
2 a My job was to _____ new films for a specialist website.
  b After this disaster, we all realize we have to _____ our procedures.
3 a It's not easy to _____ a large organization like this.
  b Did you _____ to get through to the hospital?
4 a I need some time to _____ on your criticisms.
  b They used giant mirrors to _____ the light onto the field.
5 a We stopped at the _____ of the cave, too afraid to go in.
  b Don't talk with your _____ full!
6 a Most plants take in water through their _____.
  b What are the _____ of the current conflict?
7 a They found a supermarket trolley on the river _____.
  b It was clear the visitor's _____ had not been slept in.
8 a My horse is taking part in the big _____ next week.
  b It is illegal to discriminate against a person because of their _____, religion or gender.
9 a We ran into terrible traffic on the _____ road.
  b She wore a single gold _____ on her left hand.

c In which cases are the two words connected? What is the connection? Does it help you to work out the meaning of the less common use? Discuss with a partner.

foot = the lowest part of something, e.g. the body, a mountain, the stairs, etc.



Listening & Speaking understanding reference

3 **6.5** Listen to two jokes. What do they depend on?





4 **6.5** Listen again and answer the questions.

1 In joke 1, who does 'he' refer to?
2 In joke 2, who does 'her' refer to?

5 Read the information in the Unlock the code box about referencing in listening.

UNLOCK THE CODE
referencing in listening

There are many ways in which speakers refer back to a previous situation, person, object or idea. When listening to natural speech, you need to try to keep the current information in your mind, just in case the speaker uses one of these words further on.

The main ways of referring are:

1 pronouns like *it, they*; possessive pronouns like *her, their*
A lot of people buy clothes <u>they</u> really can't afford.
(they = people)

2 demonstratives like *this, these, that, those*
The car had been stolen the week before, but we didn't know <u>that</u>. (*that* = the fact that the car had been stolen)

3 auxiliary verbs, especially *do*
It seems incredible that the two sides reached an agreement, but I can assure you they <u>did</u>.
(*did* = reach an agreement)

4 *one, ones, some*
There were many reasons why the war started, but the most important <u>one</u> was economic. (*one* = a reason)

5 *such*
It was long thought the Earth was flat, and <u>such</u> a belief was logical in many ways. (*such* = the belief the Earth was flat)

6a **6.6** Listen to the first part of a podcast about wordplay. According to the speaker, why should we study it?

b **6.6** Listen again. In the extracts below, what do the underlined words refer to?

1 <u>It</u>'s very short!
2 <u>Such</u> words ...
3 <u>It</u> seems to cut across national and cultural boundaries.
4 But despite <u>this</u> ...
5 ... many people certainly <u>do</u> ...
6 ... <u>one</u> that's worth studying ...
7 ... <u>they</u> allow for this kind of joke ...

7 **6.7** Listen to the next part of the podcast. Take notes.

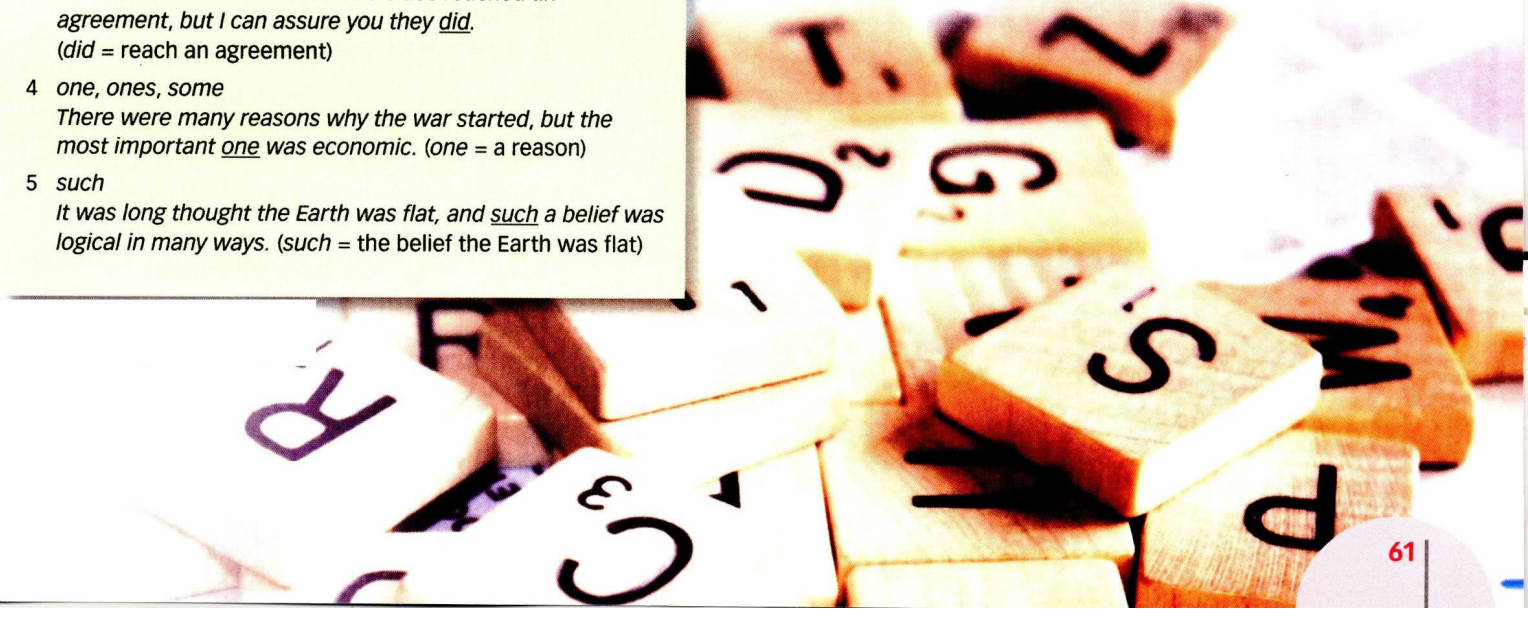
8a Work with a partner. Use your notes to answer the questions.

1 What is 'the lowest form of humour'?
2 Why does the speaker talk about ancient Egypt, China and Iraq?
3 What are T-communication and I-communication?
4 What would you point at in restaurants and why?
5 People are always inventing 'new ones' – what?
6 What are adults happy to do at football matches?

b **6.7** Listen again and check your answers.

9 Discuss the wordplays with a partner. Why are they amusing?

- To write with a broken pencil is pointless.
- Have you ever tried to eat a clock? It's very time-consuming.
- I'm reading a book about antigravity. It's impossible to put down.
- I couldn't quite remember how to throw a boomerang, but eventually it came back to me.
- Time flies like an arrow. Fruit flies like a banana.



6.4 Speaking and writing

GOALS ☐ Use vague language (2) ☐ Write an online review

Listening & Speaking vague language (2)

1 Work in a group. Answer the questions about *Cowboys and Aliens*.

- Have you read the book or seen the film?
- If yes, what did you think of it? If no, would you like to read/see it? Why?/Why not?



2a **6.8** Listen to Marco, Amy and Ross discussing the film. Who ...?

a liked it b didn't understand it c really hated it

b **6.8** When we are speaking, we often use vague language, e.g. *It was **a bit of a** mess. The plot was **kind of** strange.* Listen again and write down at least three phrases using vague language that you hear.

c Look at the Language for speaking box. Add the phrases you wrote in exercise **2b**.

LANGUAGE FOR SPEAKING using vague language (2)

Nouns
things
someone like that
sometime (later)
somewhere / some place (hotter/nicer)

Quantifiers
a bit of a flop, state, etc.
(just) a bit dull, boring, etc.
plenty of / (absolutely) masses of action, extras, etc.
a couple of times, places, etc.

Generalizing
(some) kind of thriller, sci-fi film, etc.
rather / pretty / relatively / somewhat dull, confusing, etc.
that sort of thing

Additions
and so on / and so forth

3a **6.9** Listen to five sentences containing some vague language. What is each person probably describing? Choose from the list below.

- a business presentation
- a computer game
- a film
- a forest
- a mansion
- a party
- a politician's speech
- a sportsperson

b **6.9** Listen again and complete the sentences with the vague language.

1 I didn't enjoy it. The food ran out, so it was _____ a disaster, really.
2 The palace belonged to a duke, or a lord, _____.
3 There's _____ on the DVD, like interviews with the actors, some scenes they didn't use, _____.
4 The shareholders' meeting was actually quite exciting. _____ people got up and started shouting while the CEO was speaking.
5 She played in _____ matches, and then had to retire because she had _____ wrong with her leg. It was _____ sad, really.

c **6.10** Listen and repeat. Try saying the vague language at a natural speed.

4a Work with a partner. Choose one of the conversations and insert vague language phrases from the Language for speaking box in the appropriate places, or change precise phrases to vague ones.

1 **A** That was the best film I've seen for a long time. There were moments when I wanted to cry.
B Really? I thought it was sentimental. The final part was unwatchable.
A Apparently, it cost $40 million to make.
B That was a waste of money, in my opinion.

2 **C** I like your new phone. It looks like it cost money.
D Not really. I got a really good contract. Five hundred free texts, two hours of free calls ... and with this make, you get a large number of free apps.
C Sounds great. Did you get it online?
D No, I went to that new shop called Phoneworld, Phonehouse ...

b Work with a pair who worked on a different conversation in exercise **4a**. Listen to their conversation and insert the vague language.

Reading & Writing an online review



5 Before you see a film, read a book or eat out at a restaurant, how do you decide whether if it is any good?

6a Read three online reviews. What are they reviewing?

Your Reviews

Filter by
- Most Comments
- Rating
- Newest

ENTERTAINMENT | RESTAURANTS | THEATRE | FILM | MUSIC | COMEDY | GAMING | EXHIBITIONS

1 A notable highlight of the show was the real conviction and confidence of the singing. Sam Hall was a joy to watch, with perfect comic timing, as was Emma Williams, thoroughly believable and convincing in the role of the alluring murderess. These two young talents stole the show, in my opinion. The only disappointments were the dancing, which showed a lack of originality, and the opening scene, which fell a little flat. Despite the occasional technical hitches, this was a highly enjoyable and greatly impressive production, which the company should be proud of.

2 I was really looking forward to Jonathan Baker's latest, which is set in an imagined, but realistic, London of the near future. But I found this new effort was let down by the slightly one-dimensional characterization, and the writing is below standard for the most part: some of the early scenes between Martha and her husband are slightly monotonous. The superb characterization and ambition that Baker demonstrated in his previous novels seem to be missing here. Baker's commitment to describing the lives of ordinary people is admirable, but the whole thing is lacking in energy.

3 This is instalment number three in the nearly twenty-year-old series, delivering a captivating story and loads of comedy. There is some strong writing and voice acting, but the new instalment chooses to go for a linear narrative, with some puzzles included along the way, which is less involving than the theme of exploration and conversation which previous instalments have depended on. Besides, the puzzles are not particularly engaging, and many of them have been seen before in other adventure games. The visuals are stunning, of course, as we have come to expect, this time featuring locales in Catalonia. But overall, a slight disappointment.

b Is each review broadly positive or negative?

7a Underline words and phrases that are used to show praise or criticism in the reviews in exercise **6a**.

b Complete 1–6 with words and phrases from exercise **7a** in the Language for writing box.

LANGUAGE FOR WRITING writing a review

Praise

Adjectives and collocation
electrifying/gritty/powerful performance
spine-chilling plot
1_____ timing
dazzling visual effects
superb characterization
action-packed plot
thoroughly believable/ 2_____ performance

Useful expressions
A notable highlight (of the show) was ...
3_____ the show
a must-see film
... bring a character to life

Criticism

Adjectives and collocations
(extremely) disappointing script
a slight disappointment
not very/less inspiring/dull/wooden/... performance
the slightly 4_____ characterization
not particularly 5_____

Useful expressions
6_____ a little flat
a lack of + noun / *... is lacking in* + noun
(X) is less (involving) than ...

8a TASK Write a review of a book, film, play, game, musical, TV programme or restaurant you have recently read, seen, played, or visited. Use the words and phrases from the Language for writing box.

b Read two of your classmates' reviews. Do they tempt you to read/see/try it?



6.5 Video

Leisure through the ages



1 Look at the photos. What different historical periods do they show? Discuss which leisure activities might have been popular during these periods.

2 Work with a partner. Match two statements to the historical period shown in each photo.

a Big athletics events became popular.
b Free time was as important as work time.
c Only the wealthy elite had the luxury of leisure time.
d People had more money to spend on leisure.
e Rules were established for team games.
f Workers started to have a weekend break.

3 ▶ Watch the video and check your answers to exercise **2**.



4 ▶ Watch the video again, then work with a partner to note what you can remember about leisure in each of the periods in the table below.

Ancient Greece	
Roman times	
The Industrial Revolution	
The 1960s	
Now	



5a TASK According to the video, there has recently been a 'blurring' of the difference between work time and leisure time. Individually, make notes on the following points:

- the advantages and disadvantages of this situation
- the role of technology in this change
- if you or people you know experience this situation
- what you think will happen in the future.

b Work in groups of four. Discuss your ideas. Be prepared to report to the class.

Review

1 Rewrite the sentences using *would*.

1 The researchers were convinced the games were going to provide useful data.
2 Every weekend, we used to make the trip to some stadium far from home.
3 You probably thought this change produced results, but it was not the case.
4 The press wanted to publish the results, but the medical companies refused to release the information.
5 Most people prefer staying at home to getting out into the countryside.

2a Choose the correct option.

1 He apologized for not *having returned / to have returned* my call.
2 Would you ever complain about *having been / to have been* charged too little for goods or services?
3 I was sad not *having seen / to have seen* them while they were visiting.
4 They were believed *having left / to have left* the country already.
5 She didn't remember *having seen / to have seen* the film.
6 Think of an occasion when you were pleased *having been / to have been* turned down for a job or position.

b Work with a partner. Discuss 2 and 6 in exercise **2a**.

3 Rewrite the words and phrases in bold in the sentences using the expressions in the box, adding words or changing the word order as necessary.

all-time favourite a bundle of nerves chill out
clear preference drive (sb.) up the wall
fill (sb.) with admiration instant dislike laid-back
on edge take great pleasure

1 Two thousand people were expected, so I was **extremely agitated** before my presentation.
2 If you have a demanding job, the best way to **relax** is swimming.
3 Normally, he's a pretty **relaxed** kind of guy, but that day he was **very nervous**.
4 **I decided I didn't like Franco as soon as I met him.**
5 **I very much admire parents who bring up children alone.**
6 My elder sister **really enjoyed** teasing me when I was little.
7 The constant complaints from my housemates **got me very irritated**.
8 Tiramisu is **the Italian dish I love more than any other**.
9 Children **show they prefer** using either their left or right hand by the time they are three.

4 Complete the information with the words in the box.

head manage races reflection review roots

Most international corporations have a workforce representing a range of age, gender and [1]_____; and when choosing a new [2]_____ for the company, it's vital to find somebody who can [3]_____ such a group. Some companies find that, on [4]_____, they chose badly, and it's not always easy to find the [5]_____ of the mistake. Companies must constantly [6]_____ how these decisions are taken.

5a Work with a partner. Rewrite the conversation without the vague language.

A Why's the flight so delayed? It's sort of difficult to understand.
B It looks like there's a bit of a problem with the plane. I heard an announcement saying there was a technical fault or something like that.
A You always get loads of announcements and stuff when something goes wrong, but they never give you, you know, useful information. It's a bit frustrating.
B There was some stuff on the screens a few minutes ago, but it's gone now.



b **6.11** Listen to the conversation without the vague language and check your answers.

c Without looking back at the conversation in exercise **5a**, read your conversation with the vague language put back in.

7 Emotion and reason

7.1 Fooled by our feelings

GOALS ☐ Talk about hypotheses ☐ Talk about emotions

Grammar & Listening hypotheses

1 Work with a partner. In each situation below, how do you decide ...?

- to choose a new member of staff for your company at an interview
- whether to lend money to a friend
- where to go on holiday



2 Read an extract from a radio programme preview. What is the research finding?

The Psychology of Decision-Making

If you had known then what you know now, would you have made the same decision?

The psychology of decision-making – a topic of prime importance in areas such as government and business – has been much studied in recent years. Should decisions be based on our needs and values, on our interaction with the systems and people around us, or on simple logic? In the age of 'big data', we are likely to be bombarded with all kinds of information. So just how do we work out which information is useful, and which actually leads us in the *wrong* direction?

Supposing you had to predict the academic performance of a group of students. You can either base your prediction purely on hard data, e.g. their age, past achievements and so on, or you can have the data *plus* you're allowed to interview them. Which procedure would you consider to be more accurate? Amazingly, results consistently show that if you were to interview the students, that would lead to *less* accurate predictions; the reason being, according to the experts, the interview provides us with the wrong kind of information – we are over-influenced by our 'gut feeling'* about the interviewees.

On radio
Today
16:30
RADIO 4
45 minutes

■ **gut feeling** *noun* feeling based on instinct or intuition, not on reason or facts

3 7.1 Read the sentences. Listen to an interview with a psychologist describing some results of the research. Choose the correct answer from the words in italics.

1 The customers found the *better-looking / more expensive* food tastier.
2 The best way to get somebody to like you is to *do them a favour / get them to do you a favour.*
3 You will like a company *more / less* if you feel you are helping them in some way.

4 Read the Grammar focus box. Match rules a–d to sentences 1–4 about the interview.

GRAMMAR FOCUS talk about hypotheses: present, future and past

To talk about hypotheses we can use past tenses to:

a describe an imaginary/hypothetical situation in the present or future ____
b talk about a hypothetical (unreal) situation in the past with a present outcome ____
c talk about a hypothetical (unreal) situation in the past with a past outcome ____
d ask about a hypothetical situation in the past, present or future ____

→ Grammar Reference page 154

1 If I had known then what I know now, I wouldn't have made that decision.
2 If you were to interview the students, that would lead to less accurate predictions.
3 Supposing you were asked to judge a meal in a restaurant, what do you think the answer would depend on?
4 If the company had built the furniture as well, you might not feel so good about them!

5 Rewrite the sentences starting with the words given.

1 The company didn't employ enough staff. Its productivity went down.
If the company _____.
2 People often make emotional decisions. These decisions are poor ones.
If people _____.
3 Last year, we went to Jamaica on holiday. We have no money left for a holiday this year.
Had we _____.
4 What would have happened if you had made the decision based on your gut feeling?
Supposing _____.
5 Can you think how things would be different if you hadn't passed your final exams?
Just imagine _____.

6a TASK Think of three decisions you have made in the past, for example, buying a car, choosing a holiday, choosing a job.

- Why did you make your choices?
- What would the situation be now if you'd made a different decision?

b Tell your partner about your decisions. Do you think your partner made the right decisions?

Vocabulary & Speaking emotions

7a 7.2 Listen to some people expressing their emotions in certain situations. Underline the closest meaning of the word in each alternative.

1 apathetic (about): unhappy / not interested
2 apprehensive (about): worried (about something you have to do) / aware (of what you have to do)
3 astonished (at/by): surprised / annoyed
4 devastated (by): very under-confident / extremely upset
5 envious (of): wanting the same thing as someone else / over-emotional (about something)
6 frustrated (at/with): frightened (about doing something) / annoyed and impatient (about something you can't do)
7 indifferent (to): not similar to / showing no interest in
8 irritated (at/by/with): angry / confused
9 relieved (+ to/that): happy (because something unpleasant has stopped) / feeling better (after an illness)
10 self-conscious (about): unaware of what other people think of you / nervous about what people think of you
11 sympathetic (to/towards): pleasant and likeable / kind and understanding
12 uncomfortable (about): rather embarrassed about something / unpleasant

b Compare your answers with a partner.

8a Complete the sentences with ideas that are true for you.

1 It isn't always easy to feel sympathetic towards ...
2 I find I often get frustrated when ...
3 One way to overcome feeling self-conscious is ...
4 I would be devastated if ...
5 It seems to me that sometimes the public is apathetic about ...
6 I once felt rather apprehensive ...
7 I'm not usually an envious person, but ...
8 I remember one time I felt uncomfortable about something was when ...
9 If a manager appears indifferent to what his staff feel ...
10 I remember feeling relieved when ...

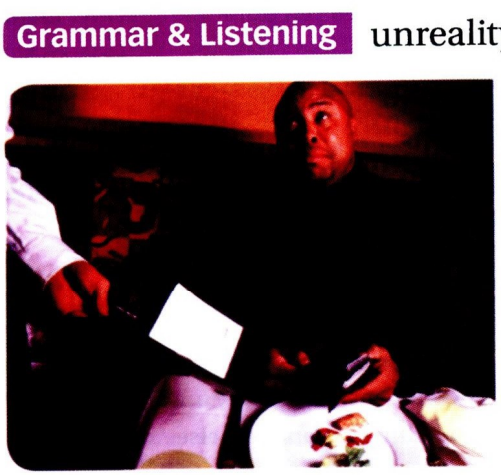
b Work with a partner. Tell each other about your situations and emotional reactions in exercise **8a**.

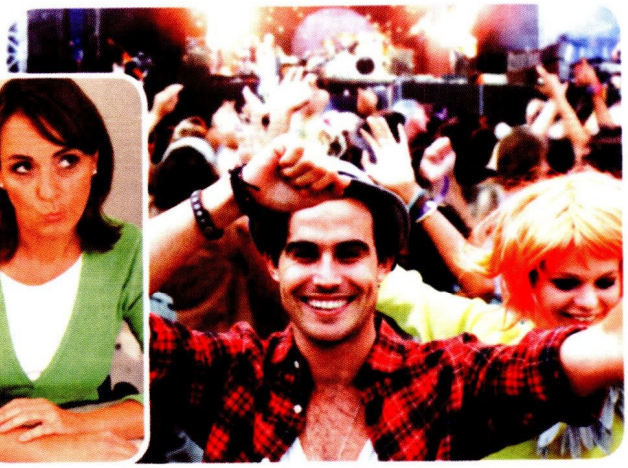
c Did your partner's reactions surprise you? If so, why? Would you have reacted in the same way?

7.2 Embarrassment

GOALS ☐ Talk about unreality ☐ React to events

Grammar & Listening unreality





1 Which of these situations would be the most embarrassing? Compare your answers with a partner.

- You have to pay the bill in a restaurant but you realize you haven't got enough cash to pay the bill and they don't take credit cards.
- You tell a lie to your boss and he finds out.
- On Facebook, a friend posts a photo of you at a festival when you should have been at work.

2a You are going to listen to the introduction to a radio programme where a psychologist talks about embarrassment. Can you think of any situations where embarrassment might be useful? Discuss your ideas with a partner.

b **7.3**))) Listen and check your predictions.

c **7.3**))) Listen again and answer the questions.

1 What moments can we all recall?
2 What function does embarrassment have?
3 How might embarrassment affect our health negatively?
4 What's the good news about how others see us?

3a **7.4**))) The psychologist talks to two language learners about embarrassing moments in their learning. What were the problems?

b Can you think of similar examples from your own language learning? Tell your partner.

4 Read the Grammar focus box and complete the rules with the words in the box.

hypothetical near future past prefer regrets unreal

GRAMMAR FOCUS past tenses and *would* for unreal situations

We often use past tenses to talk about [1]_____ or unreal situations: past simple for the present or future, and past perfect for the [2]_____.

- *would rather/sooner* + past simple to say that one person would [3]_____ someone to do/not do something

  A *Can I tell her about it?*
  B *I'**d rather/sooner** you didn't.*

  *I'**d rather** people didn't know about it.*

- *It's (high/about) time* + past simple to talk about something that has to be done now or in the [4]_____

  ***It's about time** you learnt to take care of yourself.*

- *act/seem/look, etc. + as if/as though* + past simple or past perfect to show that something is or was [5]_____.

  *He **acts as though** he was the manager.* (But he isn't)
  *She **looked as if** she had seen a ghost.* (But she didn't)

- *I wish/If only* + past simple or past perfect to talk about wishes and [6]_____

  ***If only** I felt more confident.*
  ***I wish** I could speak in public without feeling so self-conscious.*
  ***I wish** I hadn't sent that email.*
  ***If only** I'd thought before I sent that email.*

- *I wish/If only + would* to talk about what you want someone else to do

  ***I wish** people would listen to what I have to say.*

→ Grammar Reference page 155

5 Write what you would say in these situations, using the words in the brackets in the appropriate form.

1 You turn up at a party. Everyone is dressed in formal clothes, and you're in jeans and a T-shirt. What do you say to your host?
'If only _____ it was a formal occasion, then I'd have worn something appropriate.' (realize)

2 Your colleague seems confident in everything he does. You're rather under-confident. What do you say to your friend?
'I _____ more self-confident. Then I'd make a better impression on my colleagues.' (feel)

3 Your flatmate is always borrowing your things. You're really not happy about it. What do you say to him/her?
'I'd rather _____ my things.' (use)

4 It's 1.00 a.m. Your neighbours are very noisy. You have to get up early for work. What do you say to your wife/husband?
'I _____ so much noise. I have to get up at 6.00 a.m. I'll be really tired tomorrow.' (stop/make)

5 Your colleague was flying to a very important meeting but she arrived at the airport late and missed the plane. What do you say to her/him?
'I wish _____ the plane. Then we wouldn't have lost the contract.' (catch)

6 A small company started selling a new product. For a long time, no one was interested, then a famous footballer bought the product and it became really popular. What does the manager say to his employees?
'For quite a long time, it seemed as if _____ no chance of success.' (have)

7 The roads in the town you live in are terrible and you want the council to do something about them. What do you say to your neighbour?
'The state of these roads is a disgrace! It's _____.' (repair)



Vocabulary & Speaking reacting to events

6a Work with a partner. Look at the situations, which might be embarrassing. Decide what you would do if:

1 your boss criticized you in front of your team.
2 your neighbours often held loud parties until late at night.
3 you were told at check-in that your flight was overbooked and you could not board.
4 your neighbour had a dog that barked all the time.
5 your boss was in a terrible mood and shouted at you.
6 your manager praised you in front of all your colleagues.

b 7.5 Listen to six people talking about the situations in exercise **6a**. How do they say they would react?

c Match answers a–f to situations 1–6 in exercise **6a**.

a We'd end up having a heated argument.
b I'd be so mortified I wouldn't know what to say.
c I'd try to keep my temper. It never helps to shout at people.
d It would really get on my nerves.
e It would take me by surprise.
f I wouldn't take it personally.

d Which reaction was closest to yours for each situation in exercise **6a**? Can you think of other situations which would provoke similar reactions?

7a Read the extract from a blog. How would you have reacted?

People say you should **think twice** before making life-changing choices. And while I don't like to **rush into** decisions, especially important ones, sometimes you have to **grab an opportunity** when it presents itself. Last year, my company opened an office in Japan and asked me to be the manager. I was speechless when they offered to promote me so quickly. I'd only been with the company for six months. For a minute, I couldn't **think straight**. I **made a point of** saying I would work very hard and make a success of it.

b Match the words in blue in the text to the definitions.

1 be able to think clearly
2 take a chance with enthusiasm
3 think carefully before deciding to do something
4 do something without thinking about it carefully
5 make sure you do something because it is important or necessary

8a TASK Work with a partner. Student A, turn to page 129. Student B, turn to page 135.

b Tell your most unusual or surprising answers to another pair.

VOX POPS VIDEO 7

7.3 Vocabulary and skills development

GOALS ■ Understand links within a text ■ Understand metaphor

Reading understanding links within a text

1 Can you think of ways the number of car accidents could be reduced? Rank suggestions a–e from best to worst. Compare your answers with a partner.

a Ban cyclists from busy roads.
b Reduce speed limits.
c Raise the age you can get a driving licence to twenty-five years old.
d Adapt engines so cars can go no faster than 100 kph.
e Ban drivers over seventy-five years old.



2 Read five responses to the question in exercise 1. Which ones do you agree with?

1 'At seventeen we think we are invulnerable. Seventeen year olds have no awareness of the risks involved.'
2 'As we get older our eyesight gets worse. After seventy-five, all drivers should have their eyesight and reaction time tested every year.'
3 'I know it sounds crazy, but I would say: *increase* the speed limits. People are going to drive fast anyway – why make them into criminals?'
4 'Decreasing the speed limits would be a double winner – it would make life safer for everybody and also reduce pollution. It would solve two problems at once!'
5 'There should be dedicated cycle lanes on all main roads. Cyclists would only be allowed to cycle there.'

3a How could you link the sentences in exercise 2 using conjunction or linker?

b Read the information in the Unlock the code box about understanding links within texts. What links the first and second sentences in exercise 2? Choose from a–d.

UNLOCK THE CODE
understanding links within texts

Writers do not always make the links between ideas and sentences obvious. In these cases, it is the job of the reader to make the connection.

There are several ways in which sentences could be linked. The second sentence could be:

a an example of the first
b a reason for the first
c a consequence or result of the first
d a different way of saying the same thing

4a Read an extract from a politics lecture. What is the main point the lecturer is making?

Most people would agree that governments should pass laws that are reinforced by sound data. [1] If the data shows a huge increase in road accidents because drivers are ignoring the speed limits, we might expect to see a new law increasing punishments for motorists caught speeding. [2] People caught speeding might be banned from driving. We wouldn't expect the government to pass such a law if the number of accidents remained constant. It follows that governments need reliable statistics, or the arguments in favour of a new law may fall apart.

In fact, in many countries, there are concerns that new laws are increasingly being based on emotional reactions rather than evidence. When a particularly newsworthy crime happens, the politicians rush to make changes. [3] They seem to be afraid of public opinion and [4] propose laws that are ineffective or ill-thought-through. [5] Several governments have made it mandatory for children to wear helmets when cycling on public roads (including Australia, Brazil and Slovenia), despite evidence showing that such a law puts people off cycling in the first place (this happened in Australia). The contrary argument, of course, is that if you save just one life, it's worth it.

b Work with a partner. Match 1–5 in the lecture with a–d in the Unlock the code box.

Vocabulary metaphor

5 Read the dictionary entry. Can you think of any metaphors in English or in your own language?

> **meta·phor** /ˈmetəfə(r); -fɔː(r)/ *noun* [C, U] a word or phrase used to describe sb/sth else, in a way that is different from its normal use, in order to show that the two things have the same qualities and to make the description more powerful, for example *She has a heart of stone*

6 The metaphor in this extract is that *an argument = a building*. Underline the words in the textbook extract which are connected to buildings.

It's vital that your argument is not constructed on emotion, because any such argument will collapse when presented with sound evidence. The foundations of any solid argument are reason and evidence. It is easy to demolish an argument if there is no evidence provided. The same is true for laws, which must be supported by evidence, and not just be a reaction to strong feelings.

7a Read the information in the Vocabulary focus box about metaphors.

VOCABULARY FOCUS metaphors

Metaphors are very common in both spoken and written language. For example, positive feelings are often expressed as 'high' or 'up':

*She was in very **high** spirits.*

and negative feelings as 'low' or 'down':
*I'm feeling a bit **down** at the moment.*

When you are reading or listening, you should

- be aware of phrases that are metaphorical
- not assume the metaphor works in the same way in your language as in English
- think of possible associations with a given word, e.g. *stormy* = dark, difficult, not positive.

b Complete sentences 1–5 with phrases from the box. Change the form if necessary.

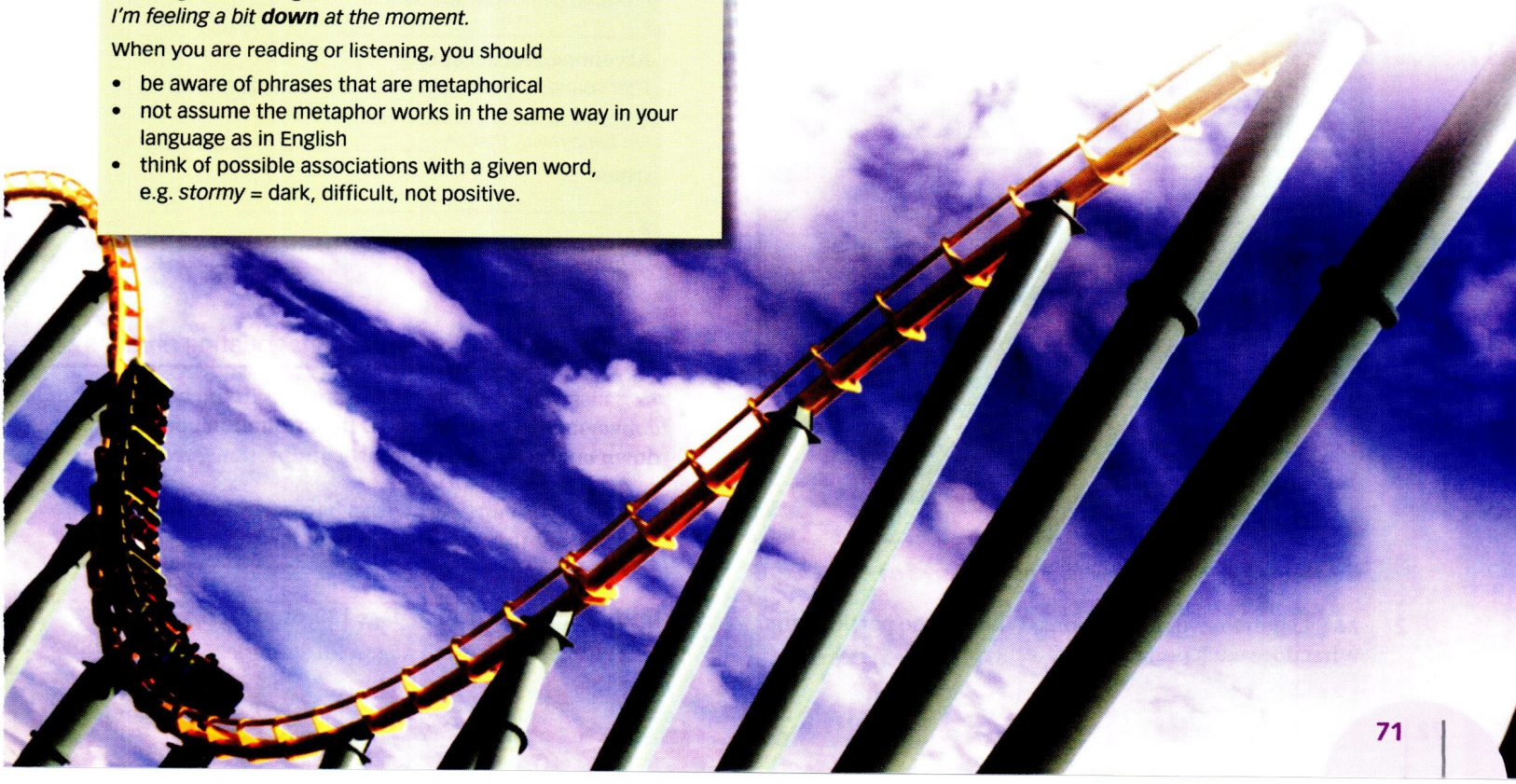
feel down-hearted give someone a lift in low spirits
roller-coaster of emotions ups and downs

1 After all the problems I'd been having over the past year, passing the exam _____. I feel hopeful about the future now.
2 I've been _____ since I didn't get the promotion. I still feel very disappointed.
3 I experience a _____ when I watch my favourite team play. They won 2–1 last week and lost 3–0 the week before.
4 His career has had some spectacular _____. He's made and lost several fortunes.
5 Losing the big order to the competition left the sales team _____.

c Compare the metaphors in exercise **7b** with what you would say in your language. Did you use the same metaphors? Discuss your ideas with your partner.

8 Work with a partner. Discuss what the writer wanted to say by using these metaphors:

- The past is a foreign country: they do things differently there. (L. P. Hartley *The Go-Between*, 1953)
- All the world's a stage,
  And all the men and women merely players.
  (William Shakespeare *As You Like It*, 1623)
- Time is a thief.
  (B. B. King song)



7.4 Speaking and writing

GOALS ■ Take part in informal negotiations ■ Use comment adverbs

Listening & Speaking informal negotiations

1 When might the people in the photos negotiate? Think of some typical situations.



■ **negotiate** *verb* obtain or bring about by discussion

2 7.6 Listen to two negotiations. Who are the participants? What does each person want?

3a 7.6 Listen again. Complete the phrases from the negotiations.

Conversation 1

1 Is there a _____?
2 How _____ sound?
3 ... we might be able to make _____.

Conversation 2

4 Frankly, I'm not _____.
5 What if we _____ a bit?
6 How _____ feel _____?
7 I could go _____.

b Write the phrases from exercise **3a** in the Language for speaking box in the correct place.

LANGUAGE FOR SPEAKING negotiating in informal situations

Making suggestions and offers
If I/we could ... I/we might ...
Supposing I/you + present simple, *I/we could/might ...*
a _____

Clarifying
b _____
What do/did you have in mind?
It depends what you mean (when you say ...)

Making adjustments to an offer
Provided (we) + present simple
c _____

Accepting/Not accepting
That sounds (reasonable)./That sounds (a bit much).
d _____
I'm happy with that./ e _____

Other
f _____
g _____
I'll have to ask (the others).

PRONUNCIATION intonation in negotiating phrases

4a 7.7 Listen to examples of the phrases in the box from the conversations. Listen to how the intonation goes up or down on the stressed words.

b Compare your answers with a partner. Practise saying the phrases you think you would use.

5 TASK Student A, turn to page 130. Student B, turn to page 135.

Reading & Writing comment adverbs

6 Discuss the questions with a partner.

1 When you travel, do you consult advice websites like TripAdvisor or i-escape? Why/Why not?
2 Have you ever posted a review to such a site? What was it about? If not, would you consider doing so?
3 What do you think of the comments and reviews that are posted on such sites?

7a Read the comments from a travel advice website. What is each post about, e.g. a hotel, a city? Can you tell how the reviewer felt about the place?

1 Monday 10:27
Isla Evidently, the cups in the breakfast room had not been washed since the night before, as the rims were covered in bright pink lipstick!

2 Wednesday 13:03
Sammy Great place to eat a barbecue. The sardines they serve are really scrumptious, unlike other places on the beach. Unfortunately, it shuts really early – by 11 p.m. they were already giving us the bill.

3 Saturday 12:55
Jean-Michel Admittedly, it is not the original palace, but it is very beautiful and is located in a very well-kept park. Inside there is a small museum which has information about the aristocrats who used to live here.

4 Yesterday 10:27
Olivia It was almost impossible to explain problems with the shower to the staff. Ideally, they should employ at least one person who speaks English!

b Underline the comment adverbs in the posts in exercise **7a**.

8a Read the extracts from city guides and advice websites and choose the better comment adverb.

1 Getting around by public transport is the best way to see Bangkok. *Regrettably* / *Thankfully*, the city has excellent transportation.
2 The vast majority of Sydney's inhabitants use the car to get to work. *Predictably* / *Astonishingly*, the city suffers badly from traffic congestion.
3 Most places are within walking distance if you're a walker! *Incidentally* / *Frankly*, Berlin is very bike friendly, so you could cycle everywhere, too ...
4 The hotel reception has the feel of a conference centre. *Typically* / *Happily*, the restaurant area is more intimate.
5 It's important to plan your trip. *Theoretically* / *Miraculously*, you can rent a car to get around the region, but I would advise against it, unless you have driven here before.
6 Take time to walk back across the main bridge, a beautiful structure. *Incredibly* / *Luckily*, the local teens jump off the bridge to go swimming in the fast-flowing river.
7 I moved from Dublin to Rio in 2012. *Evidently* / *Coincidentally*, both cities are famous for their party atmosphere!
8 Four new cycle paths are planned for the city. *Honestly* / *Absurdly*, none of them will pass through the main tourist areas.

b Work with a partner. Look at the adverbs you didn't use in each sentence in exercise **8a**. Choose three and continue the sentences using the adverb you didn't choose.

1 Getting around by public transport is the best way to see Bangkok. ***Regrettably,*** *I didn't have enough time to see the city properly.*

c Work in small groups. Read your sentences to the group. Who has the most logical sentences?

LANGUAGE FOR WRITING comment adverbs

Writers often use adverbs at the start (or near the start) of a sentence to show their attitude to what they are about to say. These can be:

to show surprise, disappointment, etc.
Absurdly, *they will not pass through the main tourist areas.* (= I find it absurd that they ...)
Unfortunately, *the rooms were far too hot.* (= It was unfortunate that the rooms ...)

to soften the effect of the statement
Arguably, *it's the best hotel in town.*

to help the reader understand the writer's intention
Incredibly, *no one in the hotel spoke English.* (the writer was annoyed)
Luckily, *no one in the hotel spoke English.* (the writer was pleased, maybe because they wanted to practise the local language)

9a TASK Write two short paragraphs, one positive, one negative, for an advice website like the one in exercise **7a**.

- write about the same place – somewhere you know well (it could be a town, region or country), and assume the reader has never been there
- include a) one or two comment adverbs per paragraph to show your attitude, as in the Language for speaking box, b) a reference to a hotel/restaurant/bar/tourist attraction, etc.

b Read two of your classmates' paragraphs and choose the one you like best.

7.5 Video

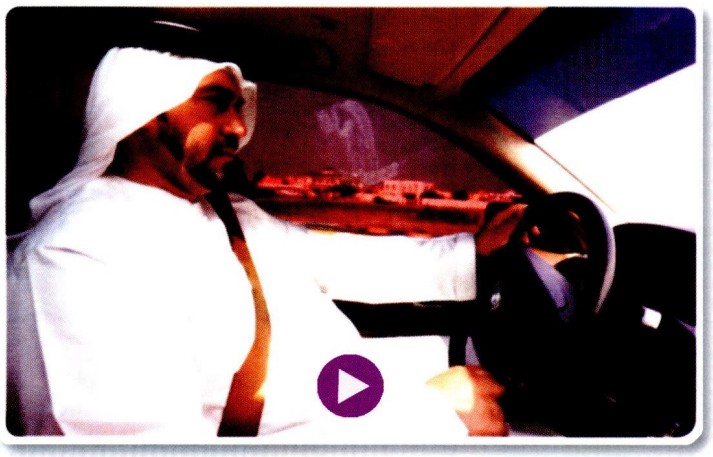
Decisions, decisions



1 In the following situations, is it better to make a decision based on a) thinking things through b) your emotional reactions c) both your thoughts and feelings? Discuss with a partner:

1 how fast to go when you're driving
2 what to do when faced with a dangerous animal unexpectedly
3 whether to buy a new car
4 whether to move to a foreign country for work.

2 ▶ Watch the first part of the video. Which of the four situations in exercise 1 are mentioned? What kind of decisions are involved, according to Dr Mike Browning?



3 ▶ Watch the second part of the video. Answer the questions.

1 How do anxious people feel when they have to 'weigh up the pros and cons'?
2 How does this change the way they make decisions?
3 Dr Mike Browning says this has good and bad effects. Why?
4 When is worrying good, and when is it not so good?

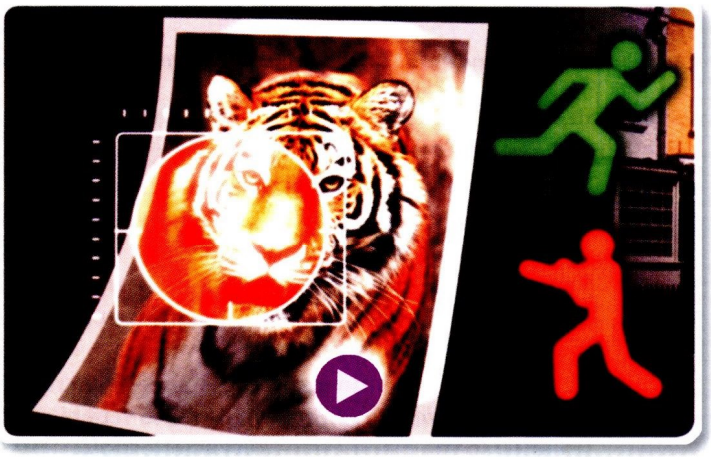
4a TASK Work with a partner. For each scenario, discuss how you would come to a sound decision.

Scenario 1
You need to decide if the state health service will provide an expensive new medicine for a common but relatively non-serious illness.

Scenario 2
You need to decide whether to take a very well-paid or interesting job in a place you know you will dislike.

Scenario 3
A good friend has asked you to invest a fairly large sum of money in the new business he or she is starting.

Scenario 4
You are unsure whether to continue with your studies or look for a job.



b Compare your answers with another pair.

Review

1a Rewrite the sentences using *were to*.

1 If you got a job abroad, would you take it?
2 If I were accepted on this course, I'd be over the moon!
3 It would be good if they made Wi-fi available (and free) everywhere.

b Join the sentences starting with *Had I/they/we*, etc.

1 The group went out for a walk in the hills. That's because they didn't know about the terrible weather forecast.
2 The shop was closed when I got there. So I couldn't hand in my CV.
3 The last match of the season was cancelled. Otherwise we would have won the title.

2 Complete the sentences with the correct form of the verbs in the box.

be (x 2) get have (x 2) talk

1 I wish I _____ able to go to the conference next week.
2 If you don't mind, I'd sooner not _____ about it.
3 Why didn't you wear a crash helmet? What if you _____ an accident?
4 It's high time that boy _____ married.
5 Supposing you _____ born a century ago? What difference would it have made to your life?
6 **A** I changed the plans for next week.
B I'd rather you _____

3a Choose the correct options to complete the sentences.

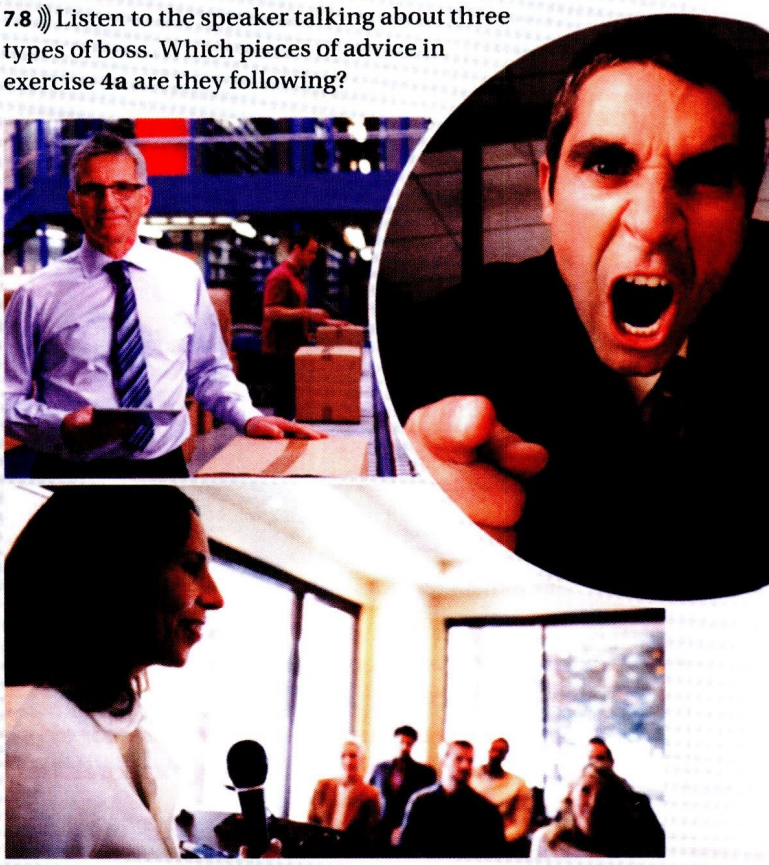
1 I'm completely *envious* / *apathetic* about politics.
2 In your teens, you're often *self-conscious* / *relieved* about your appearance.
3 People nowadays are *devastated* / *indifferent* to others' hardships.
4 It's normal to be *proud* / *horrified* of your family's achievements.
5 It makes me *thankful* / *uncomfortable* to see families living in poor conditions.
6 I was *thrilled* / *frustrated* at my lack of progress.

b Change any word in the sentences in exercise **3a** to make it closer to your own opinion or experience. Compare your answers with a partner.

4a Work with a partner. Rank the advice to managers from most to least useful.

1 Never rush into decisions.
2 Make a point of thanking people, even the office junior, when they help you.
3 Keep your temper at all times.
4 If in doubt, shut up, listen and smile sweetly.
5 Make sure you criticize your staff in such a way that they don't take it personally.

b **7.8** Listen to the speaker talking about three types of boss. Which pieces of advice in exercise **4a** are they following?



5 Complete the extract with the correct form of the words in the box.

construct demolish down-hearted sound ups and downs

Many students feel rather [1]_____ when, in their essays, they spend a long time [2]_____ a beautiful argument, full of [3]_____ evidence and good reasoning, only to see their teachers [4]_____ the argument with some new data. But it's just one of the [5]_____ of academic life.

8 Plastic

8.1 The multi-purpose material

GOALS ■ Describe the properties of materials ■ Express probability and speculation

Vocabulary & Speaking properties of materials

1a Work with a partner. Look at the photos.

1 What is in each photo?
2 What do the four photos have in common?



b Read the extract from a leaflet sponsored by the plastics industry. Choose a heading for each paragraph. There is one you do not need.

An important new use of plastic
New life for old plastic?
Plastic and the environment
Physical qualities
A history of plastic

1 _____

Though natural rubber was used as early as 1600 BCE and significant developments were made in the early nineteenth century, it was the development of plastics during the twentieth century which really revolutionized the world.

2 _____

Its uniquely versatile properties – its strength, the fact that it can be made either flexible, as in shoes or watchstraps, or rigid, as in tables or chairs, and is lightweight and water-resistant – mean that plastic has already replaced many traditional materials such as wood, leather, metal and ceramic. The world must have been a very different place before plastic.

3 _____

A recent development which is likely to revolutionize manufacturing is 3D printing. Plastic is built up, layer on layer, to create complex solid objects. For example, prosthetics, such as false hands and replacement knees, can be produced using this technique, and may soon be available at a fraction of the previous price.

4 _____

Recycled plastic is now being used in very creative ways, too. In Taiwan, plastic bottles were used to build the EcoARK exhibition centre, while in Bangalore, India, a new, longer-lasting more durable road surface has been laid using around 10% of the city's waste plastic. This will cut the need for road repairs. Wherever you live, if you like outdoor sports, you're bound to have some fleece clothing in your wardrobe. And there's a chance the fleece started life as a plastic bottle!

c Discuss the questions with a partner. Look back at the photos in exercise **1a**.

1 What do you think is the most exciting development? Why?
2 Can you see any potential problems?

2a Match the words in blue in the leaflet to the definitions.

1 doesn't let water through easily
2 not heavy
3 able to bend
4 having many different uses
5 likely to last a long time
6 difficult to move or bend

b Match the words in the box to the definitions.

absorbent biodegradable elastic fragile magnetic tough transparent

1 not easy to break or damage
2 can stretch and return to its original shape
3 able to take in liquid easily
4 easily broken or damaged
5 you can see through it
6 can attract metal objects
7 will not harm the environment when thrown away

c Use the words in the box to describe different objects.

d **8.1** Listen and decide which object the person is describing.



e **8.2** Listen again. What adjectives do they use?

3 TASK Describe one of your possessions to your partner, saying what it is made of and why the properties of its materials make it suitable for its purpose. See if they can identify it.

Grammar & Speaking probability and speculation

4a **8.3** Listen to a report about a new material from a radio programme called *And after plastic ...?* and take notes on:

1 the discovery of the material
2 the name of the material
3 its properties
4 its potential uses.

b **8.3** Listen again. What do the words and phrases refer to? Compare your answers with a partner.

1 carbon
2 diamond
3 hundreds
4 a new generation
5 photo-therapy

c With a partner, write a short summary on graphene.

5a Look at the extracts from the listening and decide if the phrase in bold refers to something which is:

a possible
b probable
c definitely going to happen.

1 It's **guaranteed to revolutionize** the production of ...
2 You **may well be able to read** a display inside a transparent material like glass.
3 It **could also help** in the fight against disease.

b Complete the Grammar focus box with words from the box.

have most may least past participle

GRAMMAR FOCUS expressing probability and speculation

1 We use *will, must,* [1]_____, *might, could* and *can't* to express degrees of probability about the present or future.
*The police **must** be worried about the criminal misuse of new technology.*
*Prosthetics **may** soon be available at a fraction of the previous price.*

2 To express probability in the past use modal + [2]_____ + [3]_____
*The world must **have** been a very different place before plastic.*

3 We also express probability with other phrases.

be	*guaranteed* *sure* *bound* *likely*	*to*	[4]_____ certain
there's a chance that			
be	*unlikely to* *doubtful if* *improbable that*		[5]_____ certain

*You're **bound to** have some fleece clothing in your wardrobe.*
*People are **prone to** recycle rather than re-use.*
*It's **doubtful if** wood will be used much in the future.*

→ Grammar Reference page 156

6 Rewrite the sentences starting with the words given.

1 It's possible that we'll see more clothes made from recycled materials.
We might _____
2 We're definitely going to see a lot more nanotechnology in the future.
We're bound _____
3 They might invent an alternative to plastic soon.
There's a _____
4 I think it's unlikely everyone will become more conscientious consumers.
It's doubtful _____
5 I'm sure you've heard about the new recycling plant.
You must _____
6 There's no doubt that 3D technology will have a massive impact on our lives.
3D technology is sure _____

7a TASK Working with a partner, speculate about how things were different in the past or will be different in the future. Note three or four ideas for each topic.

- Housing and homes
- Medical advances
- Clothing

b Present your ideas to another pair. In your group decide:

- which areas have changed most over the past century
- which future developments are most likely to happen.

8.2 My life without ...

GOALS ■ Use participle clauses ■ Use phrasal verbs

Grammar & Listening participle clauses

1 Think about your day so far. List all the things you have used which were made of plastic. Divide your list into essential and non-essential. Compare with your partner.

2a **8.4** Listen to the introduction to a radio interview and answer the questions.

1 What did Silvia decide to do?
2 What is the relevance of the photo?



b **8.5** Listen to the rest of the interview. Correct the statements, all of which are false.

1 Silvia's first change was to stop using plastic bags completely.
2 She decided to re-use plastic water bottles.
3 She's been trying this out for about four months.
4 The main difference is the amount her shopping costs.
5 The one disadvantage of local shopping is not knowing more about where things come from.
6 Silvia is unsure whether to continue with the experiment.

3a Look at these sentences from the listening. Underline the present participles and circle the past participles in the phrases in bold.

1 **Looking back**, it's hard to think why I hadn't tried it before.
2 **Being allergic to eggs**, that wasn't a problem for me.
3 **Given the choice**, I think many people would prefer to buy their fruit and veg direct from the producer ...
4 **Since giving up, or rather cutting down on plastic**, do you think you've ended up spending more?

b With a partner, think of another way to say the phrases in bold in exercise **3a**.

1 *If I look back, it's hard to think ...*

c Read the Grammar focus box and check your answers to exercise **3b**.

GRAMMAR FOCUS participle clauses

We use participle clauses to add description in an efficient way, particularly in writing.

1 Present participles replace verbs in the active in
   a reduced relative clauses
   *the woman **holding** a reusable bag* (= the woman who is/was holding ...)
   b adverbial clauses (of manner, reason, result, etc.)
   ***Being allergic to eggs**, that wasn't a problem for me.* (= Because I am allergic ...)

   The subject is the same in both the participle clause and the other clause. (= When/If they are asked ...)

2 Past participles replace verbs in the passive
   ***When asked/If asked**, most people would prefer ...*

3 *having* + past participle shows a sequence of events or decisions
   ***Having made** the decision, I took a closer look at how I shopped.* (= When/After I had made the decision ...)

4 Both verb forms can be used
   a after prepositions such as *on* and *by* and conjunctions such as *after, if, once, when* and *while*
   ***On seeing** the photo ...* (When I saw ...)
   ***Since giving up** ...* (Since you gave up ...)
   ***If agreed**, ...* (If it is agreed ...)
   b in certain fixed attitudinal phrases
   ***Generally speaking**, ...*
   ***All things considered**, ...*

→ Grammar Reference page 157

4a Put the words in the right order.

1 most / generally speaking / recycle / household rubbish / I
2 I'd rather / public transport / the choice / use a car / given / than
3 have time / a busy person / I don't / about the environment / being / to worry
4 to give / I generally / having / keep at it / decided / something up

b Rewrite the sentences, replacing the phrase in bold with a participle clause.



1 **If I look out of the window**, I can see a huge pile of rubbish.
2 **First we gave up plastic shopping bags and then** we started looking at packaging.
3 **Because I have small children**, I find that the supermarket is the easiest place for me to shop.
4 I stopped using plastic bottles, **because I firmly believed** this was the right thing to do.
5 **When I saw the documentary**, I decided to change my habits. (use a preposition)
6 **When I am asked about the experiment**, I encourage other people to have a try.

Vocabulary & Speaking phrasal verbs

5a **8.6** Listen to two extracts from the interview and complete the sentences.

a What I've been trying to do is [1]_____ _____ _____ my use of plastic – it's pretty difficult to [2]_____ _____ _____ completely these days ...
b ... doing the shopping [3]_____ _____ more time, but the *quality* of the experience also [4]_____ _____

b Match verbs 1–4 in exercise **5a** to meanings a–d below.

a use
b increase or improve
c reduce
d stop using

c Match the phrasal verbs in exercise **5a** to categories 1–4.

1 no object: ____
*We watched the sun **come up**.*
2 with an object but inseparable: ____
*They're **looking after** the children.*
3 with an object and separable: ____
*I **looked** the word up in the dictionary.*
4 three-part verbs: ____
*I don't **get on with** my sister.*

6 Sometimes the particle can help you work out the meaning of a phrasal verb. Here are some common meanings of two particles.

on	off
a not stop	d stop/postpone
b start	e describe something bad/unpleasant
c move (forward)	f leave/lose connection with sth.

a Decide the meaning of the particle *on* (a, b or c) in sentences 1–6.

1 After trying it for a month, they decided to **keep on** shopping locally.
2 Using different bins to separate waste took a long time to **catch on** in many places.
3 We are trying to **build on** the success of the initial project.
4 As neither side would compromise, the negotiations **dragged on** for weeks.
5 Although they were very tired, they decided to **press on** with it and finish the job.
6 Our local council decided to **take on** a new member of staff to deal with environmental issues.

b Decide the meaning of the particle *off* (d, e or f) in sentences 7–12.

7 The emergency services were called in as the waste was **giving off** toxic fumes.
8 I want a new car, but I've **put off** buying one till I can find an electric one I like.
9 You can usually tell when something has **gone off** by the smell.
10 The village was **cut off** by the floods for six days. It could only be reached by boat.
11 They **set off** early to beat the rush hour traffic.
12 Let's **break off** here. I need a cup of coffee. We'll start again in twenty minutes.

7 **8.7** Listen to someone talking about something they have had to put off. Take brief notes on:

1 when this happened
2 what it was and why they had to put it off
3 what the outcome was.

8a TASK Work with a partner. Using the structure of the talk in exercise **7**, prepare a short talk about one of the topics:

- something you have had to put off or might have to put off
- something that has taken a while to catch on
- a time when you felt that something dragged on for too long.

Think which phrasal verbs you could include in your talk.

b Work with a different partner. Take turns to give your talk. Ask at least two questions to find out more details.

VOX POPS VIDEO 8

8.3 Vocabulary and skills development

GOALS ■ Know what to concentrate on while listening ■ Use formal and informal language

Listening knowing what to concentrate on



1a Work with a partner. Describe the two photos in detail, considering similarities and differences.

b Discuss the questions with a partner.

1 When in conversation, what types of non-verbal communication do people use?
2 Do you think this type of behaviour is conscious or unconscious?
3 Why is an understanding of body language important in the business world?

c **8.8**))) Listen to the first part of a business seminar about human behaviour and check your answers to exercise **1b**.

2a **8.9**))) Read and listen to the information in the Unlock the code box about listening more efficiently.

UNLOCK THE CODE
things to concentrate on while listening

Listening is very intense if you try to understand everything you hear. When we listen, it's important to distinguish between important and less important information in order to understand the message. We can do this in two ways.

- Focus on the stressed words, which tend to carry information.
- Become aware of the low-key intonation used for the words we can ignore, usually because they contain repeated or irrelevant information, e.g.

Much of what we do in business, (as well as outside work), is concerned with human interaction.

b **8.10**))) Listen to a sentence from the seminar and mark in brackets two phrases which we can ignore.

Whenever we speak, whether we know it or not, all kinds of unspoken, or non-verbal, signals are being exchanged.

c **8.11**))) Listen to another sentence. Write down what you hear, but only write the most important information; ignore anything non-essential.

d **8.12**))) Read clauses 1–9. Listen to the next part of the seminar and mark in brackets the clauses which contain non-essential information.

1 one interesting aspect is mirroring
2 most people are unaware of this
3 mirroring is copying body language
4 if one person sits forward, the other person sits forward
5 mirroring creates a non-verbal connection
6 'bond' is another word for 'connection'
7 this connection will help us develop a good relationship
8 one thing is a consequence of the other
9 the other person will think we're friendly

3a **8.13**))) Listen to the final part of the seminar and answer the questions. You will only hear it once so make sure to ignore non-essential information and focus on the most important facts.

1 What is another expression for mirroring?
2 What else do people mirror?
3 What are the two main things that people change about their voice?
4 What do salespeople need to do to build understanding and trust?
5 What are the two main things salespeople need to consider?

b Discuss the questions with a partner.

- Was the information new to you?
- What was the most interesting piece of information?

Vocabulary & Speaking formal and informal language

4a Compare the two sentences and discuss the questions with a partner.

Version A
In an effort to make a positive impression on another person, the brain can cause people to adopt characteristics of the other person's speech style and even alter their accent to fit that of the person they are talking to.

Version B
If you're trying to get on well with someone, your brain can make you take on aspects of the way they talk and even change your accent to sound like theirs.

1 Is the information the same?
2 What differences do you notice?
3 Which version has more nouns?
4 Which is the version from the seminar?
5 Which version is more formal?

b Read the Vocabulary focus box and see if it includes anything you noted in exercise **4a**.

VOCABULARY FOCUS formal and informal language

Aside from sentence length and the level of complexity of constructions, three key points which contribute to the level of formality of vocabulary are

- Use of personal or impersonal language
  Formal: ***the*** *brain can cause* ***people*** *to ...*
  Informal: ***your*** *brain can make* ***you*** *...*
- Use of Latin-based verbs or phrasal verbs: Single verbs (often of Latin origin) are more common in formal language. Phrasal verbs tend to be more common in a spoken, informal style.
  Formal: *...* ***adopt*** *characteristics of their speech style*
  Informal: *...* ***take on*** *aspects of the way they talk*
- Use of nouns or verbs: formal English tends to use constructions based on nouns where informal English uses constructions based on verbs
  Formal: *In an* ***effort*** *to make a* ***positive impression*** *on someone ...*
  Informal: *If* ***you're trying*** *to* ***get on well with*** *someone ...*

5a Make these questions more informal by substituting the verbs in bold with phrases from the box. Make any other necessary changes.

have something to do with make use of
take against someone talk someone into

1 Do you think it's ethical for salespeople to deliberately **utilize** body language in order to **persuade someone to** buy something?
2 Can you think of a situation in which you immediately **developed a dislike of** a salesperson? Did their body language **have any connection with** this?

b Discuss the questions in exercise **5a** with a partner.

6a Change the words and phrases to nouns.

1 agree *an agreement*
2 be aware of
3 refer
4 don't respect
5 understand
6 remember
7 modify
8 decide

b Make phrases by combining the verbs below with the nouns in exercise **6a** and adding a preposition where necessary. Some nouns can go with more than one verb.

an awareness

make

have

show

c Make the questions more formal using noun-based phrases from exercise **6b**.

1 **Are you aware of** your body language?
2 Is it a problem for you if people **don't respect** your personal space?
3 Can you think of any situations in which you **modify** the way you speak depending on who you are speaking to?

d TASK Student A, turn to page 130. Student B, turn to page 136.

8.4 Speaking and writing

GOALS ☐ Speculate, compare and contrast ☐ Write a problem-solution-evaluation essay or report

Listening & Speaking speculating, comparing and contrasting

1a Work with a partner. Look at the cards and discuss what each one is for or what it enables the owner to do.



b Are you carrying any similar cards?

2a **8.14** Listen to someone talking about two of the cards, then discuss the questions with your partner.

1 Which cards did the speaker describe?
2 What similarities and differences were mentioned?
3 Did the speaker have any negative feelings about either card?

b **8.14** Listen again.

Student A, note examples of language the speaker uses to **speculate**.
Student B, note language used to **compare and contrast** the photos.

c Read the information in the Listening for speaking box. Check your answers to exercise **2b**.

LANGUAGE FOR SPEAKING
speculating, comparing and contrasting

Speculating
It might/could/must/seems to be ...
I guess/suppose/reckon ...
It's probably/It's likely to be/It's doubtful if/It looks like ...
It's some kind of/It's something along the lines of/Or something like that/Or that kind of thing ...

Comparing and contrasting
They're both/They both show/In both cases ...
Something they have in common is ...
In the first photo/The second picture is of ...
The first photo is of X while/whereas the second ...
By contrast, the second is of ...

3 TASK Student A, turn to page 130.
Student B, turn to page 136.

Writing a problem-solution-evaluation essay or report

4a Read the information and discuss the questions with a partner.

The average person carries around seventeen plastic cards in their wallets or purses, including credit and debit cards, store cards, library memberships, driving licences, national insurance, organ donor and loyalty cards.

Women were found to carry more cards than men and were revealed to be much more reluctant to throw cards away, regardless of how long ago they last used them.



- How many different cards do you carry round normally?
- Do you carry more cards than is necessary?
- Do you throw away cards you no longer need or use?

b Read the essay question and discuss your ideas with a partner, giving reasons and solutions.

People today carry more and more plastic cards. As a result, some people suggest we should try to find an alternative. Examine the reasons for this and provide some different solutions.

c Read a sample answer to the essay question. Are the ideas the same as yours or different?

Most people today carry a significant number of plastic cards of different types. Some are used for the purpose of identification or authorization; others are used for banking or financial transactions such as shopping. **This essay focuses on** the practicalities of plastic cards and whether an alternative to the present system can be found.

In my view, there are various problems with plastic cards. **For one thing**, the majority of people carry far too many of them, leading to the inconvenience of a bulging wallet or purse. **Another point** is that some of the cards people carry are only used infrequently. **Additionally**, people seldom discard those they no longer use.

A logical way to solve this problem would be through the introduction of a single, universal system on which all relevant information could be saved. On being authorized to use a new facility or establishing oneself as a regular shopper at a given store, the system would be updated by the organization concerned. There are various ways in which this could work. **One option would be** for people to carry just one unified plastic card onto which all the information would be uploaded. **An alternative would be** to store the information on a mobile device such as a phone or smartwatch.

Both of these ideas are practical and offer an effective solution to the problem. **Of the two, the second is preferable**, as it avoids the need for a card altogether. **Furthermore**, everyone today carries a mobile phone and smartwatches are likely to become common in the not too distant future so it makes sense to take advantage of these devices.

Whichever alternative is chosen, reducing our dependence on a large number of plastic cards is a logical and practical way to improve efficiency, comfort and convenience.

d What is the purpose of each paragraph in the essay?

e With a partner, discuss why the writer uses each of the phrases in bold in exercise **4c**, then add them to the Language for writing box.

LANGUAGE FOR WRITING problem-solution-evaluation

Introducing the subject

The purpose of this essay is to ...
This essay will explore ...

Identifying and listing problems

It would appear the main problem is ...
There are several key problems/drawbacks/disadvantages ...
Firstly/Secondly/Finally, ...

Offering solutions

One way to address this issue would be to ...
An alternative solution would be ...

Evaluating solutions/presenting your preference

Both/All these options offer ...
On balance, the better option would be/It would be better to opt for ...

Concluding

All things considered ...
All in all ...

5a TASK Think of a problem where you live. Choose one of these areas:

- traffic/transport/parking
- leisure facilities for children/the elderly
- street crime
- pollution/litter.

b Complete the table to prepare for writing.

The problem	
Reasons for the problem	
Solution 1	
Solution 2	
Evaluation of the two options	

c Write a problem-solution-evaluation essay/report based on your notes.

- Explore the background to the problem.
- Offer and evaluate alternative solutions.

Think about the purpose of each paragraph, as you did in exercise **4d**, and use the Language for writing box to help you.

8.5 Video

Net value



1 Work with a partner. What connects the photos?

2a With your partner, predict the correct answers.

1 How much packaging is thrown away in the USA?
a 30% b 60% c 90%

2 How many pieces of plastic are there in the ocean?
a 5 million b 5 billion c 5 trillion

3 How many seabirds does this plastic kill every year?
a 100,000 b 1,000,000 c 1,000,000,000

4 The largest 'rubbish island' in the ocean is about ...
a twice the size of Texas
b the size of New York City
c the size of ten football pitches.

b ▶ Watch the first part of the video. Check your answers.



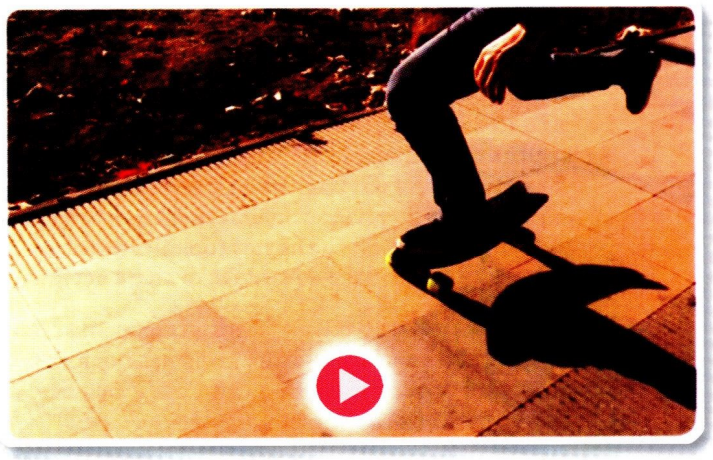
3 ▶ Watch the second part of the video, and choose the best way to complete the sentences.

1 Bureo makes skateboards from fishing nets which ...
a have been dumped in the sea
b have been collected from fishermen.

2 The company has attracted investment ...
a mainly from California
b from a variety of sources.

4 ▶ Watch the video again. Complete the summary.

One of the biggest environmental problems we face is that of [1]_____ which has been dumped in the sea. One solution to this problem is suggested by the Bureo company who collect old fishing nets in Chile and [2]_____ them into skateboards. The project has [3]_____ a lot of interest and funding, and sales have been strong, including in [4]_____. They're still only a small company, but it shows that people are looking for [5]_____ products that actually make a [6]_____.



5a Work in small groups. You have been asked to prepare a short film to promote Bureo skateboards. Decide:

- what the film will emphasize
- what images the film will show
- interesting and dynamic language that the voice-over will contain (if any)
- if you are going to include interviews, and with whom
- any other details to make the product attractive.

b Compare your ideas with another group and explain your reasons.

Review

1a **8.15** Listen and write the words in the correct column, according to the probability.

Definite	Possible or probable	Improbable

b Complete the sentences with a phrase including a word from exercise **1a**.

1 We _____ use less plastic in the future.
2 It _____ snow here this year.
3 People in future generations _____ live longer.
4 We _____ carry more information on plastic cards.
5 People _____ need more training on intercultural communication.
6 Other languages _____ replace English in international communication.

c Compare your answers to exercise **1b** with a partner and explain your reasons.

2a Complete the text using the participle clauses in the box.

all things considered generally speaking given the choice having taken off looking back on arriving

[1] _____, I'm not an adventurous person. I'm not afraid of heights, but [2] _____ I'd rather stay on the ground. So when my sister booked me a flying lesson for my birthday, I was petrified.

[3] _____ at the airfield, I had a short lesson and then we got into the plane. [4] _____ the teacher handed over control to me and there I was – flying a plane! I was nervous throughout the flight, but the views were amazing and when we landed I was euphoric!

[5] _____, I can't quite believe I did it but, [6] _____, it was an amazing experience.

b With a partner, think of an alternative for each of the phrases.

3a **8.16** Listen and write the adjectives in the correct column, according to the stress.

●●	●●●	●●●	Other

b Check the meaning of the words in exercise **3a** with a partner.

c Look at the photos. Together, decide which adjectives could be used to describe each item.



4 Remembering that we can often deduce the meaning of phrasal verbs from the particle, decide the meaning of the verbs in bold.

1 a Having talked about the new marketing campaign, they **moved on** to discuss the sales figures.
b I was so bored – she just kept **going on** and on about her holiday.
c He **kept on** taking his driving test and finally passed at the eighth attempt!
d It was hard to **get on** with the new project as we didn't have enough information.

2 a We didn't have much in common – it wasn't long before the conversation **tailed off**.
b The match was **called off** because of the heavy snow.
c They had to **break off** their conference call as the connection was bad.
d There was a big dog in the garden which **scared off** any potential visitors.

5a Match 1–6 to a–f to make phrases we can use to compare and contrast.

1 It's likely	a in common is
2 I reckon	b to be
3 It's something along	c whereas the second
4 Something they have	d it could be
5 They both/all	e the lines of
6 The first ...	f show

b Work with a partner. Compare and contrast two of the photos from exercise **3c** using the phrases from exercise **5a**.

9 Learning

9.1 The best way to learn

GOALS ■ Use *will* in different ways ■ Use idiomatic phrases with *will*

Grammar & Listening uses of *will*

1 Work with a partner. Read the statements about education. Say whether you agree or disagree and why.

> The internet needs to be a part of the school curriculum.
>
> **Humans are very diverse, yet education systems tend to be uniform.**

2 Read about two influential educationalists, Dr Sugata Mitra and Sir Ken Robinson, who are both prominent voices in the world of education. Student A, turn to page 131; Student B, turn to page 136.

3a **9.1** Listen to a conversation between two teachers discussing Sugata Mitra's and Ken Robinson's ideas. Do they agree with the educationalists' ideas? Why/Why not?

b **9.2** Read and listen to sentences 1–7. Choose one you agree with and one you disagree with. Discuss your ideas with a partner.

1 Right now, in a classroom somewhere in the world, a child **will be losing** their excitement about new things and enthusiasm for learning.
2 Children **won't learn** what they aren't interested in.
3 In tomorrow's fast-moving world, a company's success **will depend** on its ability to come up with innovative solutions.
4 If schools and universities **will focus** so much on facts and technology, it's no surprise that many companies can't find graduates who can produce imaginative solutions.
5 Left alone, children **will come up with** a solution to any problem.
6 To answer a question, the children **will have had to** work out what they need to do.
7 Just by someone saying something like 'Your project sounds amazing. **Will** you **tell me** about it?' that's enough to keep the kids enthusiastic.



Sugata Mitra



Ken Robinson

4 Match a–g in the Grammar focus box to an example for each use of *will* from sentences 1–7 in exercise **3b**.

GRAMMAR FOCUS uses of *will*

We use *will* + infinitive, *will be* + *ing* or *will have* + past participle

a to give information about or predict the future ___
b to offer, make requests or make a promise ___
c to show willingness or refusal ___
d to express an assertion about an action in progress in the present or future ___
e to make a logical deduction about an action completed before the present ___
f to describe a consequence or result ___
g to criticize actions or typical behaviour ___

→ Grammar Reference page 158

5 Rewrite the sentences so the meaning is the same, but the sentence includes *will* and the word in brackets. Use a contraction where appropriate.

1 Not feeling confident, children are in the habit of asking the teacher rather than working things out. (keep)
2 I'd like to read about Ken Robinson's ideas. Can I borrow that book? (lend)
3 If you continually help your son with his homework, it's no wonder he can't do it alone. (persist in)
4 The classroom is sure to be empty by now. (be)
5 It's three o'clock. The exam must be over. (finished)
6 Some parents refuse to accept that their children misbehave at school . (believe)
7 Educational technology is sure to be most important in the future. (definitely)

PRONUNCIATION use of stress on *will* and *would*

We often stress the modal verb when commenting on habitual, irritating actions now or in the past.

6a **9.3** Listen and repeat the sentences.

He will keep arriving late.
She would always interrupt.

b **9.4** Listen and underline the stressed words.

1 He will always call just as we're sitting down to dinner.
2 She would say that, wouldn't she!
3 If you will stay up late, it's not surprising you're tired!
4 He was a nice guy, but he would always have to have the last word.

Vocabulary & Speaking idiomatic phrases with *will*

7a Complete the conversations with the phrases in the box.

If you'll just I'll believe it when I see it I'll let you know It won't be long I won't hear of it That'll be We'll see You'll see

1 **A** I'm sure [1]_____ before we see classrooms without teachers.
B Really? [2]_____.
2 **A** You always say you're going to study harder, but it never happens.
B This time's different – [3]_____.
3 **A** Let me pay for the coffees at least.
B [4]_____. You're our guest.
4 **A** Can you come on Friday?
B I need to check with my wife. [5]_____.
5 **A** [6]_____ Jim now. Hi, there.
B Hello – ready to go?
A I'll just get my coat.
6 **A** Morning. I have an appointment with Dr Graydon.
B Ah, good morning, Mr Lambert. [7]_____ wait in there a moment. I'll let the doctor know you're here.
7 **A** If we get everything finished, can we go home early?
B [8]_____. Let's get started.

b **9.5** Listen and check your answers.

c Match phrases 1–8 in exercise **7a** to a–h.

a It's difficult to predict.
b Response to a knock at the door/phone ringing based on a logical deduction.
c I think something will happen soon.
d I'll do something to show you are wrong.
e I think it's unlikely that something will happen.
f I refuse to let you (pay).
g Please do this (a request).
h I'll decide later when I know more.

8a **TASK** Work in groups. Discuss these statements about learning and education. What is your reaction to each one?

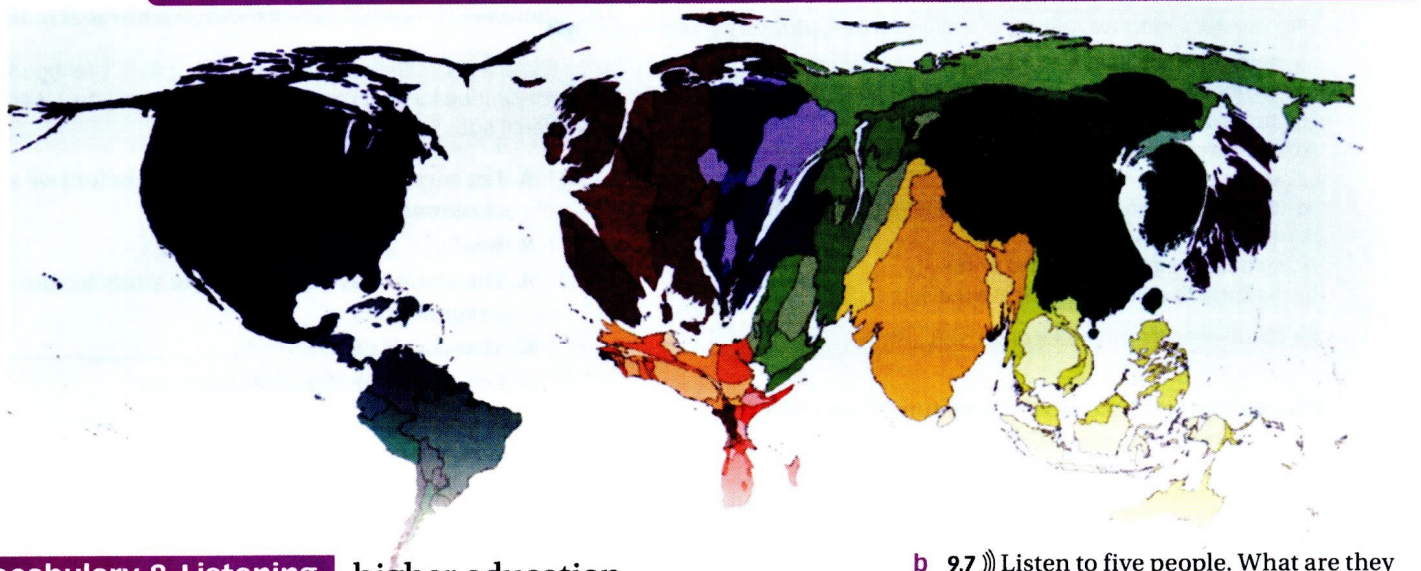
- Creativity is as important as literacy. (Ken Robinson)
- Anyone who has never made a mistake has never tried anything new. (Albert Einstein)
- Beware of fast knowledge. It is more dangerous than ignorance. (George Bernard Shaw)

b As a group, think of one or two ideas you think would help people to learn successfully.

VOX POPS VIDEO 9

9.2 The future of higher education

GOALS ■ Talk about higher education ■ Talk about the future



Vocabulary & Listening higher education

1a Read the definition and look at this unusual map. What is the connection between tertiary education and the size of the countries?

■ **tertiary education** *noun* university or college education and post-secondary vocational training

b **9.6** Listen and check your ideas. What is the relevance of the following?

170 m 43 China and India

2a Complete phrases 1–12 by adding a word from the box to the word given.

~~abroad~~ apprenticeship assurance blended campus external fees loan mature student virtual vocational

1 part of a university course spent working or studying in a different country: **year** *abroad*
2 education focused on work-based needs: _____ **training**
3 a branch of a university in a different country: an **offshore** _____
4 independent and objective confirmation of someone's ability, e.g. a certificate: _____ **accreditation**
5 money borrowed to finance studies: **student** _____
6 money charged for education: **tuition** _____
7 an online study platform: a _____ **learning environment**
8 the process of checking whether a service meets agreed standards: **quality** _____
9 a person who returns to studying later in life, not on finishing school: a _____ **student**
10 a study programme which combines face-to-face with distance learning: _____ **learning**
11 a person who goes abroad to study: an **international** _____
12 a way to learn a profession or trade by working alongside a professional for a number of years while studying part-time: an _____ **scheme**

b **9.7** Listen to five people. What are they talking about? Choose phrases from the box.

apprenticeship scheme
external accreditation
mature student
student loan
tuition fees
virtual learning environment

3a Complete the questions with phrases from exercise **2a**.

Nowadays ...

1 which is more useful: an academic education or _____?
2 do students have to pay _____ or is higher education free?
3 is it common to learn on the job, for example in an _____?
4 do any universities in your country have an _____?
5 if people go abroad to study as an _____, which countries do they tend to go to?
6 what is the most common _____ to assess levels of English in your country?

b Choose three questions from exercise **3a**. Discuss them in groups.

Grammar & Speaking the future

4 **9.8** Listen to a radio news item about the future of higher education. What trends are mentioned?

- numbers of students worldwide
- European universities are leading the way
- information technology
- mega-universities
- countries that will dominate teaching in the 21st century
- offshore campuses
- top research countries

5a **9.8** Listen again and complete the extracts from the report.

1 Information technology _____ an increasing role in higher education, ...
2 More students _____ blended learning programmes.
3 The use of virtual learning environments _____ the nature of both local and distance learning.
4 China _____ the USA as the world's main producer of research by as early as 2020 and India will be in the top five.
5 The development of offshore campuses _____.

b **9.9** Listen and check your answers.

c Read the Grammar focus box, then classify the phrases in 1–5 in exercise **5a** according to the rules a–d.

GRAMMAR FOCUS talking about the future

Basic ways of talking about the future:

We use ***be going to*** + infinitive to make predictions based on evidence or to talk about our intentions. We use ***will*** + infinitive to give information about or predict the future.

We use **present continuous** to talk about arrangements we have already made and **present simple** to describe future events on a timetable or schedule.

Other ways to talk about the future:

a We use **future continuous** _____
- to describe actions in progress at a future point in time
- to make questions and invitations sound more polite

and **future perfect** _____
- to describe actions completed before a future point in time, often with *by* and *when*

b *be about to* + infinitive; *be on the verge/point of* + *-ing* _____
- describe things which are going to happen immediately

c *aim to/plan to/hope to/expect to* + infinitive _____
- are used to describe future plans and predictions

d *be to/be set to/be sure to/be due to* + infinitive _____
- describe future plans and predictions more formally

→ Grammar Reference page 159

6 Work with a partner. Discuss the difference in meaning between each pair of sentences and think of a context/time frame in which each might be used.

1 a The lecture finishes at 6 p.m.
  b We hope to finish at 6 p.m.
2 a The project is on the verge of completion.
  b We are going to complete the project within a week.
3 a The seminar is set to start at 2 p.m.
  b The seminar will have started by 2 p.m.
4 a We're due to complete the project by Tuesday.
  b We aim to complete the project by Tuesday.
5 a She's about to give a presentation to the entire group.
  b She'll be giving a presentation to the entire group.

7a Read some information about new online degrees. Which ones do you think really exist?

DEGREES

Surf Science and Technology

On the verge of leaving education for a life at the beach? Combine the two things! You'll learn about the history of surf, do practical modules on how to build a dynamic surfboard, and also study the psychology of surfing success.

Ethical Hacking

This four-year course will teach you all about computer hacking. By the time you graduate, you'll know how hackers break into computers and how to solve security issues. 88% of students can expect to find work after graduating.

Grass Management

Grass is essential for many sports and recreational areas. Beyond the technical side of managing grass, students on this course can expect to go on to careers in golf course design, urban planning and environmental land planning.

b Decide which course you would choose. Explain your choice to your partner.

c TASK Work in groups. Make notes to give a short presentation on a new degree course. Your idea should be original and could be related to:

- a speciality in your country or region
- some aspect of modern technology
- something which has been in the news recently.

Consider:

- the type of student the course is aimed at
- the different subjects to be studied as part of the course
- the employment options and prospects for graduates from your programme.

d Present your ideas to the class who vote for a) the course with the best employment rate, b) the most original idea.

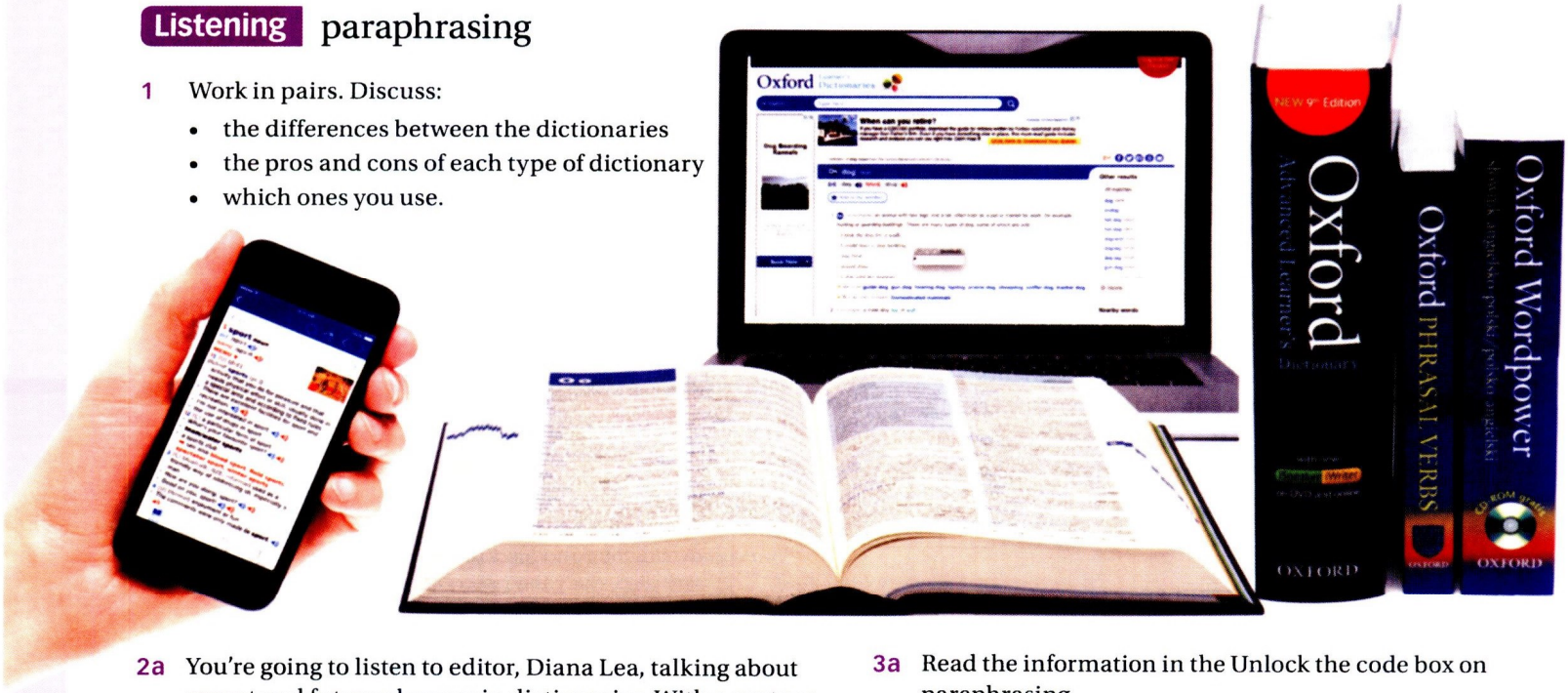
9.3 Vocabulary and skills development

GOALS ■ Understand paraphrasing ■ Understand three ways to create new words

Listening paraphrasing

1 Work in pairs. Discuss:

- the differences between the dictionaries
- the pros and cons of each type of dictionary
- which ones you use.



2a You're going to listen to editor, Diana Lea, talking about recent and future changes in dictionaries. With a partner, write a list of changes you expect to hear her mention.

b **9.10** Listen to the first part of the interview and check if your predictions were correct. Do any of the changes surprise you?

c Read the following sentences. Pay careful attention to the meaning.

1 Diana is responsible for making new dictionaries for people studying English.
2 The main focus of her team's work is producing new dictionaries such as the *Dictionary of Academic English*.
3 Improved technological tools are helping the team in their analysis of words.
4 The dictionary is getting bigger because the English language is growing.
5 English has recently become the first language of many different countries.
6 Changes in technology are affecting both the format of dictionaries and the way in which they are updated.

d **9.11** Now you will hear six extracts from the interview. Write S by the sentences which mean the same as the sentences in exercise **2c** and D by those with a different meaning.

e **9.11** Listen again and correct the paraphrases of the sentences you marked as different.

3a Read the information in the Unlock the code box on paraphrasing.

UNLOCK THE CODE
paraphrasing

It's important to be able to summarize what you hear in your own words. This is known as paraphrasing. We use this skill frequently to pass on information to another person who didn't hear the original message. Here are some techniques.

- Take notes when you listen, then try to reproduce the general idea.
- Use your own words; it's not essential to use the same words you hear.
- If you include a direct quotation, use speech marks.
- Be careful not to change the original meaning.

b **9.12** Listen to the next part of the interview in which Diana talks about some new words in the English language. Paraphrase what you hear by completing sentences 1–6.

1 The two ways they select new words are ...
2 Though people think 'e-' is a new prefix, in fact ...
3 The use of the prefix in 'e-cigarette' shows that ...
4 Other single letter prefixes ...
5 A retronym is ...
6 One interesting suffix is *-ista* because ...

c Exchange your sentences with a partner. Did they follow the rules in the box?

Vocabulary & Listening three ways to create new words

4a Complete the table of single-letter prefixes with examples from the interview or other examples you know. Does the prefix mean the same in all the examples?

e-	
i-	
m-	
p-	

b Complete the texts below in an appropriate way, given the meaning of the word in bold.

1 It seems **m-commerce** is on the increase. An American retailer estimated that 40% of all recent visits to their internet shopping site were made using ...
2 With limited opening hours and long queues, many customers today are opting for **e-banking** because it ...
3 At airports today, an increasing number of customers are switching to **m-ticketing** instead of traditional ...
4 Traditional bookshops may be as busy as ever, but sales are down. This is because of the growth in sales of **e-books**. Many people make their choice in a shop, but then go home and ...

5 Another way we create new words is by blending two existing words together, as in *sitcom* (situation + comedy), *blog* (web + log), and *telethon* (television + marathon).

Work with a partner. Look at the examples of new blends and try to decide the meaning of the word in bold and its component parts.

1 During the recession, a **staycation** became the only option for many families.
2 The actor is the subject of numerous books, **fanzines** and websites.
3 You can dance to your favourite music, **chillax** or have your friends over.
4 At a **guesstimate**, there were about 200 people there.
5 Today's newspapers are full of **advertorials**, which many people feel are misleading.



6a 9.13 Listen again to Diana Lea mentioning three examples of retronyms: *snail mail*, *landline* and *p-book*.

- What do these three phrases mean?
- What is the modern alternative to the three things?



b Why was an adjective added to each of these nouns? Can you think of a modern alternative for each of these retronyms?

1 an analogue clock
2 a conventional oven
3 a manual car
4 regular coffee
5 an acoustic guitar
6 tap water
7 a disposable battery
8 a hard copy
9 whole milk

VOCABULARY FOCUS new words

Language is continually evolving. Three ways in which new words are created are:

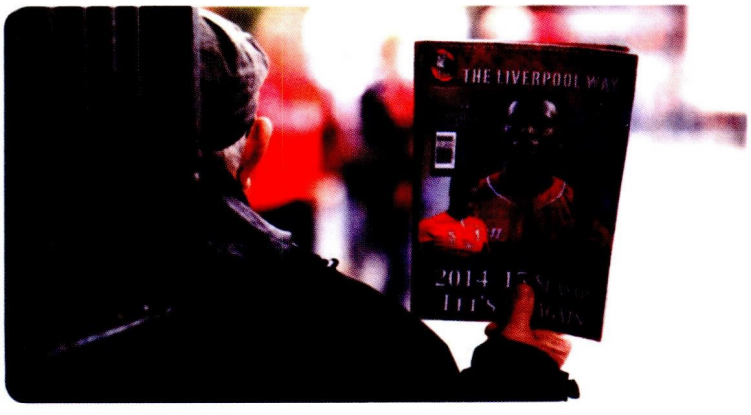
- by using prefixes, some of which may themselves be new, e.g. *e-* as in *e-mail*, *e-learning*
- by blending words, e.g. *stay* + *vacation* = *staycation*
- by modifying existing words to reflect changes in items we commonly use, e.g. *landline*, *whole milk*.

7a Work with a partner. Look at these words.

camera computer money notebook supermarket

- Which of the words do you think may require a retronym in the future? Why?
- How soon do you think this will happen?
- Can you suggest a suitable new word for the 21st century version of each word?

b Present your new words to the group. Choose three new words you think are most likely to be adopted.



6a TASK Write a report based on your presentation.

9.4 Speaking and writing

GOALS ■ Give a presentation ■ Use discourse markers in writing

Listening & Speaking giving a presentation



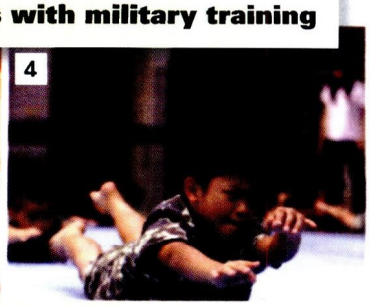
Later school day improves student performance



TOO MUCH TOO SOON: The problem of starting school too young



Kindergarten toughens up pre-schoolers with military training



Fresh air and no testing: why parents and children love forest schools

1a Work with a partner. Look at the photos. Match each to one of the headlines about changes and innovations in education and discuss what you think the changes consist of.

b **9.14** Listen to some extracts from radio news broadcasts and check your answers.

c **9.14** Listen again. After each extract, discuss with your partner whether you think this change is a good thing or not.

2a **9.15** Listen to a presentation about another educational change and complete the chart.

Topic:
Background:
How it works in practice:
Positive results:
What critics say:
Conclusions/Prospects:

b Compare your chart with a partner. What do you think of the programme? Does anything similar exist in your country? If not, do you think it could be successful where you live? Why/Why not?

3a **9.15** Listen again and complete the phrases the speaker uses to signpost the presentation.

1 _____ the Bilingual Education Programme which has been operational in schools in Madrid since the year 2004.
2 _____ providing some background to the programme and why it was introduced in the first place.
3 _____ how it works in practice, in bilingual primary schools, ...
4 _____ one teaches subjects in Spanish, such as Spanish language and maths, and the other teaches subjects through the medium of English ...
5 In terms of the success of the project, on the whole _____ – where it works it can be very good.
6 However, _____ in such a positive light.
7 However, _____ that a whole generation of children are going to leave school with a far greater level of proficiency in English ...

b Compare your answers with a partner.

c Put the phrases you wrote in exercise **3a** into the Language for speaking box.

LANGUAGE FOR SPEAKING presentations

Introducing the topic

This presentation focuses on ...
a _____
First of all, I'd like to ...
b _____

Changing focus

I'll now turn to ...
I'd now like to consider ...
c _____

Talking about results

There have been many positive outcomes ...
d _____

Giving opinions

Others take a different view ...
I'm aware that ...
e _____
Only time will tell if ...
f _____

Generalizing

By and large ...
Broadly speaking ...
To a great extent ...
The general view is ...
g _____

4a TASK You are going to give a presentation on an aspect of an education system which is undergoing change. Either:

- use one of the sets of notes below (you can invent additional ideas or examples if you wish), or
- think of a change you know about in your own city or country and make brief notes using a similar structure to the example in exercise **2a**.

1



Topic: breakfast in the classroom

Background: many children don't get a decent breakfast; problems with nutrition, attention

Practical information: breakfast = part of school day; no cost to families; balanced diet

Results: punctuality; better attention; better test results; improved relationships (teacher–student, student–student)

Critics: some parents worried this uses money meant for education (not true, this is separately funded)

Conclusions/Prospects: expand to 11,000 children from October

2

Topic: schools' business partnership

Background: secondary schools; connects schools with businesses; 250 partnerships with 22,000 students involved; leading companies (technology, pharmaceutical, financial services, manufacturing)

Practical information: learn about the company; visits; mock interviews; discussions with employees

Results: increased student confidence; understanding of the working world; practical skills; a positive experience and change in the working day for employees



Critics: using contact with children as a marketing opportunity; promoting business ideology at too young an age

Conclusions: expand; develop model for primary schools

b Plan your talk. Consider how you can signpost your presentation and use phrases to indicate generalizations. Anticipate questions you think the audience may ask.

c Give your presentations in groups of three or four. While one person is speaking, the listeners should each think of two or three questions to ask the speaker about the topic when they finish.

d Hold a question and answer session about the presentation.

Reading & Writing discourse markers

5a In the academic and business worlds, a presentation is often presented subsequently as a written report. Turn to page 137 and read a report based on the presentation you heard earlier. Are there any additional pieces of information?

b Which three features from this list are NOT characteristic of a report?

- dramatic opening sentence to make the reader want to read on
- clear introduction and conclusion
- clear purpose to each paragraph
- concise sentences commonly used
- use of direct speech
- formal/semi-formal style
- possible use of bullet points
- use of questions to hold the reader's interest
- use of sub-headings

c Look at the Language for writing box and find one more example for each category from the highlighted phrases in the text on page 137.

LANGUAGE FOR WRITING discourse markers

Introducing	**Giving examples**
The following report outlines ... *This report will consider ...* a _____	*such as* *for instance* c _____
Stating that something is true	**Showing a logical connection**
Of course ... *It is obvious/self-evident that ...* b _____	*It follows that ...* *As a consequence ...*
Contrasting	
There are those who ... , but in practice ... *Whilst there appears to be ... , there is also ...* d _____	
Accepting alternative views	
Admittedly, ... *Obviously, it can not be overlooked that ...* e _____	
Predicting	
If the current trend continues ... *It seems likely that in the future ...* f _____	

6a TASK Write a report based on your presentation.

b Exchange your writing with a partner. Write a comment on your partner's report with reference to use of appropriate features of report writing (see exercise **5b**) and discourse markers (see Language for writing box).

9.5 Video

Academic excellence



1 Work in small groups. In your country, what is the usual way to study technical subjects such as engineering post-secondary school?

a at university, the same as for non-technical subjects
b at polytechnics or specialist colleges
c at work
d a combination of the above
e something else

2 If you had to choose a college at which to study a technical subject such as engineering, which would be the most important factors in your decision? Choose from the list. Compare your choices with a partner.

- great technical facilities
- modern teaching methods
- teaching staff from many different countries
- a good social life
- the chance to study non-technical subjects as well
- a college with a long and distinguished history
- location in an interesting and vibrant city



3 Watch the video. Which of the factors in exercise 2 are mentioned?

4a Watch the video again. Make notes on the following:

- When and why ETH Zurich was founded
- Number of students and departments, main subjects taught
- Reasons for its continuing success
- The new teaching method Professor Spencer wants to try out

b Compare your notes with a partner.



5a TASK Work with a partner. Using the information in the video, prepare a five-minute presentation to a group of secondary school students to persuade them to apply to ETH Zurich. Divide the presentation into four parts, with each partner presenting two parts:

1 brief history and description of ETH Zurich
2 subjects available
3 what makes ETH Zurich special
4 a persuasive conclusion.

b Give your presentation to another pair. Did you include the same information? Which presentation was more persuasive?

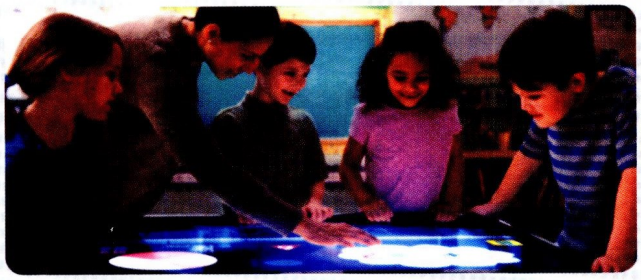
Review

1 Decide which of the following uses of *will* refer to the future. What do the others express?

1 Will you give me a hand?
2 I'll be back in ten minutes.
3 It's half past seven. She'll be having dinner – call her later.
4 The bridge will be finished by the end of the year.
5 You'll be tired after your journey. Come and sit down.
6 Well, if you won't back up your computer files, it's no surprise you lose stuff.

2a Complete the predictions about education using the words in brackets. Change the form of the words if necessary.

1 Massive changes _____ place in our schools. (verge/take)
2 In just a few years, technology _____ an essential part of every classroom. (have/become)



3 Lessons _____ more multi-disciplinary with greater integration of subjects. (set/become)
4 Schools _____ by community learning centres open 24/7. (expect/replace)
5 Learners of the future _____ assessed through projects and portfolios rather than exams. (be/be)
6 Schools _____ world citizens, not just teach academic subjects. (aim/educate)

b Discuss the predictions in exercise **2a** with a partner.

c Write three more predictions together.

3 Match the two halves of the idiomatic expressions.

1 It won't be	a hear of it!
2 I'll believe it	b will tell.
3 That'll be	c long before ...
4 Only time	d you know.
5 I won't	e the day!
6 I'll let	f when I see it.

4a **9.16** Listen to six definitions and write the phrases.

b Write definitions for two of the phrases in the box. Test your partner.

blended learning virtual learning environment
year abroad international student

5 Look at the word blends in blue. Decide the meaning of the word and its component parts.

1 After the conference, you can add on two days' sightseeing – perfect for today's bleisure traveller.
2 We offer six safari-style glamping tents for maximum luxury.
3 With more travellers choosing to work in orphanages or build schools, voluntourism has never been more popular.
4 Neither of us spoke it very well, but we managed OK using Spanglish.
5 Take time out with the boys. Adventure sports? A ballgame in an iconic stadium? We have the mancation for you.
6 With just three months till the birth, we boarded the plane for a week-long babymoon in Paris.

6a Mark where the stresses fall in the sentence.

Well, if you will keep arriving late, it's no surprise you get into trouble.

b Write two more sentences following the model.

Well, if you will ..., it's no surprise/wonder ....

c Swap sentences with a partner. Read your partner's sentences, paying special attention to the pronunciation.

7 Put the phrases in a logical order for a presentation.

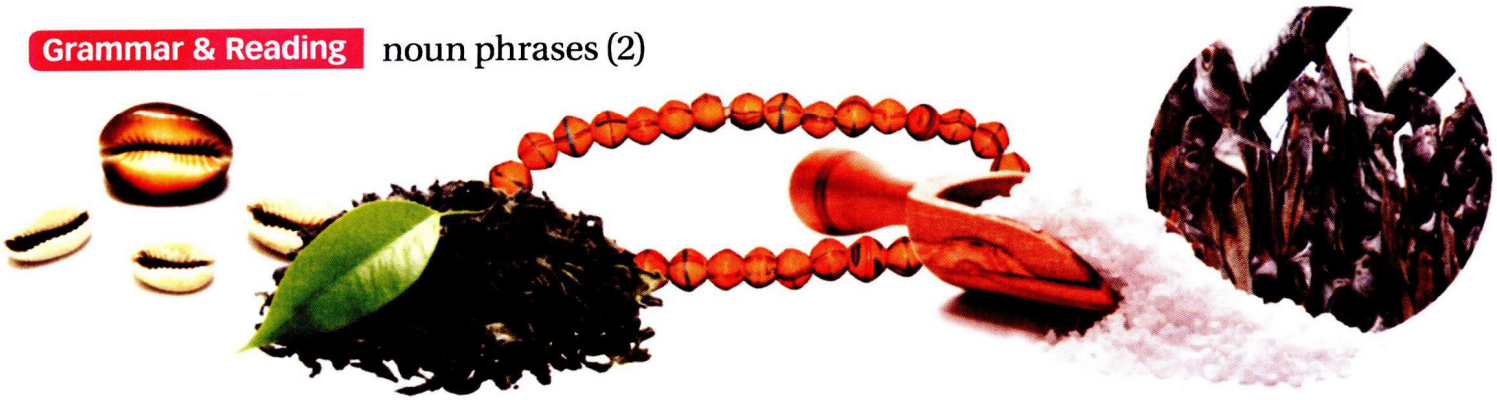
a However, others take a different view ...
b I'll now turn to ...
c In terms of the success of ...
d I'd like to start by ...
e The long-term implications remain to be seen.
f The purpose of this presentation is to ...

10 New

10.1 New ways to pay

GOALS ☐ Recognize and use noun phrases (2) ☐ Talk about money

Grammar & Reading noun phrases (2)



1 Which objects have been used as currency in the past?

beads cows fish gold peppercorns rice salt shells stones tea leaves

2a Work with a partner. Read an online encyclopaedia entry about a new currency. What are the key points? Student A, turn to page 131. Student B, turn to page 137.

b Explain what you read about the new currency to your partner.

3 Read the Grammar focus box and write the phrases in bold in 1–5 in the right category a–e.

1 In some schemes everyone's time is equal, so one hour of my time is equal to one **hour of your time**, irrespective of whatever we choose to exchange ...
2 In each case, the participants have **the advantage of being able** to decide what they can offer.
3 More than 120 local shops accept the currency, and it is easy to pay by mobile phone without **the need for people to use physical cash**.
4 Totnes is just one of several UK **towns to have set up** similar schemes, with the aim of keeping money within the local economy ...
5 ... there is considerable **debate about whether they are** a positive development or not ...

GRAMMAR FOCUS noun phrases (2)

Nouns can be followed by:

a a preposition (*of*, *in*, etc.) + *-ing* form

b a preposition + clause

c *of* + a noun

d + *for* + an object + an infinitive

e an active or passive infinitive

→ Grammar Reference page 160

4 Match beginnings 1–5 with endings a–e.

1 Tomas and Karl had a heated argument over
2 Liverpool was one of the cities
3 The government needs to find solutions to the problem
4 I had absolutely no idea you had an interest
5 His family had to make sacrifices

a of rising youth unemployment and fast!
b in working with animals.
c whether climate change is a natural phenomenon or man-made.
d for him to be able to study abroad.
e to have suffered great economic hardship in post-industrial Britain.

5 Put the words after the nouns in bold in the right order.

1 The council liked **the idea** / locality / in / timebanking / introducing / the / of
2 The minister declared there was **no need** / discuss / to / new / parliament / for / currency / the
3 It was **a crisis** / all / be / at / avoided / costs / to
4 The management had a **discussion** about / quickly / how / to / the scheme / introduce
5 No one could predict **the results** / 2015 / elections / national / of / the
6 Currencies like the Totnes Pound have the **advantage** / money / of / the / keeping / economy / in /local

6a TASK Work with a partner. What are the advantages and disadvantages of each currency? Do you have alternative currencies where you live? Would any of these work in your country? If not, why not?

b Prepare a short talk to summarize your conclusions for the class.

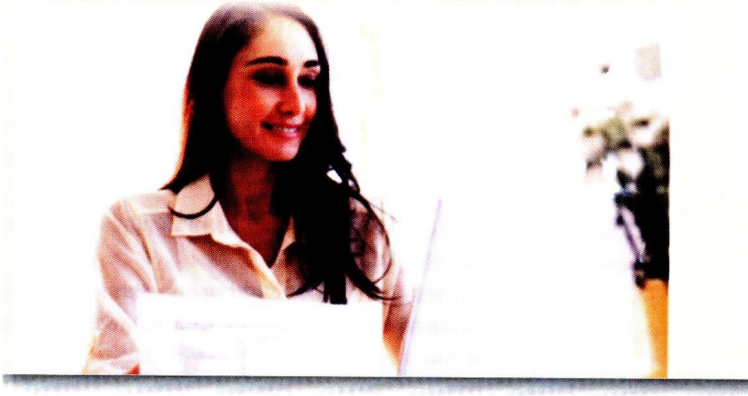
Vocabulary & Speaking money

7a Which descriptions apply to you/do you agree with? Compare your answers with a partner.

1 My spending never includes **luxuries** like chocolates or flowers.
2 I know people who struggle to **make ends meet** at the end of the month.
3 **Going overdrawn** at the bank is nonsensical, because you end up owing them money.
4 I'd rather do **unpaid** work than do nothing at all.
5 I always **allow a certain amount of money** every month for entertainment.
6 It's better to be a little **hard-up** than extremely **well-off**. Money isn't everything.
7 I have never **lost money** investing in the stock market, although I haven't made much.
8 As a society, we need to spend money **funding** research into green energy.
9 Most people I know try to **manage their money**.
10 Some people feel uncomfortable **withdrawing** money from an ATM in the street.

b Replace the phrases in blue in the extract from a successful businesswoman's autobiography with some of the phrases in bold from exercise **7a**. Make any necessary changes.

When I started out, I was [1] short of money for years. I [2] organized my budget pretty well, so I always [3] had enough money to pay for the things I needed. I managed to get by, but I was never [4] wealthy. I was careful with my spending. I never [5] withdrew more money from my bank account than was in it, and I avoided buying [6] unnecessary but expensive things. So I wasn't exactly poor. My luck turned when a friend persuaded me to [7] provide money for his new IT company. That went well, so I started doing the same for other young companies, and I've never looked back. Sure, I sometimes [8] made less money than I spent, but then one of my investments brought me big money, and after that, I was never on the breadline again!



8a TASK Discuss the questions with a partner. Do you have the same ideas?

- What do you think people can do when they find it difficult to make ends meet? Do you have any good tips?
- In what ways have spending habits changed over the past few years? Have your own changed? If so, how?
- Do you think we spend too much on luxuries as a society? Is acquiring possessions too important to us nowadays, or has it always been like that?
- What jobs make big money in the modern world? Do you think they are the right jobs to be paid so much?
- Do you agree with the idea of charities funding essential services, for example in medicine or education? Do you think it is the government's responsibility?

b Join with another pair and find out what their views are. Decide what you think are the most interesting responses and present them to the group.

VOX POPS VIDEO 10

10.2 Live!

GOALS ■ Understand the position of adverbials ■ Talk about new and old

Grammar & Listening position of adverbials

1 Read the statements about modern life. With a partner decide if you agree with them.

1 I could never survive without my smartphone.
2 Children spend too much time online. They should spend more time playing outside.
3 You can enjoy a concert just as much online as if you were there.

2 **10.1**))) Listen to a talk by a lifestyle expert about changing attitudes to live performances and experiences. What is the main change he talks about?

3a Decide where the adverb in brackets goes in the sentences. In some cases, it could go in more than one place.

1 The speaker suggests that modern gadgets like smartphones are out of date. (already)
2 At the '512 Hours' art show, visitors were required to borrow tablets, smartphones and digital watches at the door. (even)
3 The school in Seattle teaches kids who are skilled in technology. (mainly)
4 The Rolling Stones have earned much less money from live concerts than from downloads and CDs. (in the last two years)
5 According to the speaker, we access the world through screens. (only)
6 Purchasing patterns are shifting from 'having' to 'being'. (rapidly)

b **10.1**))) Are the statements in exercise **3a** true or false? Listen again and check. Correct the false statements.

4 Look at the sentences in exercise **3a**. Complete rules a–d in the Grammar focus box with the words in the box.

meaning beginning order auxiliary end

GRAMMAR FOCUS position of adverbials

a Adverbs in the middle of a clause usually go before a simple verb, after the (first) _____ verb, or after the verb *be*.
- *They have **always** used computers.*
- *We **still** need the live experience.*

b Adverbs which are phrases generally go at the _____ or the _____ of a clause.
- ***In the last two years**, the Rolling Stones have earned sixteen times more money from their live concerts than from sales of CDs.*

c With some adverbs like *actually, just, only* and *really* the _____ of the sentence depends on the position of the adverb or the words which are stressed.
- *Younger people **only** use social media …*
- ***Only** younger people use social media …*

d The usual _____ of adverbs is 1 manner 2 place 3 time
- *The flashmob started **quietly in the station at midnight**.*

→ Grammar Reference page 161



5a Put the words in the right order. There may be more than one answer.

1 doubts / address/ you / frankly / haven't / begun / to / my
2 the music / better / live / was / even / sold / although / the / in / recording / has / numbers / huge
3 more / actually / live performances / than / recordings or downloads / have / lucrative / become
4 ideas / really / there / ignoring / any / are / new / good / reasons / for ?
5 merely / enough / not / is / it / to / listen / whatever / digital / device / we / at / have / hand

b In some of the sentences, a different order is possible. How does the meaning change?

PRONUNCIATION sentences with *only*

In the sentence *I'm only thinking of visiting Tokyo*, we indicate what *only* refers to by stressing the relevant part of the sentence.

*I'm only thinking of visiting **Tokyo** (but not anywhere else in Japan).*
*I'm only thinking of **visiting** Tokyo (I'm not going to live there).*
*I'm only **thinking** of visiting Tokyo (but I'm not sure if I will).*

6a **10.2** Listen to the sentences and decide which word or idea *only* refers to.

1 She's only been working in Copenhagen since January ...
2 He's only been writing the draft report ...
3 Brazil only scored two goals in the first half ...
4 These children only eat fresh food at school ...

b For each sentence in exercise **6a**, decide which continuation is correct.

1 a but she's been living here for years.
  b she used to work just outside the city.
2 a because the final one isn't due for months.
  b but he hasn't published it yet.
3 a but they created a lot of chances, too.
  b but they scored three in the second!
4 a because the school doesn't serve fast food.
  b and at home they probably eat very unhealthily.

c **10.3** Listen and check.

Vocabulary & Speaking new and old

7a Complete the statements with the words or phrases in the box.

changing our world obsolete positive development
revolutionize shifting rapidly so last year

1 Tablets and smartphones will _____ the way we teach.
2 I think cars driven by people will be _____ within twenty years.
3 Using a desktop PC is _____!
4 Being able to vote online is a _____.
5 Consumer spending habits are _____ towards online shopping.
6 There is no doubt that social media is _____: nothing will ever be the same again.

b Which statements in exercise **7a** do you agree with? Compare your answers with a partner.

8a **10.4** Listen to four advertisements. What is being advertised?

b **10.4** Listen again and choose the correct meaning for each phrase.

1 innovation = the introduction of *new things / cheap products*
  breaks new ground = *makes life easier / does something not done before*
2 departure = *an action which is different from what is usual or expected / a starting point for an experience*
3 pioneer = *an important figure / the first person to do something*
  dated = *old-fashioned / historic*
4 the last word = *the most recent or advanced thing / the most expensive thing*

9a TASK Write the name of:

- a person who **broke new ground** in science or fashion
- a film which is **dated** but still popular
- the most useful **innovation** of the last twenty years
- a radical **departure** in literature or TV.

b Think of two reasons why your choices are good ones.

c Discuss your answers with a partner. Try and persuade them that your examples are the best!

10.3 Vocabulary and skills development

GOALS ■ Understand writer stance ■ Understand idioms

Reading understanding writer stance

1a Which of these things would you be happy to share? How about if you were paid to do so? Compare your answers with a partner.

- a laptop
- a musical instrument
- your car or bicycle
- your clothes
- your desk at work
- your house or flat
- your meal at a restaurant
- your pet/horse

b Which items in the picture would you be happy to rent from a stranger? Why/Why not?

2a **10.5** Listen to an introduction to the sharing economy by a business commentator. Complete the sentences.

1 The sharing economy is a way of ...
2 It's the internet that has ...
3 The three examples she gives are sharing parking spaces ...

b Would you pay to use the services that the commentator talks about? Why?

3 In the blog in exercise **5**, the writer gives his opinions on the sharing economy. For each sentence, decide a) how strongly the writer is stating their opinion and b) which words help you to decide this.

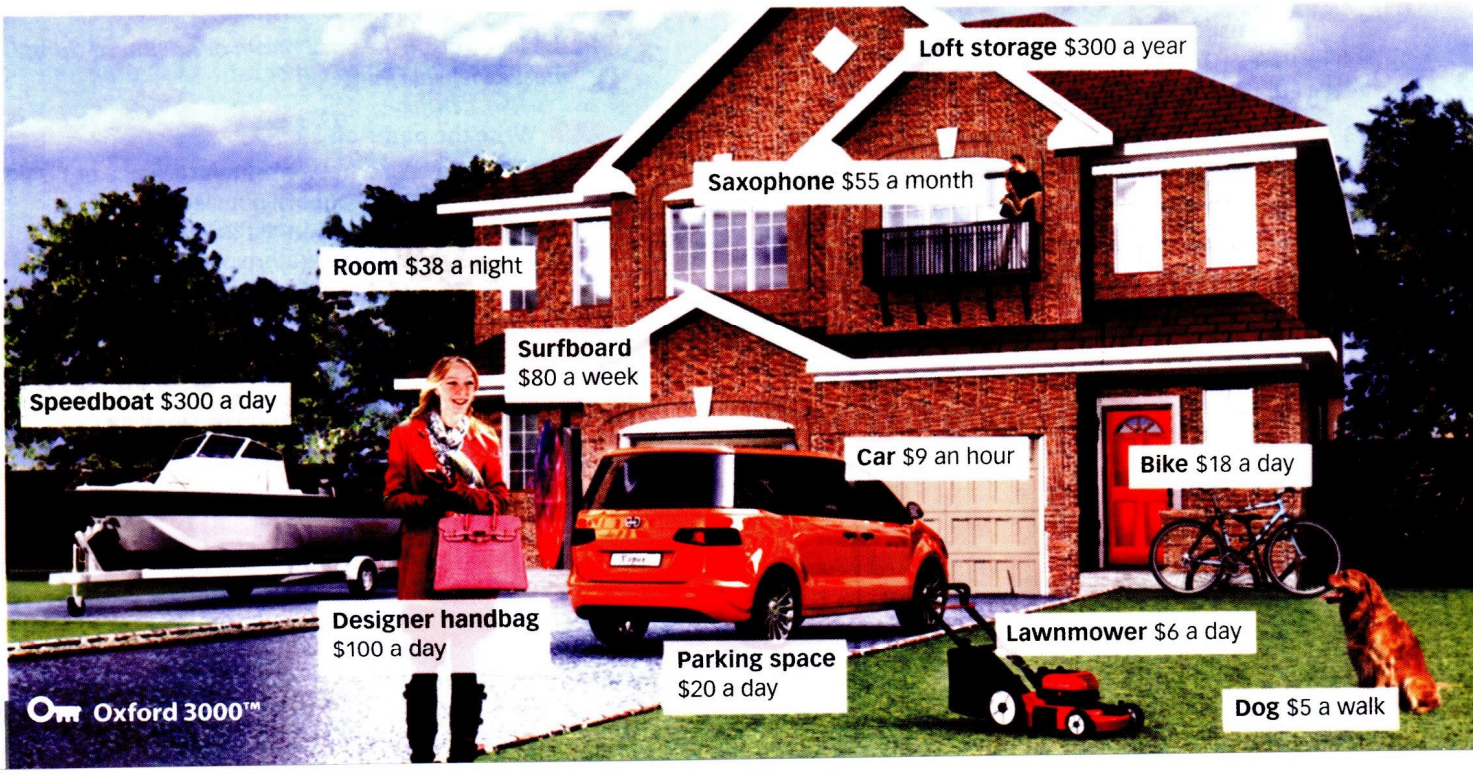
a The sharing economy has really taken off in recent years, as the internet and smartphone have generated systems ...
b Furthermore, for those people living from hand to mouth, it would appear to be an excellent way of earning some cash for the provider, ...
c In addition, and crucially, providers of these 'shared' services often do not declare their income ...
d However, it is often argued that the sharing economy is likely to undermine traditional businesses such as hotels or taxis.

4 Read the Unlock the code box and find examples of strategies 1–4 in sentences a–d in exercise **3**.

UNLOCK THE CODE
understanding writer and speaker stance

It is important to recognize the strategies that writers use to indicate their opinion or feelings towards a topic or an argument:

1 a to sound less certain, use hedging techniques, such as using certain verbs (*seem*, *appear*), modal verbs (*might*, *would*), and modal nouns (*possibility*)
  b to sound more certain, use modal verbs (*will*, *must*, *can't*) modal adjectives/adverbs (*certain(ly)*, *definite(ly)*)
2 to show attitude and evaluate, use comment adjectives/adverbs (*important(ly)*, *significant(ly)*)
3 to distance an opinion from your own, use think and report verbs (*believe*, *claim*)
4 to signal agreement or changes in opinions, use adverbs (*similarly*, *conversely*)



5a Work with a partner. Make a list of the advantages and disadvantages of the sharing economy.

b Read a blog on the same topic. Do you have the same ideas on your list?

The pros and cons of the sharing economy

The sharing economy has really taken off in recent years, as the internet and smartphone have generated systems linking customers and providers more quickly and easily.

On the face of it, the sharing economy has numerous benefits. We all have unused facilities, and it seems sensible to exploit resources such as a spare room or space in a car, especially in times of housing shortages or bad traffic congestion.

Furthermore, for those people living from hand to mouth, it would appear to be an excellent way of earning some cash for the provider, and similarly the customer benefits from the lower prices. Its supporters claim it is a win-win situation.

However, it is often argued that the sharing economy is likely to undermine traditional businesses such as hotels or taxis. Since these have higher costs, they cannot compete with sites like *airbnb* or *uber*. In the long run, there is a chance this will lead to many companies in these sectors going under.

In addition, and crucially, providers of these 'shared' services often do not declare their income, thereby avoiding paying tax, and are not bound by the safety regulations that official organizations like hotels have to follow. There needs to be some form of basic regulation, to say the least.

These are serious objections, although established businesses have always complained about losing out to new ways of doing things – just think of the horse and carriage being replaced by the railway. On the whole, while it could cause some pain in the short term, sharing facilities is definitely here to stay.

6 Is the writer mainly for or mainly against the sharing economy? How do you know? Give examples from the text to support your opinion.

Vocabulary & Speaking understanding idioms

7 Find phrases in the blog which mean ...

1 this is how it seems on the surface (paragraph 2)
2 having just enough food or money to live (paragraph 3)
3 failing financially or commercially (paragraph 4)
4 without exaggerating at all (paragraph 5)

8a Read the information in the Vocabulary focus box about idioms.

VOCABULARY FOCUS idioms

- It is usually impossible to work out the meaning of idioms from their individual words.
- They are often difficult to translate.
- When reading, use a dictionary to help you. If you don't have one handy, then try to work out the meaning from the context.
  *Part-time workers often get **a raw deal** because managers think they are worth less to the company, so they are often paid less and get fewer benefits.*
  a raw deal = unfair treatment.

b Complete the sentences with the idioms in the box.

at your fingertips easier said than done forking out get my hands on
ring the changes take some beating

1 I need a new computer, what's the best way to _____ (find or get) some quick money?
2 I want to make better use of my old clothes, but that's _____ (harder to do than to talk about)! Perhaps I should sign up for a sewing class.
3 It's important to _____ (make alterations to get more variety) with your exercise regime, otherwise you get bored, and you'll give up.
4 Some people don't like _____ (spending a lot of money) large amounts of money on new clothes, but I think shopping is my daughter's favourite hobby!
5 His new world record will _____ (be difficult to better)! He's taken six seconds off the old one.
6 Don't worry – you have the solution _____ (available quickly).

c Check your answers with a partner.

9a TASK Work in small groups. Come up with an idea for a 'sharing economy' service.

- Say why people would want to use the service.
- Explain how it would work.

b Present your idea to another group. Try to convince them they would like to use your service.

c While you listen to the other group's idea, think of something positive and something negative about the idea. See if they can persuade you to use the service.

10.4 Speaking and writing

GOALS ☐ Reach a consensus ☐ Write an email enquiry

Speaking reaching a consensus

1a Your workplace has been reorganizing its use of space. As a result, a room has become available for a new use. Read the information about the new room.

- 5 metres x 4 metres
- Windows on two sides
- Double doors opening to terrace
- Space for about 30 people at any one time
- Generous budget

b Work in groups of three. A decision is to be made about what the new room should be used for. What ideas can you suggest?

2 **10.6**))) Listen to three colleagues doing the same task. What do they decide?

3 **10.6**))) Listen again and complete the phrases in the Language for speaking box. The phrases are in order.

LANGUAGE FOR SPEAKING reaching a consensus

Expressing opinions, agreeing and disagreeing
Personally, I'd [1]_____ *for ...*
I think you could be right ...
True.
But wouldn't you say that ...
I'm not (so) sure I agree with you.
I understand [2]_____ _____ _____, *but ...*

Bringing another speaker into the conversation
How do you feel about this?
What's your feeling/opinion on/about this?

Making a suggestion
It might be better to ...
One way of -ing [3]_____ _____ *to ...*

Giving reasons/justifying opinions/speculating
If you [4]_____ _____ *it ...*
It could be that ...

Coming to a conclusion/reaching a decision/recapping
(So) that's decided, then.
Let's just [5]_____ *(what we've decided).*

4 TASK Student A, turn to page 131. Student B, turn to page 136. Student C, turn to page 140.

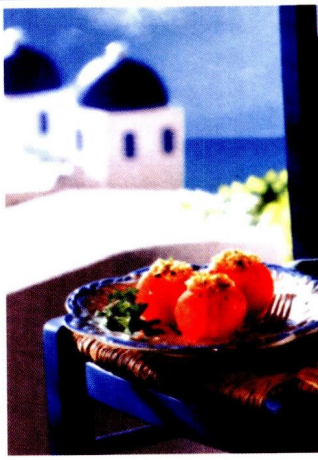
Writing an email enquiry

5 Read the adverts A–C. Which of the courses would you like to do? Why/Why not? Compare with a partner.

A

LANGUAGE AND GREEK COOKING COURSE

Combine learning the extraordinary Greek language with learning to cook delicious Greek food in the northern town of Thessaloniki. Twenty lessons of Modern Greek per week plus two cooking workshops.

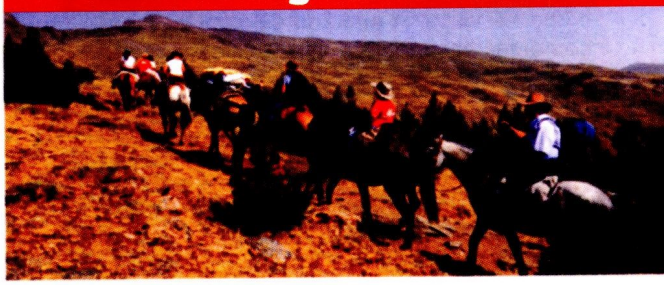


The school offers a choice of accommodation either staying with a local family to immerse yourself in Greek culture or in a local hotel recommended by the language school.

For further information, please email hello@learnandcook.com

B

Language and
Horse riding course



Acquire two skills at once! Learn to speak a language in the morning and explore the hills of Sicily, Granada or Provence in the afternoons. One- or two-week courses for all levels, from complete beginners to advanced.

- Excellent accommodation
- Languages available: English/Spanish/Italian/Russian/French

For further information, please email horsecourses@countryschools.com

C

ENGLISH + SCUBA-DIVING IN MALTA

This course is designed for students who wish to study Intensive General English AND study to receive a worldwide recognized PADI scuba-diving licence.

DURATION: four weeks, with twenty hours of English per week and two weeks of scuba-diving lessons, including weekend dives and all equipment. All levels accepted.

ACCOMMODATION: homestay (three meals a day)

Airport pick-up service (one way)

For further information, please email info@maltadive.com



6 Read Simona's questions about one of the advertisements. Which advert is she interested in? Would you add any other questions?

What kind of accommodation? Local families? How far from school? In town or country?

Complete beginners OK for riding courses?

How much language will I learn in a week?

Which language are the riding lessons in?

Any discount for two people on same course?

7 Read Simona's email asking for information. Answer the questions.

1 Is she a good candidate for the course?
2 What does she talk about in each paragraph?
3 Has she forgotten anything from her notes?

Subject: Enquiry about language and horse-riding course

Dear Sir/Madam,

I was interested in your advertisement on the GoRide website, and I need some information about your courses in language and horse-riding.

I've done French for ages, and I'm currently at an intermediate level. There's an attachment here with a recent certificate confirming this. However, my horse-riding skills are at beginner level, so I want to know if this is OK for this part of the course?

I understand from the advertisement that the courses last either one or two weeks. Tell me how much progress I am likely to make in a single week. Also, are the riding lessons conducted in English or the language I'm going to study (French)?

Finally, I am planning to attend the course with a friend. Is there any discount for two people taking the same course?

Can you send a quick answer to my enquiry, please?

Write soon!

All the best,

Simona Ricci

8 Some of Simona's language is too colloquial for an email to someone she does not know. Substitute the colloquial language with phrases from the Language for writing box.

LANGUAGE FOR WRITING fixed phrases for enquiry emails

Purpose of letter
I am writing to ask/complain/apologize …
I am writing with regard to/with reference to (the advertisement) …

Asking for information
I wonder if you could tell me if/how much, etc.

Background information
I have been studying/working … for X years/since 2015 at/for/in …
My (horse-riding) skills are at (beginner) level …
I would like to study/know/be …

Request for action
I would be grateful if you could/would …

Sending a document
Please find attached …

Salutations
I would (very much) appreciate an early response to my enquiry/email/request.
Looking forward to hearing from you.
Yours/Regards/Best wishes

9 TASK Write your own email to ask for further information about one of the other courses in exercise 5. You can base it on your own personal details and invent reasons and other information.

10.5 Video

A self-build community



1 Match captions a–c to the photos of Ashley Vale.

a a community based on a sound philosophy
b the original site consisted of disused and dilapidated warehouses and an office block
c the people quickly learnt how to construct buildings

2 ▶ Watch the video. Write 1–6 according to the order in which the topics are talked about.

____ not just a place to live
____ learning how to self-build
____ self-building is increasingly popular
____ where the community is located
____ eco-friendly aspects of the community
____ what the site was like before



3 Work with a partner. Complete the questions with a word from the box in the appropriate form. Use the definitions in brackets to help you.

distinctive intervene plots pool soar sustainability

1 When did the local community decide to _____? (get involved)
2 Did the action group sell houses or _____, and why? (pieces of land)
3 What did the self-builders need to _____? (collect together and share)
4 What examples are there of _____ as a guiding principle? (use of natural products so as not to harm the environment)
5 What makes the community _____? (different in quality)
6 How do we know that interest in such communities is _____? (rising very quickly)



4 ▶ Watch the video again. Answer the questions in exercise **3**.

5a TASK You are going to interview people living in Ashley Vale for a follow-up TV programme. With a partner, prepare interview questions.

b Work with another pair. Use your questions to interview each person in turn. Try to use information based on the video in your answers.

c Decide which person should be chosen to appear on the TV programme and why.

Review

1 Change the sentences so they contain a noun + clause/phrase.

1 The banks won't find it difficult to persuade the government of their position.
The banks *will have no difficulty in persuading the government of their position*.

2 It wasn't necessary that he paid the bill straightaway.
There was no _____.

3 She emphasized that we should all live within our means.
She put great _____.

4 By the time I left the office, I still had to process dozens of pay claims.
By the time I left the office, there were still _____.

5 Ordinary people had donated money, and this money all went missing.
The money _____ people all went missing.

6 They discussed at length ways in which they could raise the funds.
They had a _____ how _____.

7 We heard that the President had departed.
We heard news of _____.

2 Put the adverbs in brackets in the correct place in the sentence. If there is more than one possibility, what is the difference, if any?

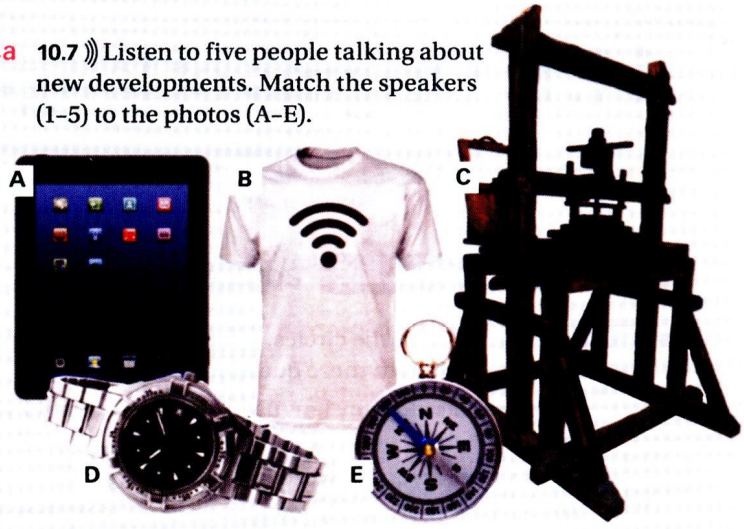
1 The team lost. (in Barcelona) (last year) (miserably)
2 The new ideas will bear fruit. (in time)
3 We've been flooded with new ideas for products. (never)
4 He was proud of his invention. (actually)
5 They speak French. (at home) (usually)

3a With a partner, think of three:

1 ways to make big money
2 things that will be obsolete within ten years
3 luxuries you would take to a desert island
4 apps or computer programs that break new ground
5 reasons why people cannot make ends meet
6 strategies for managing your spending better.

b Compare your list with another pair. Choose the three most interesting lists.

4a **10.7** Listen to five people talking about new developments. Match the speakers (1–5) to the photos (A–E).



b **10.7** Listen again. Complete the summaries of what the people say using a word or phrase from the unit.

1 This item really _____ world economics.
2 This item is beautiful but _____.
3 This item was a real _____.
4 This item is the _____ crazy travel accessories.
5 The success of this item was mainly down to German _____.

c Work with a partner. Think of other items or objects that fit the descriptions in exercise **4b**.

5 Replace the phrases in blue in the blog entry with an idiom that means the same.

BLOG

If [1] you only have just enough money to live on, as I did for years, the idea of owning a car is ridiculous, [2] without exaggerating. Not only do you have to [3] spend a lot of money on petrol, but there are other costs like repairs and insurance. However, I still needed to get from A to B, so I had to [4] find or get a cheap way to travel around. [5] Harder to do than say with the price of public transport!

Car clubs could, [6] on the surface, be the answer. You pay an annual fee, then you can 'borrow' (in fact, rent) a car from the club when, and only when, you need it. You book the car online, so the answer to my problem was, literally, [7] close at hand. The cars are parked in local car parks, and the nearest was only a kilometre from home, so I could easily walk there to pick the car up. As a temporary solution to my financial woes, it [8] is difficult to think of a better alternative!

11 Origins

11.1 Origins of language

GOALS ■ Understand adjective position ■ Use adjectives and adverbs beginning with *a-*

Grammar & Speaking adjective position

1a Draw five circles. In the circles, write one-word answers in any of the circles to these questions.

- If you could study any language, which one would you choose?
- What's your favourite word in any language?
- Write a word in English you find difficult to pronounce.
- Name a language you think would be very hard to learn.
- Write the first word you said as a small child if you can remember, or a word which children typically say first.

b Work with a partner. Look at your partner's circles. Ask follow-up questions about each subject.

2a Work with a partner. Discuss the answers to the quiz at the bottom of the page.

b **11.1** Listen to the answers and check your score.

3 Read the Grammar focus box, then look at sentences 1–6 and write each one by the appropriate rule.

1 Our ancestors imitated **natural** sounds.
2 Lingua francas are languages **used** for communication between different language groups.
3 At the **present** time, 1,300 languages are spoken.
4 It's a group of languages which are **alike**.
5 The development of new computers is **sure** to happen.
6 Efforts to get chimps to speak have been a **total** failure.

GRAMMAR FOCUS adjective position

Adjectives can go in different positions.

1 With a noun
a 1 Normally the adjective goes before the noun ___
2 Sometimes it can follow, for example when we use a past participle as an adjective in a reduced relative clause, e.g. *the people questioned* (= the people who were questioned) ___
b Certain adjectives can *only* go before the noun: *elder/eldest, old* (= for a long time), *little, live* and intensifying adjectives (*mere, total, complete*) ___

2 After verbs
a Certain adjectives are mainly used after linking verbs like *be, become, get* or verbs which mean 'seem', e.g. *look, sound* ___
b The adjectives *ill, well, fine, content, sorry, sure* are *mainly* used after linking verbs.
c Adjectives starting with the prefix *a-*: e.g. *asleep, alive, alight, afloat*, etc. normally cannot be placed before a noun and always follow a linking verb ___

3 Position of adjective and meaning
Certain adjectives (*present, responsible, economic, concerned, old, conscious* ...) change meaning in different positions.
*He is a very **responsible** person.* (describes someone who can be relied upon)
*The person **responsible** for this is in big trouble.* (the person whose job it is or who's to blame for something) ___

→ Grammar Reference page 162



Origins of Language Quiz

1 A third of the world's 5,000 languages are spoken in one continent. Which one?
a Europe
b Asia
c Africa

2 Which of the following is NOT a theory about the evolution of language?
a the Bang Bang theory
b the Bow Wow theory
c the Yo-He-Ho theory

3 According to some theorists, early humans didn't make much use of stone tools for nearly two million years because ...
a they needed their hands to communicate with gestures
b they used tools made of other materials
c their brains were too small.

4a Choose the correct options to complete the sentences.

1 Most languages *spoken / speaking* in northern Europe have the same roots.
2 The department of linguistics is quite *little / small*.
3 This research requires a *certain / sure* type of patience.
4 He says he's never felt so *alive / live* since he took up triathlons.
5 The *time available / available time* for this research is running short.
6 The *conducted work / work conducted* by the department concerns the communicative ability of chimpanzees.
7 The lecture on language development was *complete / finished* nonsense!
8 The students have a *fine / satisfactory* level of pronunciation in the second language.

b Complete each pair of sentences using the same adjective from the box.

concerned conscious old present

1 a He's a/an _____ friend of mine. We've known each other for ages.
b My friend is quite _____, but he doesn't look it!
2 a Former graduates spoke to the _____ students of the faculty.
b We spoke to the students _____ in the lecture hall.
3 a _____ parents have discussed their worries with the school.
b We won't be contacting everyone – just the people _____.
4 a It was a/an _____ decision.
b The patient was fully _____ during the operation.

c Discuss the difference in meaning of the adjective in each pair of sentences with your partner.

Vocabulary & Speaking adjectives and adverbs beginning with *a-*

5 Finish the sentences in a way that is true for you. Compare your answers with a partner and ask one or two questions to find out more information.

1 To stay alert while I'm driving I ...
2 What keeps me awake at night is ...
3 What I am most afraid of is ...
4 I like being alone when ...

6 Read sentences 1–8 and match the phrases in italics to their meanings a–h.

1 They were well *aware* of the risks, but they went paragliding anyway.
2 The only way the business can *stay afloat* is by borrowing £10,000.
3 He never made many friends while he worked here because he always seemed *aloof* from his colleagues.
4 I'm *ashamed* to say I forgot.
5 The city doesn't really *come alive* till after midnight.
6 I can hardly fit my stuff into the case, *let alone* yours!
7 They always tried to treat their children *alike*.
8 The twins are identical, only their parents can *tell* them *apart*.

a in the same way
b sorry
c knowing or realizing something
d not possible or true either
e have enough money to pay your debts
f see the difference between
g not friendly or interested in other people
h become filled with activity

7 TASK Work in groups of four. Two Student As, turn to page 132. Two Student Bs, turn to page 138.

4 Chimpanzees cannot speak because ...
a they are unable to learn vocabulary
b they cannot think logically
c their bodies are not physically capable of speech.

5 Children learn an average of ___ words a day, every day from the age of one to the age of eighteen.
a two to four
b six to seven
c ten to twelve

6 The languages of Finland and which other country are connected?
a Germany
b Hungary
c Norway



11.2 Origins of world food

GOALS ☐ Use *whoever, whatever, wherever, no matter …* ☐ Talk about food preparation

Grammar & Listening *whoever, whatever, wherever, no matter*

1a **11.2** Listen to five questions. For each one, write a short answer.

b **11.2** Work with a partner. Compare what you have written and try to remember what the questions were. Listen again and check.

c Join with another pair. Ask and answer the questions together.

2a Look at the countries in the table in exercise **2c** and discuss the questions with a partner.

1 What dishes do you associate with each of the countries?
2 Is it possible to eat this food in your country?
3 Have you ever tried it or tried to cook it?

b Read a programme listing for an episode of a radio programme called *The Food Show*. What's the subject of today's programme?



Tuesday 6 p.m.

THE FOOD SHOW

There's no doubt whatsoever that the world is becoming a smaller place. And what we eat is no exception. Pretty much wherever you go in the world, you'll be able to try a wide range of different foods: pizza in Paris, tapas in Toronto, curry in Caracas. But how did these foods start out? In today's programme, we look at the origin of some of our world food favourites.



c **11.3** Listen to the programme and complete the table.

Country	Name of the dish	Origin (e.g. person who devised it, when and where, why …)
Mexico		
Turkey		
Thailand		
Spain		

3 Read the Grammar focus box, then look at sentences a–h and write each one by the appropriate rule.

a There's no doubt **whatsoever** that the world is becoming a smaller place.
b **Who ever** thought of taking day-old tortillas, frying them and serving with melted cheese?!
c It just goes to show that **no matter what** ingredients you have, a tasty snack can be made.
d It seems **whoever** you ask, they'll tell you a different story.
e **Whichever** direction you have your meat cooked, it's sure to be delicious!
f **Whoever** invented it, though, it has undeniably become the national dish of Thailand.
g **Whenever** I think of paella I think of seafood, but this was not one of the original ingredients.
h It was made with rice, tomatoes, onions and beans with some snails, rabbit or **whatever**.

GRAMMAR FOCUS *whoever, whatever, wherever …*

1 We use *whichever, whoever* and *whatever* to mean 'it doesn't matter which/who/what'
- as the subject of the clause. ___ ___
- as the object of the clause. ___

2 *No matter who/what/where*, etc. has the same meaning. ___
3 *Whenever* implies a repeated action and means 'every time'. ___
4 Often written as two words, the phrases are used as an exclamation. The meaning is the same as 'What/How/When on earth …' ___
5 *Whatever* can mean
- 'at all'
- a dismissive and rather rude answer
- etc. ___

6 In fixed phrases, we often use '*whatsoever*'. ___

→ Grammar Reference page 163

*The person **responsible** for this is in big trouble.* (the person

4a Look at the sentences. Replace the words in bold so the meaning stays the same. Make other changes as necessary.

1 a **Whenever** I eat seafood, I come out in a rash. That's why I avoid it.
b I can give you the recipe **whenever** you like. Just ask me.

2 a **However** did you manage to complete the report on time!
b **However** much he eats, he never seems to put on weight.

3 a **Who ever** made such a mess?
b **Whoever** did all that washing up deserves a medal.
c **Whoever** you marry, make sure they can cook!

4 a Just take some chicken, lamb or **whatever**. Add rice, an onion ...
b There's no doubt **whatsoever** that you'll enjoy it.
c **A** You've got to clean up the kitchen. It's a complete state!
B Yeah, **whatever** ...

b Check your answers with a partner.

5 Complete the information about another world food with an appropriate word or phrase from the Grammar focus box. In some cases, more than one option may be possible.

[1]_____ you go today, it seems you can find a sushi bar and [2]_____ I think of sushi, I think of Japan. But [3]_____ did the Japanese come up with the idea in the first place? Well, it seems they didn't: Japan wasn't in fact the birthplace of sushi after all. In the fourth century BCE, sushi had no place [4]_____ in Japanese cuisine. It's thought sushi was first made in South-East Asia, possibly in Thailand. [5]_____ the origins of this food lie, the reason is clear: farmers were looking for a way to preserve fish. They came up with a technique in which the fish was salted and packed in rice. After a few months, the rice was thrown away, but the fish was still good to eat. The tradition later spread to Japan where the rice was eaten along with the fish. Now there are many types of sushi – [6]_____ you choose, it's sure to be delicious.

Vocabulary & Speaking food preparation

6a Label the photos with an appropriate verb from the box.

beat chop grate grill melt peel season slice



b **11.4** Listen to another item in *The Food Show*. A chef is making her favourite recipe. Student A, listen and write the cooking verbs she uses. Student B, listen and write the ingredients.

c Work with a partner. Compare the lists of words you made in exercise **6b**. Can you reconstruct the recipe?

d Which of the verb(s) in exercise **6a** can you do ...?

1 generously/sparingly
2 roughly/finely
3 gently/vigorously
4 thickly/thinly

7a TASK Think of a special dish you can cook, or know the origin of. Prepare to describe:

- its origins if you know them
- its ingredients and how it's made
- the best place to eat it today.

b Work in groups. Tell each other about your dishes. Then together decide which of the dishes would be most appropriate for:

- a family celebration
- a summer party outside
- a light lunch at the weekend.

11.3 Vocabulary and skills development

GOALS ■ Use noun reference ■ Understand fixed and semi-fixed expressions

Reading noun reference

1a Discuss with a partner.

1 Find a word/words in A–E which is/are not English in origin.
2 Give a definition of the word.
3 What language do you think it originally came from?

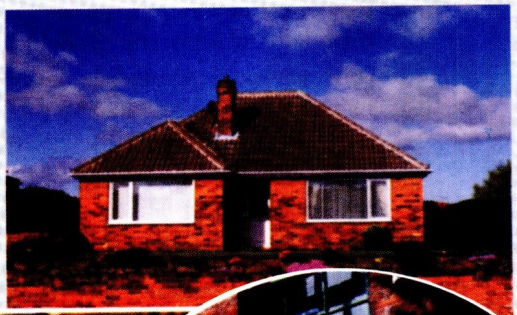
A

Primett properties

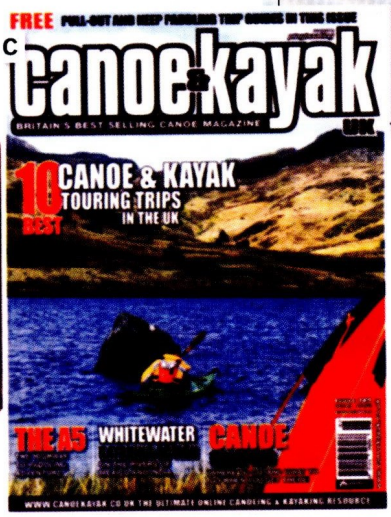
Bungalow to rent

- 3 bedrooms
- 2 bathrooms
- Close to the town centre
- Large garden
- Lovely modern kitchen

contact: josh@primettproperties.co.uk











b Match these extracts to two of the photos.

1 The ink is inserted into the skin using needles. The procedure is uncomfortable rather than painful.
2 At the championships, women were allowed to compete in two individual events for the first time. This change came after a meeting of the International Federation.

c Read the information in the Unlock the code box about using noun reference.

UNLOCK THE CODE
using noun reference

- We often use nouns to refer back to a whole section of the preceding text. The noun will give some indication of the type of information and help you identify the section of text it refers to.

  At the championships, women were allowed to compete in two individual events for the first time. This change came as …
- In some cases, specific nouns are used, e.g. *equipment, materials, people.*
- In other cases, more general summary nouns are used, including *approach, belief, conclusion, effect, idea, practice, problem, process, procedure, question, result, situation, system …*

d Circle the reference word in each extract and underline the part of the preceding text it refers to, as in the example in the Unlock the code box.

1 Place the garlic and bread in a food processor and chop finely. Tip the ingredients into a bowl and add the mince and seasoning.
2 The making of traditional objects using natural materials was later abandoned and this custom – which had existed for generations – was soon forgotten.
3 After the discovery, the hospital was closed, quarantine was introduced and the community was informed. These measures eventually brought an end to the epidemic, but not before 300 people had died.

2a Read the article and think of a title.

In France, people talk about *le weekend*; in Germany, people take *ein Selfie*; and in Spanish popularity is listed in *un ranking*. Many languages today have adopted English expressions. However, this practice is not universally popular and many people complain about the way English is invading other languages. Yet this phenomenon is by no means unilateral. English itself is full of expressions it has borrowed from languages as diverse as Hindi and Portuguese. While other languages have official bodies to control the admission of new words, English-speaking countries take no such measures, and it is probably the language which has borrowed most terms from others over the years. At least half of its common words come from non-Anglo-Saxon sources. But this is no recent matter. As early as the sixteenth century, English had already adopted words from around fifty other languages, and today the figure stands at over 120. But how did this process happen? Various factors are involved: invasion and settlement by foreign peoples has led to the adoption of many new expressions. The UK also has a long history of trading and colonial links with other countries. This situation has meant that words have been borrowed to aid communication with other nations and have gradually been assimilated into English.

b Read the article again and answer the questions.

1 What is not popular everywhere?
2 In what way is English the same as other languages?
3 How do English-speaking countries differ from others?
4 What is not a recent development?
5 How did English come to borrow words from other languages?
6 How did trade influence language?

Vocabulary & Speaking fixed and semi-fixed expressions

3a Without looking at the article, complete the expressions in a suitable way. Then compare your answers with those in the article.

1 This phenomenon is **by no** _____ unilateral.
2 English is the language which has borrowed most terms from others _____ **the years.**
3 **At** _____ **half of** its common words come from non-Anglo-Saxon sources.
4 **As** _____ **as** the sixteenth century, English had adopted words from fifty other languages.
5 The UK also **has a long** _____ **of** trading.

b Read the information in the Vocabulary focus box about fixed and semi-fixed expressions.

VOCABULARY FOCUS fixed and semi-fixed expressions

- Certain common (fixed) phrases are always used in the same way, without variation, e.g. *by the way, excuse me, up to now, on the other hand, we have to face the fact that, by no means.*
- Other (semi-fixed) expressions are like a frame in which one or more elements can be changed, though there may be a limited number of possibilities, e.g. *by the time we (arrive/find out/get there), in (sharp/complete/marked) contrast to.*
- In both cases, try to record and learn the expressions as complete phrases.

4a Put the words in the right order to make common fixed expressions.

1 mean / if / I / you / what / know
2 clue / really / I / a / haven't
3 the / tell / to / truth / you
4 all / so / happened / it / suddenly
5 before / eyes / my / right / very

b Cross out the incorrect option.

1 over the *past decade* / *centuries* / *minutes*
2 at least *a third* / *many* / *75%* of the words
3 as *often* / *long ago* / *recently* as the sixteenth century
4 have a long *tradition* / *past* / *history* of

5 **TASK** Discuss the questions in groups. Report your ideas to the class.

- Can you think of at least five words your language has borrowed from other languages?
- Which languages does your language seem to borrow from most?
- Do you think it is a good idea for languages to borrow words from other languages? Why/Why not?
- Is there an official body like L'Académie française or the Real Academia Española which controls your language?
- What do you think influences changes in language most nowadays?

11.4 Speaking and writing

GOALS ☐ Use emphasis ☐ Write a blog entry

Listening & Speaking emphasis

1a Look at the photos and discuss the questions with a partner.

1 Where do you think the festival is taking place?
2 What could the origins be?
3 What do you think happens?
4 What advice would you give to visitors?



b **11.5**))) A radio programme asked listeners to describe the best festivals in Asia. Listen to someone talking about the Songkran Festival in the photos and take notes to answer the questions in exercise **1a**.

2 Look at the sentences from the radio programme. What do they tell us about the way the speaker feels?

1 No way should you miss this amazing party.
2 The place where you can have the best Songkran experience is Bangkok.
3 What you absolutely have to remember is this: don't come to Songkran without a bucket.

3a **11.6**))) Listen to the extracts and circle the stressed word.

1 Now it takes place officially from the thirteenth to the sixteenth of April ...
2 Thai people often go home to their villages ...
3 While your actual room is probably safe...

b Decide how you think the sentences in exercise **3a** will finish.

1 a although the celebrations can go on for a whole week.
  b and it starts and finishes on time.
2 a and they go there several days before the celebration starts.
  b but for visitors the place where you can have the best Songkran experience is Bangkok.
3 a it will be more expensive during the festival.
  b the staff may 'attack' you elsewhere in the hotel.

c **11.7**))) Listen to the complete sentences and check your answers.

4a Read the information in the Language for speaking box about emphasis.

LANGUAGE FOR SPEAKING emphasis

We can make our speaking more emphatic in the following ways:

1 **by using certain constructions**

- inversion after negative adverbials
  As well as in formal, often written, language, we also use inversion after certain informal constructions, e.g. *No way, Not for a minute, Never in a million years, Only when/after X ...*

  ***No way** will I ever forget this experience.* (informal)
  ***Never in a million years** could I imagine having so much fun.* (informal)
  ***Only when** we got home did I realize how lucky we'd been.*

- by using cleft sentences starting *What/All, It* and *The* + ***place/person/way/thing*** + relative clause, e.g.
  ***What** makes it really amazing is the friendly atmosphere.*
  ***The thing** (which) you absolutely can't forget is your camera.*

2 **by using stress to**

- highlight and emphasize key words or new information
  We had an <u>amazing</u> time.
- indicate contrasts
  While the <u>cities</u> are great <u>fun</u>, it's the <u>natural landscapes</u> which are the <u>most</u> impressive thing.

b Rewrite the sentences starting with the words given.

1 I would never try something so dangerous.
No way _____

2 I never thought I'd see such an amazing sight.
Never in _____

3 The fun started after the sun went down.
Only _____

4 The costumes were what I liked best.
The thing _____

5 The people make this ceremony so special.
It's _____

5 TASK Work in groups of three. Student A, turn to page 132. Student B, turn to page 138. Student C, turn to page 141.

Reading & Writing a blog entry

6a Read the information about a competition. Underline the key things you have to do.

Best world festivals competition

As part of our Intercultural Month, we're trying to find the Best World Festival. We're inviting all students to write a blog about a festival or celebration in their own country. Tell us where and when the festival takes place, what happens and why we should go. Include who the festival is suitable for and what activities there are. There's a prize of two theatre tickets for the winning entry. Space is limited, so please keep your blog to between 200 and 250 words.

b Read an entry for the competition. Does the writer do all the things in the instructions?

ABOUT US ARCHIVE CONTACT

WHALE

Are you looking for a great weekend away? A fun time for young and old alike? Then look no further than the Hermanus Whale Festival.

Located in charming Hermanus, a coastal village just off the N2, 120 km south-east of Cape Town, the festival takes place each year over a long weekend in September or early October. At the heart of the festival are the whales, and this really is *the* place to come and see them. On a single day, you can view over 190 Southern Right whales in the bay. Walking tours are available, but if you fancy getting up close there are also boat and sea-kayaking trips.

Looking for something family-friendly? Hermanus ticks all the boxes: there are kids' activities and workshops throughout the weekend.

There's also live music in the Waterfront Piazza day and night.

If sport's your thing, Hermanus is the place for you: there's a wealth of possibilities, from an open-water swim to a night-run and mountain bike events to suit all abilities.

All in all, South Africa's only eco-arts festival makes for a great weekend away – don't miss it!

c Read the checklist in the Language for writing box. With a partner, discuss how well the writer observed each of the suggestions.

LANGUAGE FOR WRITING
a blog entry

Here is a checklist of considerations when writing a blog.

- choose an attractive title
- include an engaging opening sentence (possibly using a rhetorical question) and a strong closing sentence
- consider your audience and why you are writing; choose an appropriate style
- keep paragraphs short and start a new one for each change of topic
- keep sentences short and use signposting
- ask questions to engage the audience

d Look for more examples of phrases which the writer uses ...

1 to ask about the reader's wishes or interests
(e.g. *Are you looking ...*)

2 to say that this festival satisfies this wish
(e.g. *Hermanus is the place for you ...*)

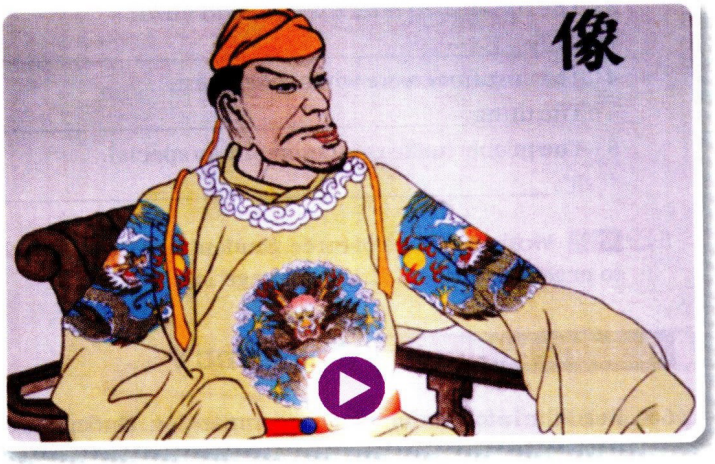
7 TASK Think of a festival or celebration and write your own blog. Remember to follow the competition instructions and use the checklist in the Language for writing box to review your writing.

VOX POPS VIDEO 11

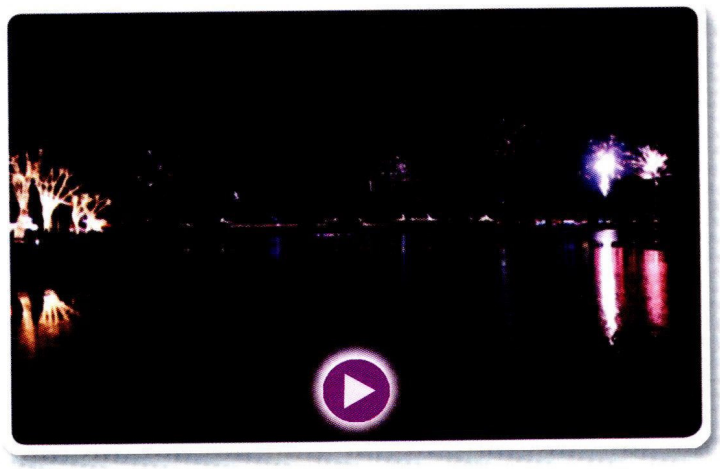


11.5 Video

Chinese New Year







1 Look at the photos. With a partner, discuss how each one could relate to Chinese New Year celebrations.

2 Based on the photos, or other things you know about Chinese New Year, discuss the questions below with your partner.

1 When is the main celebration?
2 Do people mainly celebrate with friends or family?
3 What traditional food and drink is involved? Does it have any symbolic meaning?
4 Apart from eating, what do people do?
5 Are there any special traditions or rituals?
6 Do people give gifts as part of the celebration? If so, what type of gift?

3 ▶ Watch the video and check your answers.

4 ▶ Watch the video again and listen for synonyms of the expressions in bold.

1 Chinese New Year is a truly **international** phenomenon.
2 Its origins **go back to** the fourteenth century BCE.
3 At the **centre** of these celebrations is the family.
4 Several generations **get together** under one roof.
5 Special desserts symbolize the sweetness of **meeting again**.
6 As the clock strikes twelve, everyone **hurries** to watch the fireworks.
7 They burn incense in memory of their **dead relatives**.
8 All over the world, many Chinese people still **follow** the same ancient rituals.

5a TASK Think of three images which would represent New Year celebrations where you live. Draw them in the boxes below.

b Work with a partner. Explain the images and reasons for your choice to each other.

c Ask and answer the questions in exercise 2 about New Year in your country.

Review

1 Put the words in brackets into the correct position in each sentence.

While there is doubt that jazz has its origins in the music of Africa and Europe, its roots are generally considered to lie in the music in New Orleans at the start of the twentieth century. At the time, New Orleans was a mix of different cultures, it was a city which came at night and was famous for its music. Jazz was more than a local fashion, and from New Orleans it spread to Chicago and New York and evolved into the wide range of musical genres we know at the time.

(little)
(played)
(complete)
(alive)
(live)
(mere)
(present)



2a Change the words in bold so that they are in the correct sentence.

1 **Whatsoever** told you that, doesn't know what they're talking about.
2 **Whoever** island you visit, you're sure to have an amazing time.
3 **Whatever** I smell bread baking, it reminds me of my grandmother's kitchen.
4 **Whenever** made this terrible mess?!
5 That makes no sense **whichever**.
6 Going to the gym or running or **who ever** can really take up a lot of time.

b With a partner, discuss an alternative way to say each sentence in exercise **2a**.

3a Complete the sentences with adjectives starting with *a-*.

1 I quite like my own company. I don't mind being _____.
2 Thinking about work sometimes keeps me _____ at night.
3 My best friend and I are very much _____.
4 I'm quite _____ of heights.
5 I'm not _____ to admit how old I am.
6 I'm definitely a morning person. I find it hard to be _____ and concentrate at night.

b With a partner, discuss which sentences in exercise **3a** are true for you.

4 Complete the instructions with verbs and adverbs from the box.

beat chop cook finely generously gently peel roughly season slice vigorously

TORTILLA ESPAÑOLA

1 [a]_____ the potatoes and then [b]_____ [c]_____ into 1–2 cm pieces.
2 [d]_____ the onion [e]_____ and [f]_____ fry the potato and onion over a low flame until soft and golden.
3 [g]_____ the eggs [h]_____ and [i]_____ [j]_____ with salt and pepper. Pour the mix into the pan.
4 [k]_____ until the tortilla is just firm, then turn and cook the other side.



5 Put the words in the right order to make common fixed expressions.

1 the / meantime / in
2 amazement / to / my
3 the / under / circumstances
4 time / for / the / being
5 saying / without / it / goes
6 a / while / in / once
7 so / suddenly / it / happened / all
8 of / in / the / the / night / middle
9 can / I / remember / long / as / for / as

6a **11.8** Work with a partner. Listen to five sentences. After each one, decide how to say the same thing using a more emphatic expression starting with the words given.

1 No way _____
2 What really _____
3 Not for a minute _____
4 Only when _____
5 The thing I _____

b Tell your partner about a trip you have been on, using emphatic expressions similar to those in exercise **6a**.

12 Memory

12.1 Types of memory

GOALS ■ Use causatives *have* and *get* ■ Understand special meanings of *off*, *down* and *over*

Grammar & Speaking causatives *have* and *get*

1a Look at these items for three minutes. Then close your book and try to remember as many items as you can.

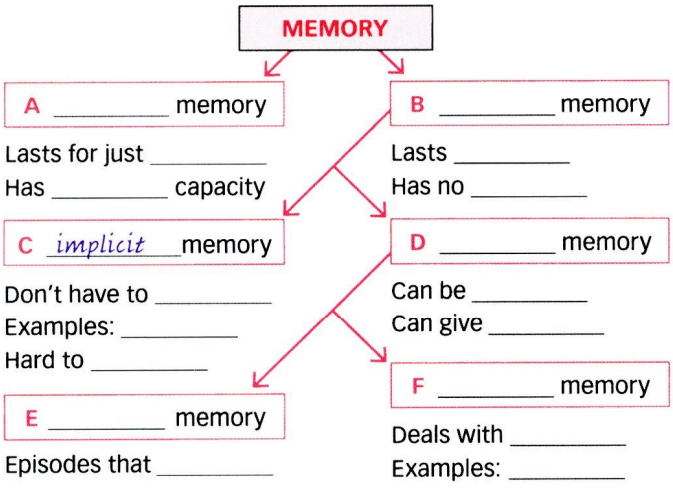




b Which items were easiest to remember? Discuss with a partner.

2 **12.1** Listen to the first part of a radio interview and complete the names of the types of memory in boxes A–D in the flow chart. Choose from the words in the box.

episodic explicit ~~implicit~~ long-term
semantic short-term



3 **12.1** Listen again and complete the notes about each type of memory under boxes A–D.

4 **12.2** Listen to the second part of the interview and complete boxes E–F, and also the notes underneath.

5 Read the Grammar focus box and match the example sentences a–e to the functions 1–4. One function matches two sentences.

GRAMMAR FOCUS causatives and similar structures with *have* and *get*

have/get can be followed by object + infinitive with or without *to* (depending on the meaning), object + *ing*, and object + past participle *to*:

1 make or ask somebody to do something
2 talk about a service that you pay for
3 say you will not tolerate a piece of behaviour
4 describe a single experience that happened to you (often a bad one)

a You can **get people to describe** their experiences – and what's more they can give details.
b … or when they **had their car stolen**.
c … or the name of your hairdresser when you **need to have/get** your hair cut.
d I won't **have you telling** me what to do!
e We **had the subjects describe** their first kiss, or when they met the President.

In general, *get* is used more informally, i.e. when we speak rather than when we write.

→ Grammar Reference page 164

6 Rewrite the underlined sections of the sentences using the structures in the Grammar focus box.

1 Somebody stole Joe's wallet from his desk.
Joe _____

2 The policeman obliged us to fill in a great long form.
The policeman got _____

3 I'm really pleased because the children are singing in the choir at the concert.
It's so nice _____

4 I don't want to tell you my secrets!
You won't _____

5 My father paid someone to build a wall in our garden.
My father _____

6 Somebody repaired my watch while I waited.
I _____

7 TASK Student A, turn to page 132. Student B, turn to page 138.

Vocabulary & Reading special meanings of *off, down* and *over*

8 Read the extracts from the interview. Choose the alternative closest in meaning to the underlined parts of the sentence.

1 Complete understanding of how memory works is a long way off.
a not nearby b in the distant future

2 ... most people are able to remember a telephone number of, say, six digits but not of twenty-six. And that is down to the fact that short-term memory has restricted capacity.
a because of b factually accurate

3 there is debate over how memory works ...
a all around b about

9 Match the words in bold in sentences 1–8 to definitions a–h.

OFF

1 The wedding is **off** – Sarah's decided she wants to wait to get married.
2 What do you think? Smell it. Is it **off**?
3 I managed to get £10 **off** the original price.

DOWN

4 The drop in tourism was **down to** the dreadful weather that summer.
5 We can't use the network this morning. The whole system's **down**.
6 Did you get that **down**? It's really important.

OVER

7 It was stupid of us to argue **over** something so trivial.
8 This town has changed a lot **over** the last ten years.

a due to/the result of
b taken from
c no longer fresh enough to eat or drink
d not working (of a network or computer)
e during/in the course of
f about/because of
g cancelled
h on paper/noted

10 Complete the sentences with one of the phrases from exercises **8** and **9**. Use the words in brackets to complete the expressions.

1 The negotiations continued _____ three days.
2 We're afraid that a solution is _____.
3 He spoke so fast I found it hard _____.
(all the information)
4 When I complained about the service, the restaurant manager _____. (£20 – the bill)
5 Her poor performance in the tournament _____ to a succession of injuries.
6 We turned up at the ground only to find the match _____.
7 I'm sorry I didn't reply to your email, but my internet _____ for three days.
8 The brothers fell out _____ money. They never spoke to each other again.

11a Ask and answer the questions with a partner. Give background information and details or examples where you can.

1 What do you do when the internet goes down in the middle of an important job/assignment?
2 When was the last time you and a friend or sibling argued over something trivial?
3 How would you say you have changed over the past ten years?
4 When was the last time you got something off the price when you were shopping?
5 Do you assume food has gone off after its sell-by date?
If not, how do you know it's off?

b Report two interesting answers to the group.

12.2 Improving your memory

GOALS ☐ Use reporting verbs ☐ Describe research and results

Grammar & Reading reporting verbs

1 Guess which of the items in the photos people claim improve your memory.

2 You are going to read an article which claims that one of the items in exercise **1** improves your memory. Before you read, discuss the questions with a partner.

1 What would make you believe the claims in the article?
2 Which of these people are you more likely to believe: a) scientists, b) doctors, c) friends and family? Why?

3 **TASK** Student A, turn to page 132. Student B, turn to page 138.

4 Read the Grammar focus box and complete the grammatical constructions that follow the reporting verbs with the words in the box.

have object on (x 2) that to

GRAMMAR FOCUS reporting verbs

acknowledge, advise, urge | + object + (not) + [1]_____ + verb

Any observer must ***acknowledge the evidence to be*** *overwhelming.*
Older people should be ***advised to take*** *exercise.*
I would ***urge authorities not to ignore*** *the evidence.*

assert, suggest, claim | + ([2]_____) + clause

It has been ***asserted that there is*** *a link.*
The results ***suggest that older people should*** *take exercise.*

claim | + to + [3]_____ + past participle

Studies ***claim to have found*** *similar results.*

compliment | + object + [4]_____ + object/verb + -ing

I would like to ***compliment Julia Pressel on her post****.*

emphasize, endorse | + [5]_____

Most education systems ***emphasize the importance*** *of music.*
I ***would endorse everything*** *she says.*

insist, reflect | + [6]_____ + object

Her post ***insists on the importance*** *of good teaching.*
They may like ***to reflect on the fact****.*

→ Grammar Reference page 165



5a Read the sentences and match each one to a verb from the box.

claim compliment emphasize insist suggest urge

1 Oh Andrea, that was a great presentation you made at the conference!
2 Please ... never never never believe the advertisements that say that chocolate is good for your memory!
3 Perhaps the management should change the plan?
4 Could I just say once again ... there is a very big need for older people to retain their independence.
5 I absolutely must have Japanese green tea for breakfast!
6 When I was fifteen, I was accepted at a top German university!

b Work with a partner. Report the sentences using the verbs you matched in exercise **5a**.

c **12.3** Listen and compare your answers.

Don't have to _____ / Can be _____

b ... or when they **had their car stolen**.
c ... or the name of your hairdresser when you **need to have**/

Vocabulary & Speaking describing research and results

6 The underlined words, while correct in meaning, are not the words we would use in academic writing. Can you replace them with more academic phrases from the box?

associated with broadly similar ~~have a tendency to~~
noticeable retain substantially

have a tendency to

1 We ~~often~~ remember events that happened ...
2 Exercise may produce other benefits connected to leading a healthy lifestyle.
3 The results correspond with other studies which claim to have found results which are roughly the same.
4 Children studying music usually make much better progress.
5 The links between studying music and improving your memory are clear.
6 There is need for older people to keep their independence.

7a Match the **bold** words in the statements to meanings a–f.

1 In life, if you don't remember the mistakes you make, you'll just **reproduce** them!
2 Memorization is **fundamental** to success in learning a language.
3 Just because a person has a poor memory, this does not **imply** that he or she is not intelligent.
4 It is a basic **principle** that a significant **proportion** of important posts in government and business should be occupied by women.
5 The most memorable films or books are those that are open to different **interpretations**.

a basic/essential
b suggest (something is true)
c part of a whole
d ways something is understood/analysed
e repeat/copy
f a belief/theory (that something is based on)

b Work with a partner. Choose two of the statements in exercise **7a** and discuss them.

PRONUNCIATION stress in word families

- The position of the main stress within a word often changes when the word class changes.
  photograph → *phot**og***rapher → *photo**gra***phic
- This happens especially with suffixes like *-ation* and *-icity*:
  cancel → *cancel**la***tion *e**la***stic → *elas**tic***ity
- With prefixes like *un-*, *in-* or *dis-*, the stress usually stays on the same syllable:
  *sig**nif***icant → *insig**nif***icant

8a Mark the stress on these groups of words. Does the stress move or stay in the same place?

imply → implied → implication
proportion → proportionate → disproportionate
substance → substantial → substantially
associate → associated → association
interpret → interpretation → interpretative
reproduce → reproduction → reproductive
fundamental → fundamentally

b **12.4** Listen and check.

9 Read the blog entry about recalling events and choose the correct options.

When elderly people recall their lives, it is [1] *noticeable / substantial* they find it easiest to remember things that happened between the ages of ten and thirty. This finding has been [2] *retained / reproduced* in a number of studies. But how are we to [3] *imply / interpret* it? The obvious reason is that a large [4] *proportion / criterion* of the exciting and [5] *equivalent / significant* events in life – like graduation, marriage and the birth of a child – tend to happen in your twenties and thirties. While this is clearly true, it also shows a [6] *fundamental / conclusive* misunderstanding of how memory works. A better [7] *principle / interpretation* might be that this is the period of your life when you find out who you are – your attitudes, beliefs and goals – so these memories form a strong part of your identity.

10a TASK Work with a partner. Write a questionnaire about memory to ask other students. Here are some possible topics.

- making learning more memorable
- remembering and the five senses
- early memories
- techniques for remembering important information

Write five questions and three possible answers for each question.

Is your earliest memory from childhood associated with ...?
a) touch b) noise c) vision

b Ask your questions of two other pairs.

c Present your results to the class.

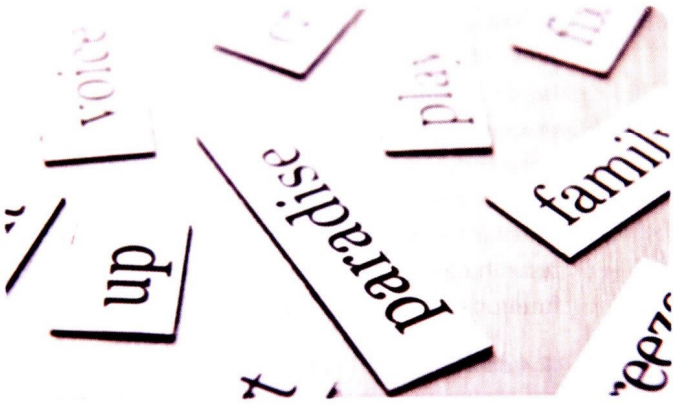
VOX POPS VIDEO 12

12.3 Vocabulary and skills development

GOALS ■ Understand non-standard word order ■ Notice, select and record collocations

Listening non-standard word order

1a **12.5** Listen and write the four statements from language learners about remembering new words.



b Work with a partner. How many statements do you agree with?

c The word order of the statements is different from the standard order. What would the standard order be?

2a What are the differences in the word order of the sentences in the two columns?

1	We found that exercise easy.	That exercise we found easy.
2	I can't tell you how long it took me.	It took me I can't tell you how long.
3	Pronunciation makes learning English words so difficult.	What makes learning English words so difficult is the pronunciation.
4	We'll never know how the man escaped from prison.	How the man escaped from prison we'll never know.
5	That lecture was very interesting.	It was very interesting, that lecture.

b Which word order is more common in informal, spoken language?

3a **12.6** Listen to five people answering the question 'What things do you find difficult to remember?' What were the answers?

b **12.6** Listen again. How would you say the answers in a more conventional style?

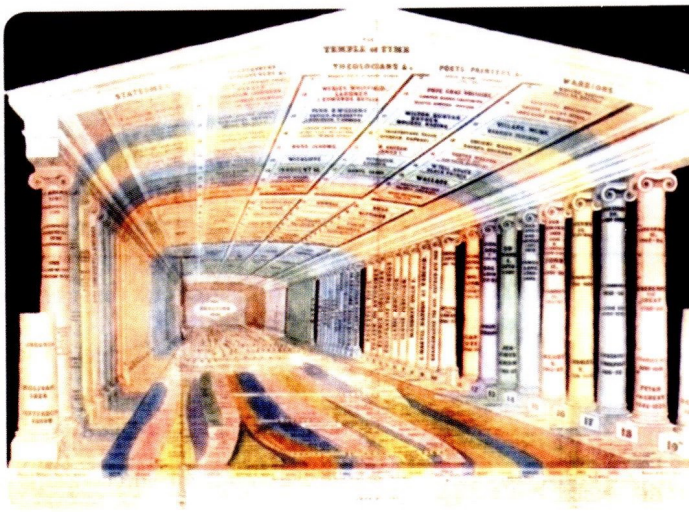
4 Read the information in the Unlock the code box about understanding non-standard word order.

UNLOCK THE CODE
understanding non-standard word order

In spoken English, the word order often changes from the standard subject + verb (+ object) pattern. This may be because

- we want to emphasize certain elements by bringing them to the front:
  ***People's names**, that's what I can never remember.*
- we think of something new in the middle of the sentence:
  *They've been going out for **I don't know how long**.*
- we need to give ourselves more time to think:
  ***What makes** learning English words so difficult **is** the pronunciation.*

5 **12.7** Listen to two students discussing a talk they attended about memorization techniques. What are the four techniques mentioned?



6 **12.7** Listen again and answer the questions.

1 What was the man's overall reaction?
2 What is the example given of something you may want to remember?
3 Did the technique work when the man used it?
4 What was the problem with it?
5 Which part of the talk was the man most enthusiastic about?
6 What did the research show?

7a Work in small groups. Discuss the questions.

- Which of the four techniques you noted in exercise **5** have you used?
- Have you used any others, and what success have you had?
- How do you feel about learning things by rote/repetition?
- Is it easier to learn new words in chunks and phrases? Give examples.

b Decide your top three tips for remembering new vocabulary.

Vocabulary noticing, selecting and recording collocations

8 The phrases in bold in these sentences from exercises **1–6** are common collocations. Can you replace any part of the collocations with another word and retain the meaning?

1 ... you imagine yourself in the house, and when you see the vase, it **triggers** your **memory** of the name of the bone.
2 Yes, but there was only one **source** he **cited**.
3 **A** What did you think about the idea of mind maps?
B It was **good stuff**, that. I use mind maps all the time.

9 Read the information in the Vocabulary focus box about learning collocations.

VOCABULARY FOCUS noticing, selecting and recording collocations

Collocations are extremely common, so keep a record of the ones you learn.

Noticing
Don't forget that collocations are not necessarily found next to each other. For example, in the sentence *The study, published in 2013, was conducted by Ohio University,* ***study*** and ***conducted*** are collocates.

Selecting
Decide:

- which collocations are likely to be useful for you:
  make an arrangement: useful for all learners
  treat an infection: useful if you need to talk about medical matters
- if you need to understand them, or understand and use them.

Recording
Don't record 'weak' collocations (where each part collocates with many other words) like *big house* or *nice car.*

Choose a logical way to organize your store of collocations:

- by topic, e.g. health: *treat a patient, suffer from diabetes, have surgery*
- by a key word, e.g. *MAKE + an arrangement/a mistake/ an appointment; do/carry out/conduct + RESEARCH*

10a Do you agree with these statements? Discuss with a partner.

- I would definitely **download an app specifically designed** to improve my memory.
- Having a **photographic memory** makes studying easier.
- Technology has given us all **a short attention span**, so we forget things more easily.
- **Out of sight, out of mind** – how true that is.
- It's important to have **effective strategies** for learning vocabulary.

b Compare your answers with another pair.

c Which collocations in bold in exercise **10a** would you choose to record?

11a **Noticing:** underline the words in the paragraph which collocate with the underlined words. Remember they may not be next to them.

> The number of apps on the market which help you improve your memory is huge. They range from games where you memorize the shape, colour and position of objects to exercises to improve your photographic memory and increase your reading speed. The main idea behind these apps is that constant repetition will significantly improve your long-term memory. Often the games get faster as you improve. Not much evidence is provided that these apps have the required effect, and my immediate reaction was one of slight scepticism. I wouldn't try to improve my driving simply by going faster!

b **Selecting:** which collocations from the lesson would you consider worth remembering to be able to a) understand and b) understand and use?

c **Recording:** how would you organize these collocations in your vocabulary notebook? Compare your answers with a partner.

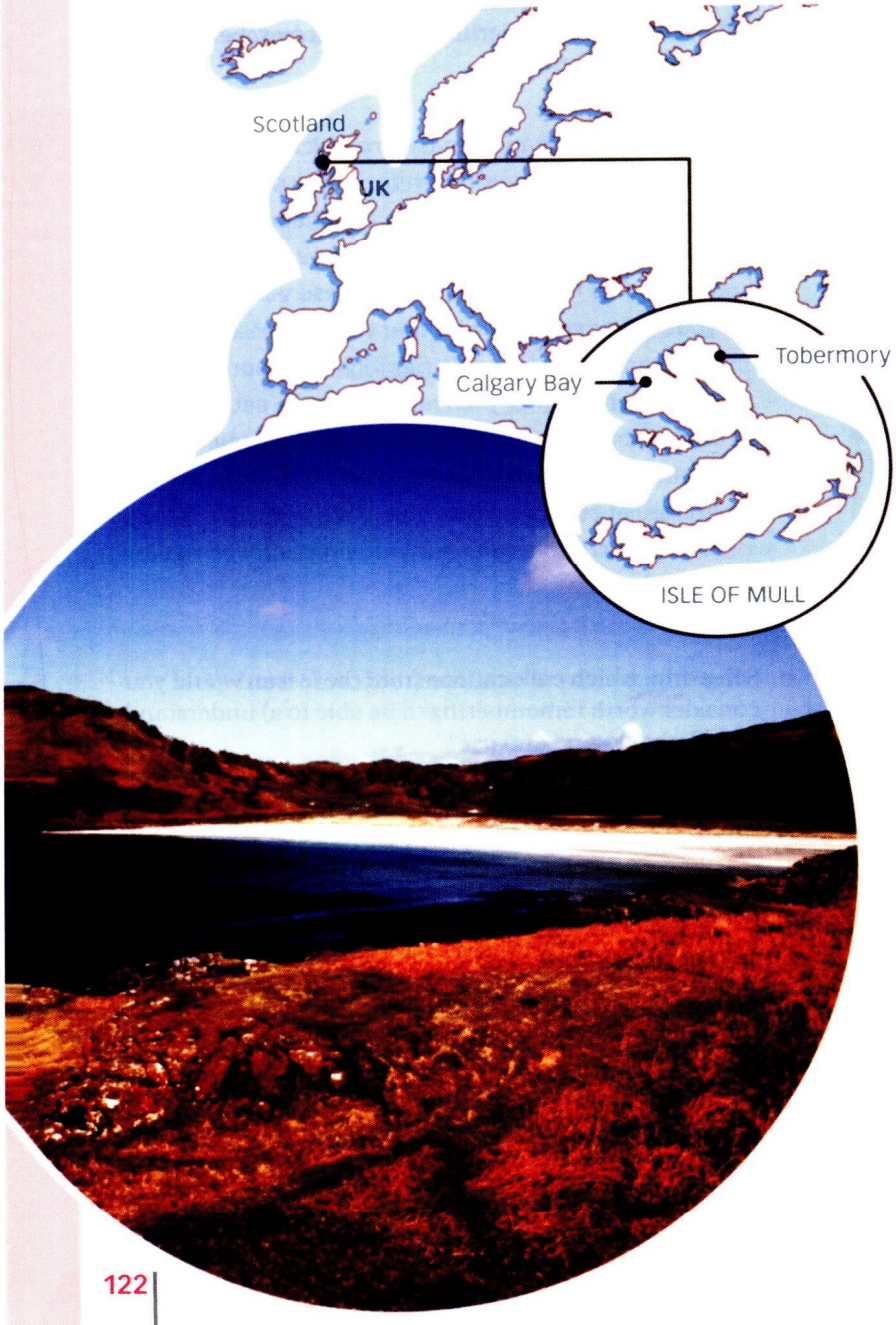
12.4 Speaking and writing

GOALS ■ Talk about a magazine story ■ Write a magazine story

Speaking & Listening talking about a magazine story

1a A recent magazine story, about a man called John Wilson who went swimming in the sea on Mull in the north of Scotland, caught a lot of people's attention. Look at the map and the words from the story in the box and predict what happened.

grandson holiday recognize scary summer
swimming thirty seconds wetsuit



b **12.8** Listen to two people discussing the first part of the story. Were your predictions correct? Reconstruct the story so far.

2 Write the phrases from the discussion in exercise **1b** in the spaces in the Language for speaking box.

a *Wouldn't that (be utterly appalling)?*
b *This was in the summer, was it?*
c *Yes, I reckon it must have been. But the thing is ...*
d *What made it really weird was that ...*

LANGUAGE FOR SPEAKING talking about a magazine story

Speaking

Explaining and commenting on the story
Apparently ...
1 _____
Actually, it didn't say ...

Making the story vivid
Dramatic language
incredibly scary/heart-warming
seriously worrying/upsetting/alarming
particularly disturbing/intriguing
quite horrifying/rather unlikely
really grim/uplifting
Present tense for narrating the story
Cleft sentences – 2 _____

Involving the listener
Did you hear about/read that story about ...?
3 _____

Linkers showing the direction of the story
So where was I?
Oh yes, I forgot to say ...

Listening

Showing interest, prompting, checking
That must have been (really alarming)!
No, what was that? So what happened next?
Tag questions with affirmative in both parts –
4 _____

3a **TASK** Work with a partner. Student A, turn to page 133. Student B, turn to page 139.

b Tell your story to your partner, using phrases from the Language for speaking box where appropriate. Your partner should ask questions.

Reading & Writing a magazine story

4 Read the conclusion to the story. What happened? What was the cause of Mr Wilson's loss of memory?

HOME › LIFE & STYLE

Horror-stricken, his wife Barbara thought he'd had a stroke and called for an ambulance. He was rushed onto the next ferry and installed in the ship's sick room until it docked in Oban and an ambulance took him to the hospital. Although he felt perfectly well, he was still somewhat confused by the whole situation.

But when Mr Wilson saw the consultant, he was very clear in his diagnosis. Thankfully, he had not had a stroke; he was suffering from something called transient global amnesia. It's a condition that usually affects older men and immersion in cold water is one of its most common triggers. The doctor said the episode would probably last somewhere between eight to ten hours, after which the condition would gradually improve. It was very unlikely there would be long-term effects and little likelihood of a return as long as he kept out of very cold water. The consultant offered to keep Mr Wilson in overnight but said it wasn't necessary, and he was right, as the amnesia began to fade within hours. 'The first memories I formed were a snapshot of the doctor's face and the feeling of the strap round my forehead in the scanner. On the ferry back, I was still asking the same questions again and again, each time remembering a little bit more. It was like coming round after an anaesthetic – I was disorientated and felt distanced from everything.'

The next morning, he was exhausted but operating normally. A few days later, they stopped at a pub where he was embraced by a paramedic in uniform. 'Well, how are you?' she asked. 'Well, who are you?' Mr Wilson replied. He didn't recognize her at all but worked out that she must be the one who had fetched him from Calgary Bay.

Looking back, Mr Wilson recognizes that this whole episode had been very frightening for Barbara and his grandson, but, now fully recovered, he himself finds the whole episode quite funny.

5 Read the story again and find one example of each of the following typical features of news stories.

1 quoting
2 reporting
3 past simple to narrate the main events
4 past perfect for events previous to the main events
5 future in the past/events in the future seen from the past
6 a single-sentence paragraph
7 a summary noun to refer back to whole section of the preceding text
8 a comment adverb at the start of a sentence

6 Read the Language for writing box. Match 1–7 with a–g.

LANGUAGE FOR WRITING magazine stories

Organization and content
Use the answers to the questions *Who? What? Where? When? Why? How?* to help decide the content

- Key information at the start
- Early sections set the scene and give background
- Detail comes later
- Comments from participants towards the end

1 Present perfect at the start for the 'news'
2 Past perfect for the background and previous events
3 Future in the past
4 Multiple adjectives and nouns before the head noun
5 Direct quotes from the participants
6 Indirect speech to report what the participants said
7 Metaphors and idioms to give the story more impact

a *He and his grandson were going to spend the day on the beach.*
b *Mrs Wilson described how frightened she felt.*
c *The nightmare swim resulted in a stay in hospital.*
d *sixty-seven-year-old retired grandfather*
e *A man has gone swimming and lost his memory.*
f *'I was disorientated and felt distanced from everything.'*
g *He'd arrived in Scotland a few days before he went swimming.*

7a TASK Work with a partner. Choose one of the stories from exercise **3a**. Write a magazine story together about it, or write a story about memory that you have heard of or read recently.

b Read another pair's story. Tell them which parts of the story you like best.

12.5 Video

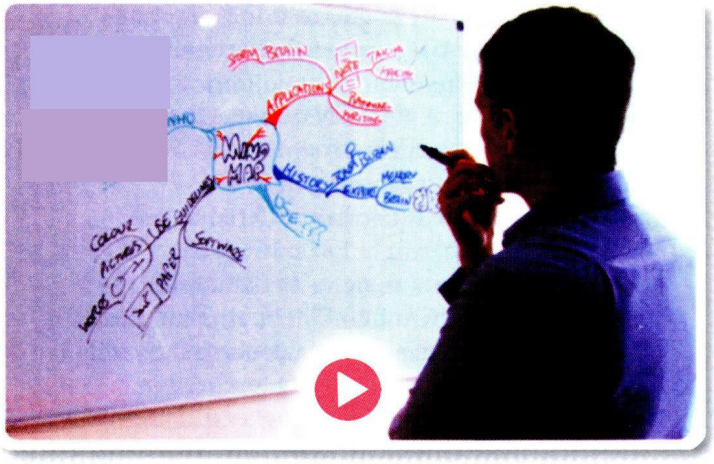
How to train your memory



1 Work with a partner. Make a list of techniques that you use, or have heard of, to remember items like words or phone numbers. Use the photos to help you.

2 Work with a partner. What might the expressions in bold mean?

1 There are problems with the brain and illnesses that can cause a **shortfall in their memory.**
2 I've forgotten where I put my keys. My memory **must be going.**
3 It's a **concentration thing.**
4 You can create a **filing system in your mind.**
5 The process (of mind mapping) will **create a memory trace** that is more than if you just copied.



3 ▶ Watch the video. How many of your ideas from exercise **1** are mentioned?

4 ▶ Watch the video again. Are the statements true (T) or false (F)? Correct the false ones.

1 Michael Tipper first thought about creativity and learning to think when he worked with children.
2 People often blame their poor memory when the true reason for forgetting was a lapse in concentration.
3 The techniques for remembering things depend on what kind of brain you have.
4 The two key points about memory techniques are imagination and association.
5 It doesn't matter what the images you create are like.
6 Many people forget names because they are particularly difficult to remember.



5a Work with a partner. Test out Michael Tipper's room technique. Imagine that you want to remember the ten items in the box. Student A, study the words carefully for two minutes and try to remember them. Student B, use the 'rooms' technique.

concrete dangerous donkey fish film director love
lightbulb Mount Everest tree William Shakespeare

b Without talking to each other, write down the ten items in the box from memory. Compare your lists. Did the 'rooms' technique make any difference?

Review

1a Complete the sentences with the correct form of *have* + object + past participle.

1 My teeth hurt, so I decided to _____ (check).
2 We _____ (weekend spoil) by his bad behaviour.
3 Maria _____ (job application not accept).
4 Have you ever _____ (heart break)?

b Complete the sentences with the correct form of *have* + object + verb or *-ing*.

1 I _____ (not/smoke) in my house!
2 We _____ (our old dishwasher/ remove/the council).
3 **A** Mr Jones is here.
B _____ (wait) in reception for five minutes.
4 After just a few kilometres, we _____ (pour smoke) out of the engine.

c Rewrite sentences from exercises **1a** and **b** with *get* if you can.

2 Write a report of the manager's speech using the verbs in brackets.

The manager emphasized ...

'Our staff are really committed, ([1] emphasize), and I would like to say congratulations in particular to Jon because he has been accepted by the head office training academy ([2] compliment). I really think all personnel should apply to the academy for extra training ([3] urge). In the coming year, the company will fight for every last customer ([4] assert), although I know that market conditions are very tough and the task will be difficult' ([5] acknowledge).

3a Complete the text with the correct words.



Recent research has provided evidence that the proportion [1]_____ scientific papers which are fraudulent (by which we usually mean that the data was invented) is increasing. Since honesty is fundamental [2]_____ scientific and medical research, this is shocking. But is it surprising? The statistics are open [3]_____ interpretation, and there is some debate [4]_____ why fraud is on the increase. One view is that fraud is usually [5]_____ to the increased need on the part of scientists to have their work published. Another is that fraud is closely associated [6]_____ the constant search for funding. At any rate, although we may like to insist [7]_____ total academic honesty, a significant improvement in the level of fraud is probably a long way [8]_____.

b Complete the sentences with collocations from the text in exercise **3a**.

1 Most scientific theories are _____ interpretation.
2 I can't believe the _____ about the increase in academic fraud.
3 I would love to have a _____ published in a journal.
4 It's clear that certain diseases are _____ your lifestyle ...
5 ... and unfortunately, where I live, these are not decreasing – in fact they're _____.
6 Exercise programmes might be one way to produce a _____ in people's health.

c Work with a partner. Which of the statements in exercise **3b** do you both agree with?

4 **12.9** Listen to six pairs of sentences. Does each pair of sentences have the same or a different meaning?

Communication

1.2 Student A
Exercise 9

You work for a company that is becoming global. The company wants to expand into several markets. Your team has been tasked with finding out some important business information about the three countries where there is a possibility of building important markets.

1 Look at the information about your country.
2 Decide what you are going to tell the other members of your team. Be prepared to talk for at least a minute, and to answer questions.
3 When you have finished, listen to the two other presentations. Ask at least one question to get more detailed information.
4 Decide which country you think your company should go to first. Give reasons.

JAPAN

- Building relationships is essential – if the relationship isn't good, you won't get the business.
- Show respect for age and expertise – in fact, you may find that a team with older people in it is more successful.
- Be polite and respectful at ALL times – never show annoyance or impatience. Never be arrogant or overly self-confident.
- Decisions are not made quickly – there must be a lot of discussion and consensus.
- Make sure you have translators with you – misunderstanding occurs easily.
- In general, Japanese people do not like to say 'no', so it is sometimes hard to understand which decision has been taken.

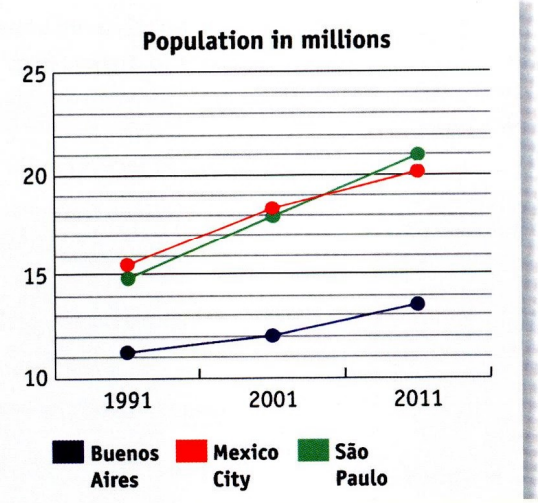


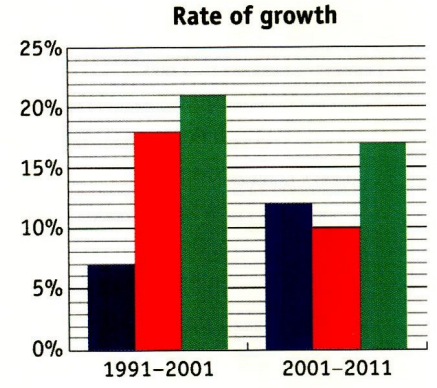
1.4 All students
Exercise 4

a Look at the information about population change in three megacities in Latin America. Summarize the information with a partner.

■ **megacity** noun /ˈmegəˌsɪtɪ/: a very large city, typically one with a population of over ten million people

In 2013, there were 24 megacities in the world including four in Latin America.





b You are going to write a report about the information. What information will go in each of these sections?

- Introduction
- Body of the report
- Conclusion

c Write the report.

1.4 All students Exercise 8

a Consider which of the following to include:

- population and size of the city/town
- transport infrastructure
- housing
- work, shopping, entertainment and sporting facilities
- green spaces
- way of life.

b Make notes on each of the points in exercise **6** on page 13.

c Select some approximating expressions from the Language for speaking box to include.

d Think how to make your talk interesting, for example by giving specific examples, etc.

AUSTIN, TEXAS



Capital of Texas, USA. One of America's fastest-growing cities.

Population in 1960: 186,545

Population in 2013: 885,400

University: Opened in 1883. **Enrolments in 1970:** 39,000; **Enrolments in 2014:** 51,313

Public transport: 88 bus routes. 2010 – new commuter rail network opened. 51 km of new rail lines.

Cycling: 130 km of bike lanes; 2% of commuters cycle to work

Green spaces: 15% of city is green space – 206 parks, 26 green belts.

2.2 Student A Exercise 8

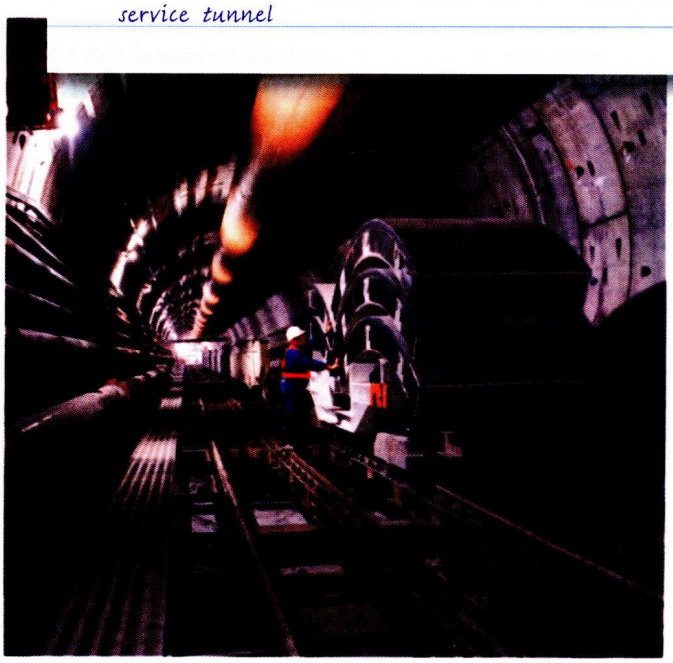
a Read the information on the Channel Tunnel. Prepare to tell your partner about the tunnel, covering:

- the type of construction
- its location and why it was built
- any problems experienced
- its importance and how people feel about it now.

b Tell each other about your constructions. Try to find two things they have in common and two differences.

The Channel Tunnel

- *an under-sea tunnel connecting France and England; previously people could only travel by plane or ferry*
- *Construction started: late 1970s*
- *Tunnel opened: 1994*
- *Length: 50 km*
- *Cost: £4.65 billion*
- *Problems during construction: financial difficulties; working in two languages; two different sets of laws; ensuring the two tunnels (from England and France) would meet in the middle*
- *Problems since construction: fire, extreme weather conditions (the tunnel had to be closed for a while)*
- *Journey time: 26 minutes in the tunnel; 35 minutes from terminal to terminal*
- *People's reaction: it's now considered a convenient way to travel quickly from England to France*
- *Number of tunnels: three – two rail tunnels and one service tunnel*



Student A
3.2 Exercise 6

You are a famous sportsperson (choose your sport). You are going to take part in an interview for a television programme called *Success At Last!* Read your information and be prepared to answer the questions the interviewer asks you about how you have overcome failure/problems in your role. Use phrases to do with success and failure from page 29.

- at school, you were very successful, winning lots of competitions, championships and medals
- at seventeen, you turned professional and joined a team
- your first season was very successful and you won the 'Young Sportsperson of the Year' award
- at the beginning of your second season you had a really bad injury and couldn't play for over a year
- it was very difficult for you in lots of ways and it has taken a long time for you to get back enough strength to be able to play in the team again

Student A
4.1 Exercise 11

a Work individually. Draw a blank 2 x 3 grid in your notebook. Follow the instructions and write your answers in the corresponding boxes in your blank grid.

Write something you are responsible for at home.	Write the name of someone you can count on when you have a problem.	Write something you were to blame for as a child which you didn't own up to.
Write an adjective to describe how you would feel if you were offered a new responsibility at work.	Write the name of someone you answer to at work or where you study.	How many people are you responsible for in your life?

b When you are both ready, show your partner the completed grid in your notebook (answers only). Your instructions were different. They can only answer 'yes' and 'no' until you guess correctly.

c Ask at least two more questions to find out more details. Report back one interesting fact to the group.

Student A
4.2 Exercise 10

You are a journalist who is writing a series of articles about how the elderly are treated in different parts of the world. You are interviewing a researcher who is going to tell you about what happens in Asian cultures. Write questions to find out about:

- the traditional way the elderly were/have been looked after in many Asian cultures
- changes that have been happening over the past decades
- reasons for the changes that have been happening
- specific statistics about changes in elderly people's lives
- what certain governments are doing about the changes.

All students
4.4 Exercise 3a

The only way to keep journalism responsible is through strict control of the way journalists operate.

In recent years, the notion of the right of individuals to privacy has often been in conflict with the rights of the press to inform the public fully and without restriction. In an age when news is reported in a matter of minutes, there is often little time to consider ethics, as journalists race to publish their story first. Is complete freedom of the press either possible or desirable in this day and age?

We are all aware of the problems caused by some journalists in recent years. Their aggressive practices invade not only the lives of public figures, but also those of ordinary people. Moreover, it seems there are currently few limits on what they are prepared to write about: health problems, lifestyle preferences and appearance are all subject to journalistic scrutiny and exposure. An advantage of regulating the work of the press would be a reduction in such unethical practices as examining the contents of family dustbins or making contact under an assumed identity in order to get a story.

Nevertheless, there are many who feel that freedom of information is more important. Any call for tighter control over the press has additional consequences: a major disadvantage of imposing legal restrictions on journalists is that it limits freedom of speech and would result in censorship, which could all too easily be subject to political control or abuse.

On balance, it would seem that the arguments against controlling the press outweigh the potential improvements in terms of the protection of the lives of individuals. In an ideal world, responsible and ethical journalistic practices should be sufficient to control the situation.

Student A
4.4 Exercise 8b

You are the mayor. It is your job to get the best solution for your town, taking a full range of environmental, economic and social factors into account.

You are also responsible for organizing the discussion:

- call on each person to identify themselves
- ensure all parties get an opportunity to express their views
- encourage opposing groups to negotiate
- try to get everybody to reach a consensus.

What the others don't know: You know that this issue has the potential to be a big vote-winner or loser for you. With elections next year, getting the most popular decision is your priority.

Make some notes on how to organize and chair the discussion.

5.1 Student A
Exercise 5

a Choose a theme: fashion, work, transport ...
Add the correct word to complete each expression, then complete the sentences with your ideas.

1 I quite like the way in _____ ...
2 The reason _____ people ...
3 Young people in my country used to ... instead of _____ today ...

b Work in pairs. Read your examples and explain your reasons.

5.2 Student A
Exercise 8

You are the inventor of the following solar-powered device. You are competing with Students B and C (also inventors) to get Student D, an investor, to give you money to develop and produce your invention. Think of reasons why this is a good investment.

Solar backpacks are environmentally friendly mobile generators, equipped with a lithium battery that has the capacity to power mobile phones, MP3 players and laptops anywhere and anytime.



6.2 Students A and B
Exercise 10

a Complete the text with phrases from page 59, exercises **8** and **9**.

Case study 1: Michaela

Michaela works as a personal assistant to Hannah, the CEO of a large company. Her main duties are to organize Hannah's diary, check emails and post for important issues, and follow her boss's instructions from the previous day. She also has to arrange in-house meetings and oversee Hannah's travel itinerary. She works from 8.00 a.m. to about 6.30 p.m. She often feels quite [1]_____ at the end of the day, as Hannah is a fairly [2]_____ boss, and Michaela almost always goes the whole day without a break, eating her lunch at her desk. She gets home at 8.00 p.m., has dinner, falls asleep in front of the TV and then goes to bed. She has very little chance to [3]_____ during the week. She certainly feels [4]_____ most of the time, and has difficulty sleeping. She wishes she could [5]_____ for a couple of weeks, but she is sure that if she does so, the whole company will collapse!

b Discuss the case together, and come up with three recommendations as to what Michaela should do. Be prepared to explain your case, and your recommendations, to Students C and D.

7.2 Student A
Exercise 8a

a Write one-word answers to the following:

1 something you would rather hadn't been invented
2 a film you wish you'd seen when it came out
3 something you wish people wouldn't do
4 something you wish you'd learnt when you were younger
5 the name of a famous artist or writer you wish you could meet or could have met

b Ask Student B about their answers. Ask questions to find out more information about each.

7.4 Student A Exercise 5

Work with a partner. Do two of the negotiations below. Use as many of the phrases from the Language for speaking box on page 72 as you can.

Negotiation 1 You are two friends deciding where to take a third friend for a farewell dinner before s/he departs for a job abroad.

You would like the occasion to be memorable and special, perhaps in an up-market restaurant. You don't mind spending up to £60 per person.

Negotiation 2 You are two neighbours. Try to come to an agreement about the issues below.

Your neighbour has been living next to you for three months. She/he is a reasonable person, and you have always got on well. But now she/he has started to hold noisy parties until the early hours several nights a week. This disrupts your sleep, and irritates you a lot. Try to get her/him to stop or cut down the parties, but without alienating her/him, as you have to live next to each other for the foreseeable future!

Before you start your negotiation, think of reasons to back up your position, and possible 'fallback' positions.

Negotiation 3 You are two close colleagues deciding on the day and time of a vital in-company meeting to decide next year's advertising budget.

You would like the meeting to be in a week's time, to give the participants a chance to prepare properly, and in the morning, as afternoon meetings tend to be less productive.

8.3 Student A Exercise 6d

Situation 1

You are the manager of an office. Several of the employees have come to complain to you about the behaviour of another employee, Chris. They feel he/she behaves inappropriately, standing uncomfortably close and generally speaking too loudly when they are trying to work. You need to talk to him/her about this delicate situation. He/She is probably unaware of the problem. Use questions from exercise **6c** on page 81 and others to discuss the problem.

Situation 2

You are Alex, a shop assistant in a clothes shop. You think some of the customers are very demanding. So is your boss who, for some reason, has asked you to a meeting.

8.4 Student A Exercise 3

a Look at the photos. They show three situations in which people might feel nervous. Talk about two of the photos. Compare and contrast the situations and say how you think the person might be feeling. Say which of the two situations you would least want to be in and why.



b Show your photos to Student B. Do the task. Then change roles. While Student B is speaking, note language they use to speculate and to compare and contrast.

c After speaking, listen to your partner's feedback. Did you manage to answer all parts of the task?

9.1 Student A Exercise 2

a Read about Sugata Mitra. Explain his experiments to a partner in your own words.

THE SLUMDOG PROFESSOR

In the late 1990s, educational researcher Dr Sugata Mitra installed a computer with internet access in the wall of a New Delhi slum. Children with no previous knowledge of IT quickly started to play with the computer and in the process learnt how to use it and go online. After the 'Hole in the Wall' experiment, Mitra went on to leave questions for children to research, letting them decide how to do this. In some cases, this involved the children first using the computer to learn English. Mitra decided that learning was more effective when children had no teacher to ask and also had to share the computer, because this promoted self-instruction and sharing of knowledge. Later, he set up 'The Granny Cloud'– a network of online non-experts to whom the children reported their discoveries. The 'Granny's' role was simply to listen, praise and encourage. Recently, he has established various 'Schools in the Cloud', learning laboratories where children can work using internet resources in a Self-Organized Learning Environment.

His work has won prizes and attracted a lot of attention, but the long-term success of his experiments has been questioned by some critics.

b Listen to your partner explaining the ideas he/she read about. Ask questions to get as much information as possible.

10.1 Student A Exercise 2a

Read the information about timebanking. Tell your partner:

- what it is
- when it was launched
- why it was set up
- how successful it is
- if there are any problems

Although a seemingly modern idea, the concept of timebanks and time currencies can be traced back to the early nineteenth century. Today, there are a number of complementary monetary schemes around the world, in countries as far apart as Japan, Senegal, Australia and Greece. Timebanking is a means of exchange used to organize people and organizations around a purpose, a reciprocal service exchange where time, not money, is the unit of the currency. For every hour that participants deposit in a timebank, perhaps by giving practical help to others, they can 'withdraw' equivalent help in time when they themselves are in need. They can redeem their hour of service from another participant. In each case, the participants have the advantage of being able to decide what they can offer. Typical services include tutoring, home repairs, childcare and legal assistance. In some schemes everyone's time is equal, so one hour of my time is equal to one hour of your time, irrespective of whatever we choose to exchange, which means timebanks can be used in a huge variety of settings. However, in others, services like those of doctors and dentists are allowed to charge more hours from other participants.

The world's first timebank was set up in 1973 in Japan by Teruko Mizushima. Her idea to set up an alternative way of trading was based on an economy where the work that was done in the community was valued and rewarded. Over thirty-four countries have experimented with timebanks and these include Spain ('banco del tiempo'), and Tunisia (Nabta Bank).

Timebanking is not without its critics. Criticisms levelled at the idea include the loss of tax income to local and national governments (in some countries as no cash is exchanged no tax can be levied), but perhaps the most obvious is the effect on small local businesses which find their markets shrinking or even disappearing. Another point is that the services which are available in any area may not be the ones that people actually require.

10.4 Student A Exercise 4

You are going to spend a day in the city of Metropolis with Students B and C. Here is some information about the city. Use the information to plan the day. You should all agree to the same programme. Include: what to see, where to eat at lunchtime and in the evening, how to get around.

Make sure you use the phrases in the Language for speaking box on page 102.

Spoke to Antonio about going to Metropolis. He said:
Large city – don't try and do more than 1–2 things on one day
Buy one-day all-in ticket for transport system
Central Market – a real rip-off. Avoid at all costs!

Metropolis Gallery of Modern Art – world-class collections from 1910 to present day. Entrance free. Café and shop.

Old Town – full of interesting medieval streets, trendy bars and cafés, ancient churches, tiny tree-lined squares

11.1 Student A Exercise 7

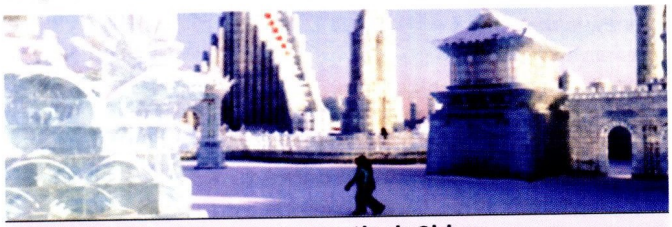
a Read the sentences and use one of them as the start of a story. Work with another Student A to make up a story and try to use two more *a-* expressions in your story.

- They were well aware of the dangers but decided to go ahead anyway.
- My head fell forward and I woke up with a start. I was having great difficulty staying alert.
- Jo hadn't been awake so early in the morning for ages, but it was worth getting up for.

b Now change partners and find a Student B. Retell your story.

11.4 Student A Exercise 5

a Prepare to speak about another Asian festival.



The Harbin Ice and Snow Festival, China

where and when it happens	• Harbin, N.E. China (3h flight from Beijing) • Jan 5–Feb 5, though often opens earlier
the origins of this festival	• Local fishermen made ice lanterns while on the lake; this became a local tradition • First ice festival 1960s • The modern festival started thirty years ago
what happens now	• One of the four biggest ice festivals in the world; three venues • Visit snow sculptures, ice architecture; some exhibits 50 m tall; sculptures form part of an amazing light show • Tens of thousands of visitors • Also sporting competitions (e.g. skating, sledding), weddings, parties
advice for visitors	• Visit near the start of the festival • Five days is enough to see the highlights • Take extra camera batteries in such low temperatures • Take protective clothing and drink a lot

b Present your festival to the group. Your goal is to convince them to go to your festival. Remember to use different ways to give emphasis.

c Discuss the questions.

- Who gave the most attractive presentation?
- Which festival would you each like to visit and why?

12.1 Student A Exercise 7

Work with a partner. You both have an account of Lisa's biggest job, but each has four pieces of missing information.

Take turns to ask and answer questions to find the differences.

Do not show your text to your partner and do not read the text aloud!

Lisa is a top events organizer. She describes her biggest job.

I'm an events organizer, which means that companies and individuals get me to [1] _____ for them. The biggest event I've ever done was a reception to celebrate the fiftieth anniversary of a famous global brand. We had 2,000 customers and staff arriving at a five-star hotel in Glasgow. Preparations for the event had started months before, and there were so many different things to think about: we had the food prepared by [2] _____, we had flowers flown in from Holland, and we had to get the [3] _____ sorted out. The company's managers were always ringing me up, trying to get me to change the smallest detail, but I ignored them. I won't have the clients [4] _____. Then, the day before the event, I had the hotel ring me up to say there was a problem, and could we change the venue? Luckily, we managed to get it all sorted out and the event went off with a tremendous bang.

12.2 Student A Exercise 3

a Read extract A.

1 What type of text is it?

2 How convincing is the evidence?

Extract A

The volunteers were split into two groups. One group was asked to begin an exercise regime of walking for forty minutes a day, three days a week, while the others were limited to doing simple stretching and toning exercises.

Brain scans and memory tests were performed at the start of the study, halfway through the study and at the end. Scans revealed that the volume of the hippocampus (the area of the brain that makes memories) increased by around 2% in the people who did regular aerobic exercise, compared with a decrease of 1.4% in those who did stretching exercises.

The results suggest that especially older people should be advised to take moderate exercise, which may improve memory, as well as producing other benefits associated with leading a healthy lifestyle. The results correspond with other studies on both humans and rats, which claim to have found broadly similar results.

b Read the extract again and write notes. Then, from your notes, tell your partner the main points of your extract.

c Decide together which extract is more persuasive and why.

12.4 Student A
Exercise 3a and 7a

a Read the notes on the story and prepare to tell it to your partner. You may want to change the order.

footballer woken from a coma after a car crash speaking fluent French

former professional footballer Rory Curtis, 25, suffered serious injuries after crash on motorway 4 years ago

in a coma 6 days → he came round, speaking fluent French. not spoken in twelve years

did not recognize himself in the mirror → convinced was actor Matthew McConaughey

left the hospital Nov 2012 still able to speak French

mother Vera said: – 'so lucky to be alive. We thought – lose him. – all of a sudden wakes up speaking French.'

Curtis treated with experimental drug learnt to walk again after just two months – and playing football again

b Tell your story to your partner.

c Listen to your partner's story. Ask questions to find out more information.

3.2 Student B
Exercise 6

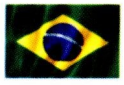
You are a businessman/woman (choose your area of business). You are going to take part in an interview for a television programme called *Success At Last!* Read your information and be prepared to answer the questions the interviewer asks you about how you have overcome failure/problems in your role. Use phrases to do with success and failure from page 29.

- after university, you got a job in a big company and worked there for ten years
- had lots of new ideas, but no one listened; everyone said your ideas wouldn't work
- left the company to set up your own company
- borrowed money from in-laws; you and your family had to live on very little money for five years
- it took quite a long time to develop your idea, but it eventually became successful
- now you are a millionaire

1.2 Student B
Exercise 9

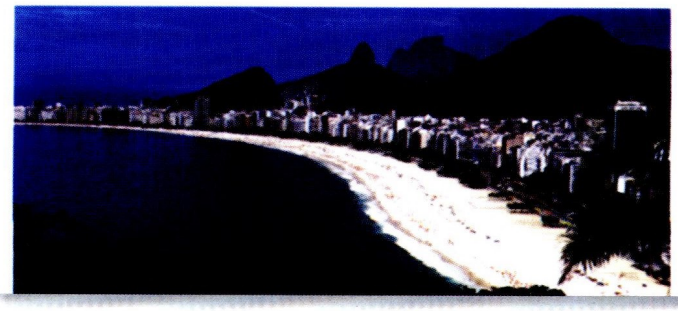
You work for a company that is becoming global. The company wants to expand into several markets. Your team has been tasked with finding out some important business information about the three countries where there is a possibility of building important markets.

1 Look at the information about your country.
2 Decide what you are going to tell the other members of your team. Be prepared to talk for at least a minute, and to answer questions.
3 When you have finished, listen to the two other presentations. Ask at least one question to get more detailed information.
4 Decide which country you think your company should go to first. Give reasons.



BRAZIL

- Strong relationships are the key to doing business in Brazil. Be prepared to put a lot of time and effort into establishing them.
- Meetings are run a little differently. They generally start with some small talk, and even finish that way. It's important not to rush or ignore this stage. Don't start the business discussions before the person running the meeting.
- You won't have much success if you just turn up and hope to see someone. Appointments should be made beforehand, preferably at least two weeks before.
- People tend to place more value on what has been agreed verbally rather than on paper. It's not a great idea to assume that all the information has been taken in from the email. Phone or meet to discuss the issue.
- In Brazil, people stand closer to each other than here, and make very strong eye-contact. If you find this a bit unnerving, you will need to get used to it and not come across as stiff and reserved. Make sure you shake hands with people when you say hello and goodbye.
- A smart appearance is essential if you want to be taken seriously. People do not arrive at work in very casual clothes. Your appearance reflects your status.



2.2 Student B Exercise 8

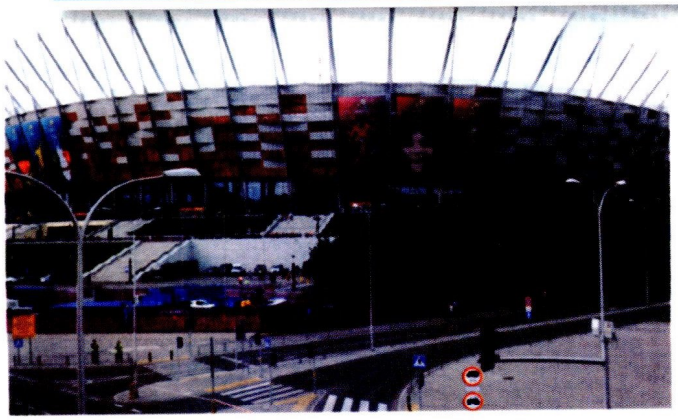
a Read the information on Warsaw National Stadium. Prepare to tell your partner about the stadium, covering:

- the type of construction
- its location and why it was built
- any problems experienced
- its importance and how people feel about it now.

b Tell each other about your constructions. Try to find two things they have in common and two differences.

Warsaw National Stadium
(Stadion Narodowy w Warszawie)

- *a new national stadium built when Warsaw became a host for the Euro 2012 Football Championships. It won the World Stadium Award in 2012*
- *Construction started: October 2008*
- *Stadium opened: January 2012 with a special rock concert*
- *Length: 50 km*
- *Cost: €0.5 billion*
- *Problems during construction: 3 fatalities in 2 separate accidents; delays in the work and some problems with the safety of emergency stairs meant that the first planned match was cancelled; the project cost €460 million and exceeded its budget; engineers had to find a way to raise the central pillar of the roof which is 33 m long and weighs 100 tonnes*
- *Stadium size: over 58,000 seats, the largest football stadium in Poland*
- *Location: on the east bank of the Vistula river, near the city centre*
- *People's reaction: Polish people are proud of the arena, which is used for all types of sporting events and concerts*



4.1 Student B Exercise 11

a Work individually. Draw a blank 2 x 3 grid in your notebook. Follow the instructions and write your answers in the corresponding boxes in your blank grid.

Write something that wasn't your fault, but that you were held responsible for as a child.	Write an adjective to describe how you would feel if you didn't have any responsibilities.	Write the name of someone you consider to be very reliable.
How many people do you answer to at home or at work?	Write something you are in charge of at work or in a free-time activity you do.	Write something you had to take care of when you were a child.

b When you are both ready, show your partner the completed grid in your notebook (answers only). Your instructions were different. Ask your partner questions about what they have written. They can only answer 'Yes' and 'No' until you guess correctly.

c Ask at least two more questions to find out more details. Report back one interesting fact to the group.

4.2 Student B Exercise 10

You are part of a team that has been researching into how societies look after different groups of people. You have done some research on the elderly in Asian cultures. You are going to be interviewed by a journalist, so you have some notes from your research which you will use as the basis for your answers.

- traditionally, in many Asian cultures – old age: respected + celebrated
- until recently/no elderly relatives living in residential care or alone.
- lived in family home – cared for by the younger generation
- however/change fast
- many people move to cities to work – becoming common for elderly to live on their own
- Japan: five million older people + live alone
- China: law passed recently highlighting need to care for the elderly
- those who fail to do so can be punished with a fine or even prison

4.4 Student B Exercise 8b

You represent an environmental group. The development of tourism will place a strain on local water supplies, significantly increase the risk of water pollution, and threaten the habitat of various marine birds. Your group is keen to ensure that any development takes environmental considerations into account.

What the others don't know: You personally care a lot about this area, but your environmental group doesn't have a lot of resources to fight here as they are fighting a larger campaign in a different part of the country.

Make some notes on your arguments.

5.1 Student B Exercise 5

a Choose a theme: fashion, work, transport ...
Add the correct word to complete each expression, then complete the sentences with your ideas.

1 I clearly remember the day _____ I ...
2 I'm not happy about the extent to _____ people ...
3 It's got to the point _____ I ...

b Work in pairs. Read your examples and explain your reasons.

5.2 Student B Exercise 8

You are the inventor of the following solar-powered device. You are competing with Students A and C (also inventors) to get Student D, an investor, to give you money to develop and produce your invention. Think of reasons why this is a good investment.



Mobile phone with an integrated solar panel to provide battery power

7.2 Student B Exercise 8a

a Write one-word answers to the following:

1 something you would rather not have to do at work
2 the name of a famous sportsperson you wish you could meet or could have met
3 someone you wish you saw more often
4 an activity you do regularly that you'd rather not have to do
5 something in your town you think should have been improved, but hasn't been yet

b Ask Student B about their answers. Ask questions to find out more information about each.

7.4 Student B Exercise 5

Work with a partner. Do two of the negotiations below. Use as many of the phrases from the Language for speaking box on page 72 as you can.

Negotiation 1 You are two friends deciding where to take a third friend for a farewell dinner before s/he departs for a job abroad.

You don't think an expensive meal is suitable, as the friend is only going away for three months, not for ever. Also, you are short of money – you really don't want to spend more than £20 per person.

Negotiation 2 You are two neighbours. Try to come to an agreement about the issues below.

You are a student and you have just finished your exams after months of hard work. You now want to enjoy yourself for a bit, and often invite friends round to socialize, often late into the night. You are worried about the noise, but the area of town where you live is full of students and none of your neighbours has ever complained. But now your neighbour seems unhappy. Try to make sure you can still have your parties, but without alienating her/him, as you have to live next to each other for the foreseeable future!

Before you start your negotiation, think of reasons to back up your position, and possible 'fallback' positions.

Negotiation 3 You are two close colleagues deciding on the day and time of a vital in-company meeting to decide next year's advertising budget.

You would like the meeting to be as soon as possible, even tomorrow, as the budget needs to be decided quickly, and too much preparation will be a waste of valuable time. You think a meeting over lunch and into the afternoon is best, as people need the morning to deal with urgent matters.

8.3 Student B Exercise 6d

Situation 1

You are Chris, an office worker in a large company. You feel you have a great relationship with all your colleagues and enjoy the relaxed atmosphere at work. Your boss has asked you in for a chat.

Situation 2

You are the manager of an expensive clothes shop. You are concerned about the behaviour of one of the younger employees, Alex. You feel he/she behaves in an unacceptable way with customers, using language which is too informal and body language which is too relaxed, especially given the type of customers you have. You need to talk about this delicate situation and ensure a change in his/her behaviour. Use questions from exercise **6b** on page 81 and others to discuss the problem.

8.4 Student B Exercise 3

a Look at the photos. They show three situations in which people are celebrating. Talk about two of the photos. Compare and contrast the situations and say what you think the people might be celebrating and how they are feeling. Say which of the two situations you would prefer to be in and why.



b While Student A is speaking, note language they use to speculate and to compare and contrast. Then change roles. Show your photos to Student A. Do the task.

c After speaking, listen to your partner's feedback. Did you manage to answer all parts of the task?

9.1 Student B Exercise 2

a Read about Ken Robinson. Explain his ideas to a partner in your own words.

IMAGINATION IS THE SOURCE OF ALL HUMAN ACHIEVEMENT

Sir Ken Robinson PhD is a professor of education and an internationally recognized leader in the development of creativity, innovation and human resources in education and in business. He has worked with governments and education authorities as well as with some of the world's top companies. He has written widely about the creative nature of children and about the importance of creativity in ensuring that businesses and organizations have the adaptability and imagination needed to face new challenges. He has also criticized current systems of education, which he sees as excessively focused on science, technology, engineering and maths and on providing a rigid system which leaves little space to develop other skills and abilities in the individual.

b Listen to your partner explaining the experiments he/she read about. Ask questions to get as much information as possible.

10.4 Student B Exercise 4

You are going to spend a day in the city of Metropolis with Students A and C. Here is some information about the city. Use the information to plan the day. You should all agree to the same programme. Include: what to see, where to eat at lunchtime and in the evening, how to get around.

Make sure you use the phrases from the Language for speaking box on page 102.

Spoke to Emma about going to Metropolis. She said:
Transport is quite poor – takes at least 30 minutes to get anywhere!
Local food is good, quite heavy and meat-based.
Many cheap restaurants. Not much international cuisine.
Good, safe, large parks are great for picnics.

Metropolis Radio Tower – opened in 1998 – 325 m tall – on a clear day you can see for 100 km! Open Monday–Saturday 9.00–21.00

Monsieur Roland's Wax Museum – bizarre collection of figures of celebrities and other strange characters from history – take a selfie with David Beckham or Lady Gaga!

9.4 All students Exercise 5a

Bilingual education in Madrid

Introduction

The aim of this report is to examine Madrid's Bilingual Programme in terms of its origins and the way it works in practice. It will also consider the likely consequences of the programme in the future.

Background

In 2004, the Madrid Regional Government introduced a system of bilingual education in primary schools. This innovation came in response to concerns about the level of language proficiency in the region and poor ratings in international tests.

Practicalities

Children in the Bilingual Programme have two class teachers and study three core subjects in English. Consequently, the foreign language is not just an object of study, but the medium of instruction itself.

Results

It is held by many – particularly the local politicians who introduced this vote-winning measure – that the programme has been an unqualified success. Yet in reality, results are somewhat mixed.

While it's quite clear that the introduction of bilingual education has had a dramatic effect on the language ability of some students and, as a result, performance in official examinations has improved considerably, this has not been true across the board. For one thing, success depends on the linguistic proficiency of parents and their ability to support children at home. And given the limited resources allocated to the programme, the quality of language input inevitably depends to a large degree on the teacher's pre-existing proficiency in English.

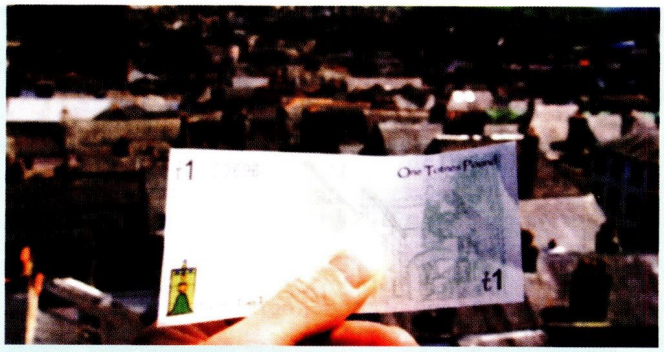
Future developments

The outlook for English is certainly brighter than it was a decade ago. If things carry on as they are, a significant proportion of children are likely to leave school with a good mastery of the language. The development of bilingual secondary schools in the region will help sustain their progress. Granted, the results will not be uniform across schools and the regional government would do well to ensure that this policy does not increase the divide between richer and less affluent areas. On balance, however, the policy is on course to deliver what it set out to do.

10.1 Student B Exercise 2a

Read the information about the Totnes Pound. Tell your partner:

- what it is
- when it was launched
- why it was set up
- how successful it is
- if there are any problems



Another alternative to conventional monetary systems is local currency. One such currency has had a lot of publicity in the UK in the past few years. The Totnes Pound is a digital currency used in Totnes, a small market and tourist town in south-west England with a population of under 8,000. Set up with the equivalent value to one pound sterling, the Totnes Pound is backed by sterling held in a bank account.

The scheme was launched in 2007, as part of a green initiative called Transition Towns, which advocates self-sufficiency by strengthening the economies of small communities like Totnes. The scheme's intended benefits include building up the local economy by keeping money circulating in and around the area; encouraging people to buy local foods, goods and services and thus reduce food and goods airmiles; and encouraging tourists to use local businesses rather than heading off to the bigger towns and cities.

More than 120 local shops accept the currency, and it is easy to pay by mobile phone without the need for people to use physical cash. Transactions are carried out via text message and the money is transferred immediately to the shop's account.

In 2014, the scheme was extended by the issue of notes of £5, £10 and £20, with more than £12,000 ($18,000 or €17,000) worth of local currency issued.

Totnes is just one of several UK towns to have set up similar schemes, with the aim of keeping money within the local economy, rather than have it 'disappear' to national or international companies. Similar projects have taken off in Ireland, Canada, Mexico, the USA and Italy, with over 1,000 schemes in more than forty countries. However, there is considerable debate about whether they are a positive development or not. Some of the most severe criticism comes from the more radical section of the green movement, which feels the idea is becoming too commercially orientated and is not true to its green roots.

11.1 Student B Exercise 7

a Read the sentences and use one of them as the start of a story. Work with another Student B to make up a story and try to use two more *a-* expressions in your story.

- I knew I wouldn't be able to convince George to believe me, let alone get him to agree to my suggestion.
- They always tried to treat the twins alike, but it was clear who the favourite was.
- It was experiences like this that made him feel completely alive.

b Now change partners and find a Student A. Retell your story.

11.4 Student B Exercise 5

a Prepare to speak about another Asian festival.



The Naadam Festival, Mongolia

where and when it happens	• Ulaanbaatar, Mongolia • July 11–13

the origins of this festival	• Started in thirteenth century to
	  • celebrate community
	  • honour mountain gods
	• Also a time for Genghis Khan to select soldiers
	• Re-started in the 1990s
	• The name means 'the three games of man'

what happens now	• A countrywide sports festival with three sports:
	  • Wrestling (men only) – up to 1,024 competitors; no time limit; no size classification; the winner sings a victory song
	  • Horse racing – 30 km from Ulaanbaatar; 15–20 km long; riders are 5–13 years old
	  • Archery – 10-person teams, shooting at a target up to 75 m away

advice for visitors	• Get there for the opening ceremony on 11 July • Take photos of amazing traditional costumes • Take extra camera batteries in such low temperatures • Take protective clothing and drink a lot

b Present your festival to the group. Your goal is to convince them to go to your festival. Remember to use different ways to give emphasis.

c Discuss the questions.

- Who gave the most attractive presentation?
- Which festival would you each like to visit and why?

12.1 Student B Exercise 7

Work with a partner. You both have an account of Lisa's biggest job, but each has four pieces of missing information.

Take turns to ask and answer questions to find the differences.

Do not show your text to your partner and do not read the text aloud!

Lisa is a top events organizer. She describes her biggest job.

I'm an events organizer, which means that companies and individuals get me to organize parties, conferences or product launches for them. The biggest event I've ever done was a reception to celebrate the fiftieth anniversary of a famous global brand. We had [1]_____ arriving at a five-star hotel in Glasgow. Preparations for the event had started months before, and there were so many different things to think about: we had the food prepared by a top Japanese chef, we had flowers flown in from [2]_____ and we had to get the security sorted out. The company's managers were always ringing me up, trying to get me to [3]_____, but I ignored them. I won't have the clients interfering too much with my work. Then, the day before the event, I had [4]_____ to say there was a problem, and could we change the venue? Luckily, we managed to get it all sorted out and the event went off with a tremendous bang.

12.2 Student B Exercise 3

a Read extract B.

1 What type of text is it?

2 How convincing is the evidence?

Extract B

I would like to compliment Julia Pressel on her post, which rightly insists on the importance of good teaching in our schools. I would endorse everything she says. But why, oh why, are we ignoring the benefits that music can bring? I know from personal experience that children studying music usually make substantially better progress, and it has been asserted in several studies over the past few years that there is a noticeable link between studying music and improving your memory. Even the most sceptical observer must acknowledge the evidence to be overwhelming. For this reason, I would urge the teaching authorities not to ignore the evidence which is in front of their eyes and instigate music lessons for all pupils of all ages. If they are in any doubt, they may like to reflect on the fact that most successful education systems around the world emphasize the importance of music.

b Read the extract again and write notes. Then, from your notes, tell your partner the main points of your extract.

c Decide together which extract is more persuasive and why.

12.4 Student B
Exercise 3a and 7a

a Read the notes on the story and prepare to tell it to your partner. You may want to change the order.

Fifty-three-year-old office worker Doreen Cree to climb Mount Kilimanjaro for a second time – because she FORGOT the first time she did it

Doreen – known as Dee – first reached the top of the African mountain 2012

suffered altitude sickness → had to be escorted down by a doctor

her memory blacked out

has five-hour gap in her memory including watching the sunrise from 6,000-metre-high peak

has photographs taken at the top cannot remember

now determined to get the memories back → climbing the mountain a second time

Symptoms of altitude sickness

face swelled up → almost unrecognizable

last thing remember → climbing down

Never got memories back so climbing again

b Tell your story to your partner.

c Listen to your partner's story. Ask questions to find out more information.



1.2 Student C
Exercise 9

You work for a company that is becoming global. The company wants to expand into several markets. Your team has been tasked with finding out some important business information about the three countries where there is a possibility of building important markets.

1 Look at the information about your country.
2 Decide what you are going to tell the other members of your team. Be prepared to talk for at least a minute, and to answer questions.
3 When you have finished, listen to the two other presentations. Ask at least one question to get more detailed information.
4 Decide which country you think your company should go to first. Give reasons.



SPAIN

- Spain's business culture has been going through rapid and fundamental changes. Make sure you are aware of how the organization you are working with is run. Don't make assumptions.
- Business organization is generally based on hierarchy. All decisions are made at the top of the company and rarely delegated. However, internal relationships in a company can often be based on more personal values.
- Managers manage. When they give instructions they expect them to be carried out precisely. They inform the members of their teams on a 'need to know' basis and sometimes even a 'who do I want to know' basis.
- Building a good relationship is essential. Gaining respect is important and this is earned through showing sincerity and good leadership. Without this, the business will not work.
- Meetings are for informing people or giving instructions. They are not usually for open debate on the topic. These sorts of discussions happen elsewhere.
- Punctuality is essential in Spanish businesses. Meetings start on time. Although agendas are used, they are often abandoned, as they can be seen as a bit restricting.

3.2 Student C Exercise 6

You are a writer (choose the type of book you write). You are going to take part in an interview for a television programme called *Success At Last!* Read your information and be prepared to answer the questions the interviewer asks you about how you have overcome failure/problems in your role. Use phrases to do with success and failure from page 29.

- as a child, you wrote lots of stories, but didn't tell anyone
- you went to university and continued writing without telling anyone
- after university, you got a job in an advertising agency writing slogan and adverts
- you got very bored and wrote your first novel
- no one wanted to publish it, so you self-published it, but it wasn't very successful – it only sold 750 copies
- your second novel (also self-published) only sold 500 copies
- with your third novel, you decided if this one is a flop you won't write any more
- the publisher accepts it and it sells 1,000,000 copies, then you sell the film rights for $5,000,000

4.4 Student C Exercise 8b

You are the head of the local chamber of commerce. For years now, the area has suffered from increasing levels of unemployment, and young people have been leaving to try and find work elsewhere. The resort could have a dramatic impact on employment and the town, and be a magnet for new investment.

What the others don't know: You have read an unpublished report from the regional government about the cost of providing medical and social services in this increasingly ageing town. They have plans to cut the health budget by 20% unless income can be generated.

Make some notes on your arguments.

5.2 Student C Exercise 8

You are the inventor of the following solar-powered device. You are competing with Students A and B (also inventors) to get Student D, an investor, to give you money to develop and produce your invention. Think of reasons why this is a good investment.

Solar ovens are a valuable addition to many rural communities in developing countries that are too remote to receive gas or electricity supplies.



6.2 Students C and D Exercise 10

a Complete the the text with phrases from page 59, exercises **8** and **9**.

Case study 2: David

David lives with two flatmates, Peter and Harry. All three are studying to become doctors. After about a month, his flatmates' behaviour is [1]_____ David's [2]_____ and this is starting to affect his work and studies. Peter and Harry take a very [3]_____ attitude to life, and David often finds them [4]_____ the apartment when he comes back home – watching TV or playing computer games. They often invite friends over to their house for a noisy [5]_____ which goes on long into the night and drives David [6]_____. They leave the apartment in a mess, which David feels he has to clear up. The result of all this is that David is now a [7]_____ and can't concentrate on anything. His coursework is suffering, and his grades are getting worse.

b Discuss the case together, and come up with three recommendations as to what David should do. Be prepared to explain your case, and your recommendations, to Students A and B.

10.4 Student C Exercise 4

You are going to spend a day in the city of Metropolis with Students A and B. Here is some information about the city. Use the information to plan the day. You should all agree to the same programme. Include: what to see, where to eat at lunchtime and in the evening, how to get around.

Make sure you use the phrases from the Language for speaking box on page 102.

Spoke to Hiroshi and Nadia about going to Metropolis. They said:
Not a good city for walking – distances are huge, it's v. crowded and lots of pickpockets.
Parks are very large and green, but a long way from city centre.
The wax museum is great, but don't expect the wax figures to actually look like the people they represent!!!

Roman amphitheatre – built in early second century – one of the largest in the world outside Europe – open every day 9.00–13.00 – concerts every Saturday evening.

Central Market – full of interesting stalls with second-hand and retro clothes, cheap antiques, souvenirs and other goods (watches, jewellery, glassware).

11.4 Student C Exercise 5

a Prepare to speak about another Asian festival.



The Basant Kite Festival, India and Pakistan

where and when it happens	• Across the Punjab in Northern India and parts of Pakistan • Normally January or February
the origins of this festival	• A seasonal festival to mark the start of spring • Traditionally involved flying kites and holding markets • Goes back to the eighteenth century • It's a festival in different religions (Hindus, Muslims and Sikhs all celebrate it)
what happens now	• People in many areas wear yellow clothes and eat rice coloured with saffron; houses are decorated with yellow flowers • Kite-flying competitions • Singing and dancing are part of the celebration • Fairs and markets
advice for visitors	• Go and look at the incredible kite markets • Take photos of amazing traditional costumes • Watch some of the kite-flying competitions

b Present your festival to the group. Your goal is to convince them to go to your festival. Remember to use different ways to give emphasis.

c Discuss the questions.

- Who gave the most attractive presentation?
- Which festival would you each like to visit and why?

3.2 Student D Exercise 6

Student D, you are the interviewer. You are going to take part in an interview for a television programme called *Success At Last!* You will be interviewing the successful people: a sportsperson, a business person and a writer. Use phrases to do with success and failure from page 29.

Think of five or six questions you can ask each person to find out how they overcame failure/problems to achieve great success. You could ask about:

- their early life
- what dreams they had
- how they started their working life
- what difficulties they overcame
- how they knew when they were a success

Decide whether to ask each person the same question in turn, or whether to ask one person several questions, and then move on to the next interviewee.

4.4 Student D Exercise 8b

You are the director of a chain of holiday resorts. Constructing in this area represents a fantastic opportunity for your business, and you are keen to build a large complex with over 500 beds. Your company stands to make a lot of money here, and you are very keen to come away with a positive outcome.

What the others don't know: You are aware of the ecological impact the plan could have and are prepared to make a substantial donation to local environmental groups to avoid their opposition.

Make some notes on your arguments.

5.2 Student D Exercise 8

You are an investor with an interest in solar-powered technology. You have invited three inventors to come and present their latest ideas, but you can only invest in one project. Prepare questions you can ask about the invention, the means of production and how the product can be promoted.

Grammar reference

1.1 Comparing

GR1.1

1 The USA is **almost as** big **as** Canada.
2 The SR4 model is **slightly less expensive** than the SF4.
3 I haven't got nearly **as many friends as** I used to have.
4 **The more** you practise, **the easier** it gets.

We can use various words and structures to express the degree of difference between things we are comparing. Some of the most common and useful words and structures include:

- *nowhere near/nothing like/(not) nearly/not/not quite/almost/just/every bit/twice/three times + as* (adjective/adverb) *as*

  *Life is **nothing like as** simple **as** it used to be.*
  *He's **every bit as** argumentative **as** he always was.*

- *much/far/a lot/a great deal/considerably/significantly/10%/five hours/a little/a (little) bit/slightly/no* + comparative adjective or comparative adverb

  *The internet is **a great deal faster** than it was a few years ago.*
  *This engine runs **30% more efficiently**.*

- *much/many/far/a great deal/a lot/a little/a bit + more/fewer/less* + noun

  *You've got **far more Facebook friends** than me.*
  *I have **a lot less free time** than I used to.*

- *as much/many* + noun *as*

  *There isn't **as much pollution as** there used to be in city centres.*

- *the more ... the more ...*

  We can use this structure when one situation automatically results in another situation. We use *the ... the* with the comparative forms of adjectives/adverbs, verb clauses and nouns.

  *With most computers, **the bigger** the memory, **the more expensive** it is.*
  ***The longer** you work, **the more money** you earn.*

Remember that we use *fewer* and *many* with countable nouns and *less* and *much* with uncountable nouns. We use *more* with both countable and uncountable nouns.

*There are **many fewer cars**.* *There is **much less traffic**.*
*There are **many more cars**.* *There is **much more traffic**.*

We can use *more and more, fewer and fewer, less and less,* + noun and *bigger and bigger, longer and longer,* etc. to give emphasis and to show the difference is increasing.

***More and more people** are working for **less and less money** these days.*
*Computer memories are getting **bigger and bigger** all the time.*

1 Complete sentences 1–8 with the words in the box.

an hour far fewer less no nothing like quicker the

1 Her second book is _____ as good as the first one. The first one is brilliant, but the follow-up is far weaker.
2 This hotel is _____ nicer than the one we stayed in last year. There's no comparison.
3 Far _____ people have a landline than, say, ten years ago. Most people just use mobiles these days.
4 I'm spending a lot _____ money these days and trying to save as much as I can.
5 Broadband speeds are getting quicker and _____ all the time.
6 This one is _____ bigger than that one. In fact, they're exactly the same size.
7 The more you put into something, _____ more you get out of it.
8 It takes _____ longer to go by bus than by train.

2 Read the blog comparing life in the 1970s with life now. Choose the correct alternative.

Looking back to when I was a child in the 1970s, I seem to remember that life was [1] *fewer / less / much* hectic and kids were [2] *a lot / many / more* happier to make their own amusement and didn't need to always be looking at a screen of some description. There were generally [3] *fewer / much less / nothing like* distractions in those days. And the less we had, [4] *we more / the more we / more we* entertained ourselves. I think it made us [5] *much / more / considerably* independent and creative than a lot of kids today.

It seemed a [6] *just / much / lot* safer environment for kids. We could play outside all day without anyone worrying about where or how safe we were. There was [7] *less and less / much less / nowhere near* traffic on the roads and we often used to play in the streets.

I think food was [8] *every bit / quite a bit / quite* healthier in some ways. It wasn't [9] *quite / as much / as* varied as it is today but at the same time there wasn't [10] *as many / as much / less* junk food or pre-prepared convenience foods. To be honest, I think in many ways we were [11] *a lot / a lot more / more and more* healthier.

At school, we didn't learn [12] *as many / a great deal / nothing like as many* subjects as there seem to be today, but we did learn the basics very well. I think my generation's English, for example, is [13] *far more / every bit / a lot* better than a lot of kids today.

1.2 Continuous forms

GR1.2

1 The internet **isn't working**.
2 **Were** you still **living** in London in 2012?
3 We'**ve been waiting** for ages.
4 How **are** you **liking** your new job?

We generally use the continuous form of a verb to talk about temporary actions, events or situations which are in progress and incomplete at a specific time. This could be:

- in progress now or around now.

  *I'**m reading** a great book at the moment.*
  ***Is** it still **raining**?*
- in progress at a time in the past or at the time of a past event.

  *I saw you the other day. You **were driving** along James Street.*
- in progress at a particular time in the future.

  *This time tomorrow, we'**ll be flying** over the Atlantic.*

To express that an action, event or situation started before a particular time and continues up to that time, we use a perfect tense. The action, event or situation either stops at that time, or just before it, or continues after it.

- in progress up to now.

  *It'**s been raining** all morning.*
- in progress up to a time or up to an event in the past.

  *We'**d been driving** around for about half an hour before we found the building.*
- in progress up to a time or up to an event in the future.

  *By the time I retire, I'**ll have been working** here for 35 years.*

Note that we can sometimes choose between the simple and the continuous form. The continuous form tends to emphasize and focus on the activity in progress and the simple tends to emphasize and focus on the complete event or situation as a whole.
*Another worker **was teasing** a small boy.*
*Another worker **teased** a small boy.*
*We'**d been driving** around for about half an hour before we found the building.*
*We'**d driven around** for about half an hour before we found the building.*
We also tend to use the simple form to express things which we see as permanent or a fact rather than temporary. Compare:
*I **work** in the city centre.*
*I'**m working** in Bristol this week.*

We do not usually use the continuous form when we talk about states with verbs such as *like, know, think, seem*, etc.

*I really **like** your website.*
***Do** you **know** anyone who lives in Edinburgh?*

However, for some verbs (e.g. *like, be, hope, think*), we can sometimes use the continuous form to express or emphasize that the state, feeling or attitude is at a particular time and possibly temporary.

*I'**m thinking** it's not such a good idea.*

1 Complete the conversations with the correct continuous form of the verb.

1 **A** _____ (you / wait) long?
  B Just five minutes. There should be a taxi soon.
2 **A** _____ (it / still / snow)?
  B It stopped a few minutes ago.
3 **A** I'll call you around 7.00 or 8.00.
  B We _____ (have) dinner then. Can you call a bit earlier, say sixish?
4 **A** How _____ (your new job / go)?
  B It _____ (go) fine, thanks. But so far, I _____ (just / met) people and _____ (get) to know everyone.
5 **A** I saw you earlier. You _____ (come) out of Kiara's house.
  B Oh yes, I _____ (help) her with some work. Her company _____ (look) into upgrading their computers and I _____ (help) her get up to speed with the latest models.

2 Choose the correct options to complete the text.

Learning and teaching approaches in higher education [1] *constantly evolve / are constantly evolving*. In recent years, many academics [2] *have increasingly used / have increasingly been using* web and online technology to experiment with new approaches to teaching. A recent study [3] *has revealed / has been revealing* that such technology [4] *has completely changed / has been completely changing* the way that some academic staff teach. The study [5] *shows / is showing* that a large percentage of lecturing staff [6] *more and more turn to / are more and more turning to* technologies such as Wikis, blogs, podcasts and Twitter to supplement traditional face-to-face methods on a day-to-day basis.

Many scientists [7] *believe / are believing* that within fifty years humans [8] *will have colonized / will have been colonizing* Mars and that a whole community [9] *will live / will be living* there. Plans for a one-way manned mission to Mars [10] *are currently developed / are currently being developed* and it is predicted that by the end of the century, humans [11] *may travel / may be travelling* between Earth and Mars on a regular basis.

A study [12] *has indicated / has been indicating* a recent increase in the biological signals of global warming across a range of environments. Scientists [13] *have known / have been knowing* for some time that species which are adapted to warmer habitats [14] *have increased / have been increasing* in numbers, but they now appear [15] *to increase / to be increasing* at a significantly quicker rate than previously recorded.

2.1 Noun phrases (1)

GR2.1))

1 This is my last day at work.
2 There are thousands of fossils along this coast.
3 Who's that person talking to the Managing Director?
4 It was the company's most successful product.

A noun phrase is a main noun (the head noun), the parts which come before the main noun (pre-modification) and the parts which come after the main noun (post-modification).

- Pre-modification can consist of determiners (e.g. *a, the, some, several, every*), numbers and ordinals (*six, thousands of, first,* etc.), possessives (e.g. *my, their, the organization's*), adjectives and adverbs + adjectives (e.g. *unusual, biggest, really incredible*) and nouns (e.g. *TV, government, family*).
- Post-modification can consist of prepositional phrases (e.g. *of butterfly, with my colleagues, for students*) and relative clauses (e.g. *which ever lived, standing by the window, made from glass*).

  He told me ***a really interesting*** *story* ***about his childhood****.*
  This is ***my first*** *meeting* ***with my new colleagues****.*
  It's ***a family*** *business* ***selling hand-made chocolate****.*

  There are ***several unusual*** *species* ***of butterfly which live only in this area****.*

  Who's ***the tall*** *woman* ***with short hair standing by the window****?*
- We can also use adverb phrases (e.g. *in the world, by train, in the Amazon*) although these tell us more about where, when and how rather than adding detail to the head noun.

  There are many Indian communities ***in the Amazon****.*
  We had a meeting ***on Monday****.*

A noun phrase can be the subject, object or complement of a sentence.
The book you ordered the other day *has arrived.* (subject)
Have you seen ***the magazine I bought this morning****?* (object)
A lynx is ***a member of the cat family****.* (complement)

1 Underline the complete noun phrase for each head noun in bold.

> The tarsier is a small nocturnal **primate** found in the rainforests of South-East Asia. It is the only fully predatory **primate** in the world. The tarsier feeds on lizards and insects and is even known to catch birds in mid-flight. The tarsier's most remarkable **feature**, however, is its enormous **eyes**, which, relative to body size, are the largest **eyes** of any mammal. The tarsier's **eyes** are fixed in the skull and can't turn in their sockets. To compensate for this, the tarsier has a very flexible **neck** capable of turning over 180 degrees. Because of the huge **size** of its eyes, the tarsier has extremely acute **eyesight** and superb night **vision**. However, like many **animals** which are active primarily at night, they are thought to have very poor colour **vision**.

2 In the noun phrases in exercise **1,** a) identify each of the pre-modifying components as either a determiner, number, possessive, adjective or noun and b) identify each of the post-modifying components as either a prepositional phrase or a relative clause.

3 Complete the texts by putting the words in brackets in the right order to make noun phrases.

1 Research has shown that chimpanzees are capable of making _____ (*for the future / relatively / plans / intricate*).
2 The dung beetle is thought to be _____ (*in the world / the / insect / strongest*). It can pull _____ (*its / weight / over 1,000 times / body / own*). This is equivalent to a human being pulling around 80,000 kilograms.
3 American William James Sidis is believed to be _____ (*who ever lived / human / most intelligent / the*). He was _____ (*prodigy / a / child / mathematical / exceptional / abilities / who had*) and _____ (*of many languages / mastery / a*). He is reported to have had _____ (*IQ / a / of over 250 / staggering*).
4 _____ (*the / sent into space / animals / first*) were insects and mice. In 1957, _____ (*called Laika / a / dog / Russian*) was the first animal to enter into _____ (*around the Earth / orbit*). Laika died during the flight, as was intended, because _____ (*to return from orbit / technology / the*) had not yet been developed. Today, many animals spend time in space as part of _____ (*investigating the physiological effects / experiments / of spending time in space / numerous*).

2.2 Perfect forms

GR2.2

1 **Have** you **met** before?
2 They'**ve been planning** the development for years.
3 When I got into the house, I realized that I'**d left** my bag in the taxi.
4 Do you think you'**ll have left** by noon?
5 Everything seems **to have gone** quite well.

We use perfect forms to connect a point in time (in the present, past or future) with something that came before this time. The main uses are usually (1) when the earlier event or situation is finished, but has an impact on the later time or (2) when the earlier event or situation continues up to the later time.

- The **present perfect** connects now with something in the past.
  *The building work **hasn't started** yet.*
  *I'**ve lost** my passport.*
  *I've only **worked** here since March.*
- The **past perfect** connects a point in the past with something before it.
  *At that time, people **had been using** the potter's wheel for several centuries but it **hadn't** yet **been used** to create a means of transport.*
- The **future perfect** connects a point in the future with something before it.
  *We'**ll have made** a final decision by the end of the week.*
- We can also use the **perfect infinitive** (e.g. *to have done*).
  *We're hoping **to have finished** the research by the end of next month.*

The perfect can be used in both simple and continuous forms.

- The continuous generally expresses or emphasizes duration or repetition and can be used to put a focus on the activity or the 'doing'.
  *We'**ve been waiting** for about half an hour.*
  *I'**ve been working** a lot recently.*
- The simple generally expresses or emphasizes completion and result and there is no particular focus on the activity or the 'doing'.
  *We'**ve waited** long enough. Let's go.*
  *I'**ve worked** over sixty hours this week.*

1 Complete the text using the correct perfect form of the verbs in the boxes.

be develop enable improve travel

Until a hundred years or so ago, most people [1]_____ not often _____ very far from their home. However, since then, innovations in transport [2]_____ us to travel more freely and as a result [3]_____ dramatically _____ our lives. Specialist engineers [4]_____ responsible for many of these innovations and below are some of the key engineering innovations in travel that [5]_____ in recent times.

be become change reach ride see take

The bicycle

The modern bicycle [6]_____ around since the mid-1800s and in that time it [7]_____ hardly _____ its form or its basic mechanics. The importance of the bicycle cannot be overstated; journeys which [8]_____ previously _____ days on foot were suddenly possible in a matter of hours. Today, thanks to innovations in mass production and low cost, just about everyone [9]_____ a bicycle at some time in their lives.

The automobile

A hundred years ago, most people [10]_____ never _____ a car, let alone driven in one. Yet today, thanks to revolutionary manufacturing practices which have made cars more reliable and affordable to the masses, the automobile [11]_____ the world's major mode of transportation and symbol of personal freedom. Today, there are over a billion cars on the roads and it is estimated that this figure [12]_____ two billion long before the end of the century.

2 Complete the conversations with the verbs in brackets in the correct perfect simple or continuous form.

1 **A** _____ (you / wait) long?
  B Not really. Just about five minutes. A bus _____ (just / leave) when we got here.
2 Come round some time after eight. We _____ (eat) by then.
3 **A** What are you looking for?_____ (you / lose) something?
  B Yes, my car keys. I _____ (look) everywhere!
4 **A** We were a little late. The meeting _____ (already / start) when we got there.
  B Yes, I know. I _____ (just / speak) to Joanna actually. She told me.
5 **A** When did you leave Copenhagen?
  B In 2014. I _____ (live) there for about ten years. It was time to move on.

- We also use no article with certain nouns when we are talking

composure under [39]___ pressure.

3.1 Auxiliary verbs

GR3.1

1 I **did** enjoy that meal last night.
2 I'm not so keen on football. I **do** like rugby, though.
3 I'm not sure I'm going to go to the show, but I might **do**.
4 RBC have reduced their prices and so **have** CityLink.

We use auxiliary verbs to form continuous and perfect tenses (e.g. *I'**m** leaving. We'**ve** finished.*), to form the passive and causative voices (e.g. *The business **was** closed down. We **had** the office redecorated.*), to form questions and negatives (***Did** you see them? I **do**n't understand.*) and in question tags (*It opened last year, **did**n't it?*). Auxiliary verbs also have two other key uses.

Emphasis

We use the auxiliary verb *do* to add emphasis in the present or past simple. In speaking, the auxiliary verb *do* is stressed ...

- to add emphasis to an idea in general:

  *I **do** think we should talk to James Evans.*
  ***Do** let me know if you need any help.*
- to emphasize a contrast or what is correct:

  *I didn't like the starter, but I **did** enjoy the main course.*
  *I thought it wasn't important, but in fact it **does** make a big difference.*

To add emphasis with tenses and forms that already have an auxiliary verb, we stress the auxiliary verb.
*I **am** being serious.* *I **have** called him.*

Replacing words (substitution)

We often replace verbs and verb phrases with an auxiliary verb to avoid repeating the verb or verb phrase. For present and past simple tenses, we use a form of *do*.

*I don't drive, but a few of my colleagues **do**.* (do = drive)
*They arrived a few minutes before I **did**.* (did = arrived)
*I haven't been there, but Zoe **has**, I think.* (has = has been there)
*I don't like opera. – Oh, I **do**.* (do = like opera)
*Have you had lunch? – Yes, we **have**.* (have = have had lunch)

We can also use a form of *do + so*. This is usually in more formal contexts and only when referring to the same subject as previously mentioned. We do not usually use *do + so* in short replies.
*We should all try to do some physical activity each day. The benefits of **doing so** are obvious.*
*We will move to bigger premises, but we're not going to **do so** for a year or two.*
*They said they'd arrange a meeting, but I don't think they'**ve done so** yet.*

We also use auxiliary verbs in short replies with *so/neither/nor*.

*I don't think it's a good idea and neither **does** Mary Jones.*
*I spoke to Karen this morning. – So **did** I.*
*We're not going. – Nor **are** we.*

1 Add the auxiliary verb *do* before one of the verbs in each sentence to add emphasis. Make any other necessary changes to the verb.

1 The weather wasn't so great, but we have a good time.
2 I wish I played a musical instrument.
3 The conference was OK, but I thought the venue needed to be a bit bigger.
4 Give me a call if you are ever in Manchester. It would be great to see you again.
5 David's really nice, but he talks a lot, doesn't he?
6 I used to live in Geneva, so get in touch if you have any questions about the place.

2 Rewrite the sentences using an auxiliary verb to avoid repetition. Use *do + so* where appropriate.

1 A lot of my colleagues don't seem to like the new office, but I like the new office.
_____
2 We'll get married one day, but we're not going to get married just yet.
_____
3 I didn't speak to Ulrich. I think Erika spoke to him, though.
_____
4 If you haven't finalized the itinerary, you need to finalize the itinerary as soon as possible.
_____
5 We won't be at the meeting. However, Donatella and Chiara will be at the meeting.
_____
6 We absolutely must get the product launch 100% right. Not to get the product launch 100% right will be a financial disaster.
_____

3 Rewrite the sentences or the replies using *so*, *neither* or *nor* to make it more natural.

1 The managers didn't like the proposal and the workers also didn't like the proposal.
_____
2 A few people in my department speak French and I also speak French, actually.
_____
3 **A** I can't make it to the meal on Friday, sorry.
B Don't worry. I also can't make it to the meal on Friday.
_____
4 **A** I think I'm going to be a little late.
B Yes, I think I'm going to be a little late too, actually.
_____

3.2 Articles

GR3.2))

1 I saw **a** great film last night.
2 Would you recommend **the** hotel you stayed in?
3 Did Oscar go to university?

There are a number of rules about the use of the indefinite article (*a/an*), the definite article (*the*) and the zero article (–). Some of the main uses include:

a/an

- The basic use of *a/an* is when we are talking about something specific, but we don't know or we don't specify the exact thing, for example, when we first mention something.

  *Do you support **a** football team?*

- We also use *a/an* when we are talking in general about one example of a class (but not about the whole class).

  *Most of my friends support **a** football team.*

- We also use *a/an* in phrases such as *once a week, twice a year.*

  *I generally go to the cinema once or twice **a** month.*

We use *a* before a consonant sound and we use *an* before a vowel sound.
***a** game **a** university **an** hour **an** umbrella*

the

- The basic use of *the* is when both the speaker and the listener know the specific thing being talked about, for example, because it has previously been mentioned or when it is the only one.

  *I can't remember **the** name of **the** team that Lucas supports.*
  *What was **the** film you saw last night?*

- We also use *the* with a singular, countable noun to talk in general about a whole class.

  ***The** dolphin is the most intelligent animal after humans.*

- We also use *the* with a plural or uncountable noun + *of* + phrase to generalize.

  ***The** establishment **of** a new political party is very complex.*

No article (or zero article)

- The basic use of no article is with uncountable or plural nouns when we are talking about people or things in general.

  Do you like football?
  I hardly ever watch films.

- We also use no article with certain nouns when we are talking about the use of these things for their main purpose.

  We're having a few problems at work at the moment.

- We also use no article after phrases like *amount of, number of, kind of, sort of.*

  A great number of sports stars earn millions every year.

1 Complete the conversations with *a/an, the* or – (no article).

1 **A** What kind of ___ sports do you like?
  B I tend to like ___ ball sports, such as ___ rugby and ___ football.
2 **A** How are ___ things at ___ work at the moment?
  B Chaotic! We're in ___ middle of moving to ___ new office.
3 **A** I can't wait for ___ World Cup next month. Four weeks of ___ football!
  B Well, I'm not really very interested in ___ football, to be honest. But I might watch ___ game or two.
4 **A** Do you know when ___ bicycle was invented?
  B It was in ___ mid-1800s, I think. It was invented by ___ blacksmith from Scotland, I think.
5 **A** How often do you go to ___ football match?
  B Oh, not often. Maybe three or four times ___ season. I'm not ___ big fan.
6 **A** You're ___ Chelsea fan, aren't you?
  B Yes, that's right. I've been ___ fan all my life.
  A Well, I was just reading that according to some research into ___ profile of ___ football club's typical fan, ___ average Chelsea fan watches TV for around thirty hours ___ week and their favourite programmes are ___ soap operas.

2 Complete the text with *a/an, the* or – (no article).

[1]___ sport psychology is [2]___ interdisciplinary science that draws on [3]___ knowledge from [4]___ number of [5]___ related fields including [6]___ biomechanics, [7]___ physiology, [8]___ kinesiology and [9]___ psychology. It involves [10]___ study of how [11]___ psychological factors affect [12]___ performance and how [13]___ participation in [14]___ sport can in turn affect [15]___ psychological and [16]___ physical factors. In addition to enhancing [17]___ psychological skills for [18]___ improvement of [19]___ performance, [20]___ applied sport psychology may also include [21]___ work with [22]___ athletes, regarding [23]___ injury, [24]___ rehabilitation, [25]___ team building and [26]___ career transitions.

[27]___ key area of study within [28]___ sport psychology is [29]___ relationship between [30]___ personality and [31]___ performance and [32]___ sports psychologists tend to focus on four key personality characteristics which are desirable in [33]___ top athlete: [34]___ strong self-belief in their ability to perform well, [35]___ internal motivation to be successful, [36]___ ability to focus one's thoughts and feelings without [37]___ distraction and [38]___ composure under [39]___ pressure.

[40]___ athlete's motivation is also [41]___ key factor that [42]___ sport psychologist needs to take into account. Those who play or perform for [43]___ internal reasons, such as [44]___ enjoyment and satisfaction, are said to be intrinsically motivated, while people who compete for [45]___ external reasons, such as [46]___ money, are extrinsically motivated.

4.1 Expressing degrees of obligation

GR4.1

1 We **had to** wear a uniform when I was at school.
2 We **don't need to** buy tickets in advance.
3 You **can't** vote until you're eighteen.

We can express different degrees of obligation, prohibition, necessity and advice with modal verbs (e.g. *must, can't*), semi-modal verbs (e.g. *have to, ought to*) and other phrases (e.g. *supposed to, not necessary*). Some common and useful uses include:

Obligation

We use *must, have to* and *have got to* to express obligation. *Have got to* is generally used in more informal contexts. We use *had to* as the past tense of both *must* and *have to*.

*You **must/have to/'ve got to** be eighteen to vote in the UK.*
*We **mustn't** be late for the meeting.*

- We can also use *need to* to express obligation and necessity.
  *You **need to** be eighteen to vote in the UK.*
- In more formal contexts, we can also use phrases such as *be compulsory* and *be obligatory*.
  *The use of seatbelts **is obligatory**.*
- We also use *be supposed to*, but this can imply that people sometimes may not comply.
  *We're **supposed to** be in the office until 5.30.*

Lack of obligation

We use *don't have to* to express a lack of obligation, in other words to say that someone is not obliged to do something.

*You **don't have to** go to the meeting, but it may be useful for you.*

- We can also use *don't need to* or *needn't*.
  *You **needn't** be here until 7.30.*
- We can also use the phrase *be not necessary*.
  *It **isn't necessary** to go to the meeting.*

Prohibition

We use *can't, couldn't* and *not be able to* to express prohibition.

*In the UK, women **couldn't** vote until 1918.*

- We can also use *be not allowed*.
  *You're **not allowed to** smoke here.*
- We also use *be not supposed to*, but this can imply that people sometimes may not comply.
  *We're **not supposed to** park here.*

Advice/suggestion

We use *should(n't), ought to* and *must(n't)* to give advice and make strong suggestions.

*You **shouldn't** eat so much junk food.*

- We can also use *had better (not)* to express what we think is the correct or best thing to do.
  *We'd **better** leave now before it gets dark.*

1 Rewrite the sentences so the meaning is the same using the words in italics.

1 You have to have at least third party insurance to drive a car. *compulsory*
_____
2 I think we have to go to reception when we arrive. *supposed*
_____
3 The best thing to do is leave before it's too late. *better*
_____
4 You don't have to give your personal details. *obligatory*
_____
5 Can we take photos in the gallery? *allowed*
_____
6 You don't have to wait if you don't want to. *necessary*
_____
7 I don't think we should be doing this. *supposed*
_____
8 I think you ought to speak to your boss about it. *advice*
_____

2 Complete sentences 1–8 with <u>one</u> word.

Rules and laws from around the world

1 You _____ run out of petrol on Germany's autobahn. Walking on an autobahn is also illegal.
2 In Victoria, Australia, the law states that only a licensed electrician is _____ to change a light bulb.
3 In Canada, one out of every five songs on the radio _____ be sung by a Canadian.
4 Until 1984, Belgians _____ to choose their children's names from a list drawn up in the days of Napoleon.
5 In Singapore, you _____ sell chewing gum. It is against the law and a first offence can incur a fine of up to S$100,000.
6 Under Australian law, it is _____ for all eligible Australian citizens to vote. It is a legal duty.
7 While it is not actually a law, teachers in the USA are not _____ to leave the classroom and leave students alone at any time.
8 In the USA, women teachers _____ get married until after the Second World War.

4.2 Passives

GR4.2

1 The rooms **are cleaned** every day.
2 A report **has been commissioned**.
3 The film **is estimated to** have cost over $200 million.
4 We should be told the verdict later today.

Form

We form the passive with *be* + past participle. We can use the passive in all tenses, with modal verbs, and in the infinitive and *-ing* forms.

*The case **is being discussed** at the moment.*
*I **can be reached** on 07910 329490.*
*A decision **is going to be made** as soon as possible.*
*The problem seems **to have been resolved**.*
*The house will need **to be decorated/redecorating**.*

Use

We use the passive for various reasons:

- to allow the main focus (usually the existing topic) to come at the beginning of the sentence or clause. If we say who or what does the action (the agent), we use *by*.

  *And here is the new sports centre, which **was opened** in 2015.*
  *It was officially opened **by** the mayor.*

- to keep the focus on the action by not mentioning the agent, usually because the agent is not known, not important or obvious.

  *Jim **has been offered** a new job.*
  *Billions of emails **are sent** every day.*

- to create a more impersonal or objective style, for example in official, business or academic contexts.

  *All persons **will be searched** on entering the building.*

- to report information using verbs like *believe, claim, estimate, expect, hope, report, say, think, reckon, rumour* and *understand*.

  ***It is expected** that the building work will take up to six weeks.*

We can form the passive with *get* instead of *be* in informal contexts, especially in speaking. We most commonly use *get* for things that are unplanned or that happen by accident or unexpectedly.
*We **got stopped** by the police on the way here.*
*A few things **got broken** during the party.*

1 Rewrite the sentences in the passive form.

1 Members of the public must not leave bags unattended.
_____
2 Someone posted the first YouTube video in 2005.
_____
3 A virus seems to have caused the problem.
_____
4 They are going to open the new health centre next month.
_____
5 Scientists believe that a few children born today will live to be 130.
_____
6 They have arranged for someone to meet them at the airport.
_____
7 The prisoners escaped without anyone seeing them.
_____
8 Someone needs to clean the windows.
_____

2 Put the verb in brackets into the correct form of the active or the passive.

China's population-control policy that [1]_____ (restrict) couples to having only one child [2]_____ (introduce) in 1979 and [3]_____ (originally / intend) to last for one generation. It [4]_____ (estimate) that since 1979, up to 500 million births [5]_____ (prevent) as a result. In other words, without the policy, there would currently be up to half a billion more people in China. In recent years, however, the one-child policy [6]_____ (relax). In 2014, the rule [7]_____ (change) so that couples in which one member is an only child [8]_____ (now / allow) to have two children and families in rural areas can have two children if the first is a girl. However, despite the policy [9]_____ (relax), to have more than one child, permission needs [10]_____ (obtain) from the authorities and background checks need [11]_____ (make). This perhaps partly [12]_____ (explain) why the number of couples choosing to have more than one child is not as high as [13]_____ (expect). The situation [14]_____ (closely / monitor) by the Chinese authorities and it [15]_____ (expect) that the restrictions may [16]_____ (relax) even more in the future.

5.1 Relative clauses

GR5.1

1 Where's the magazine **that I bought this morning**?
2 Jana's the girl standing next to the door.
3 There are many things which I'm **grateful for**.
4 Is this the hotel **where** we stayed last year?

Relative clauses can be used to identify who or what we are talking about (identifying relative clauses), or to provide additional information (non-identifying relative clauses).

Identifying relative clauses

- A relative clause directly follows the thing it is identifying. We use the relative pronouns *who/whom* (for people), *which* (for things), *that* (for people or things) and *whose* (for people).

  *The woman **who called earlier** is here.*
  *Have you seen those documents **which were on my desk**?*
  *There's the guy **whose party we went to**.*

- We can leave out the relative pronoun when it identifies the object of the verb.

  Is that the shirt you bought yesterday? or *Is that the shirt **that** you bought yesterday?*

- When a relative pronoun is followed by *be*, we can usually leave out *be* and the relative pronoun. This is sometimes known as a reduced relative clause. This occurs with continuous tenses, the passive and prepositional phrases and adjectives.

  They've found the money stolen in the robbery. or *They've found the money **which was** stolen in the robbery.*

- Verb/Adjective/Noun + preposition combinations usually stay together.

  *What's that song you were **listening to** a few minutes ago?*

- We can use the relative adverbs *when* and *where*.

  *Christmas is a time **when** families get together.*

  We can leave out *when* after some 'time' words and *where* after *somewhere, everywhere, anywhere* and *nowhere*.

  The 6th is the day we get back from our holiday. or *The 6th is the day **when** we get back from our holiday.*

  Do you know anywhere we can get a coffee? or *Do you know anywhere **where** we can get a coffee?*

Non-identifying relative clauses

- A non-identifying relative clause can add information to a noun or can comment on the whole of a previous clause. It is separated with a comma from the thing it is adding information to.

  *He was born in Cowley, **which is a suburb of Oxford**.*
  *Redgrave, **whose political heyday was in the 1980s**, died in 2007.*

  *They went €2 million over budget, **which meant cuts had to be made elsewhere**.*

- We use the relative pronouns, *which, who* or *whose*. We do not use *that* in a non-identifying relative clause.

  ~~*He was born in Cowley, that is a suburb of Oxford.*~~

1 Add an appropriate relative pronoun or relative adverb where it is needed.

1 A megalomaniac is a person _____ has an obsessive desire for power.
2 'Power politics' is a form of international relations in _____ nations protect their own interests by threatening one another with military, economic or political aggression.
3 Scientists believe that the first person _____ will live to be 130 is already alive today.
4 Mark Twain once defined a literary 'classic' as a book _____ people praise and don't read.
5 The actress Marilyn Monroe once said that Hollywood is a place _____ they'll pay you a thousand dollars for a kiss and fifty cents for your soul.
6 The SI unit of power is the watt, _____ is named after the eighteenth-century scientist and engineer James Watt.
7 Valentine's Day is a time _____ people show feelings of love, affection and friendship.
8 A constitutional monarchy is a form of government _____ has a king or queen as Head of State. A republic, in contrast, is a form of government _____ headed by an elected individual such as a president.

2 Make the text more natural by deleting the words in bold which can be left out.

With its two universities, Oxford is a city **which** has a celebrated academic tradition and a place **where** students and student life are central to its character. However, a report **which was** put together by a group of Oxford residents states that there are many more students **who are** living in the city than the universities claim. In documents **which have been** presented to the council, it is claimed that the number of homes **which are** rented by students has gone up and is above the limit **which was** set by the local council. The Oxford Residents' Association, **which** produced the report, spent several months investigating houses **which are** registered as student homes as well as those **which** it claims are unregistered, but in **which** students are living. A spokesperson said, 'There are hundreds or even thousands more students **who are** living in the city than the university claims. While we welcome a lively and dynamic student community, there are an increasing number of issues, such as noise and other disturbances, **which** need to be addressed.'

5.2 Quantifiers

GR5.2

1 **All** three test flights were 100% successful.
2 You can take **either** bus. They both go to the station.
3 **Neither** Mercury **nor** Venus has any moons.
4 Have you got **much money** on you?

all

- We use *all* before numbers and plural nouns. We also use *all of the* or *all the* + plural and uncountable nouns.

  ***All of the** rooms were full.*
  ***All the** money was spent.*
- We use subject pronoun + *all* and *all of* + object pronoun.

  ***They all/All of them** have something in common.*

either/neither

- We use *either/neither* + singular noun + singular verb.

  ***Neither idea was** very good.*
- We use *either of the* and *neither of the* + plural noun + singular verb. We also use *either of* and *neither of* + object pronoun.

  ***Neither of the ideas was** very good.*
  *You can take **either of the buses**. They both go to the station.*
  *You can take **either of them**.*
- We use *neither ... nor* and *either ... or.*

  *We can take **either** the number 5 **or** the number 5A bus.*

every and *each*

- We use *every* and *each* + singular noun + singular verb. *Every* and *each* are often interchangeable.

  ***Every/Each planet has** been explored.*
- However, we tend to use *each* to distinguish individual differences. Also, we do not use *every* to talk about just two items.

  Each planet has its own unique atmospheric composition.
- We can say *each/every one of* and also *each of.*

  *Probes visited **every one of/each one of/each of** the planets.*
  NOT ~~*Probes visited every of the planets.*~~

much, many, a lot of/lots of/plenty of, a little, a few

- We use *many* and *a few* with countable nouns and *much* and *a little* with uncountable nouns. We can use *a lot of/lots of/loads of/plenty of* with both countable and uncountable nouns.

  *How **many moons** has Mars got?*
  *I've only got **a little time**.*
- We generally use *much* and *many* in negative sentences and questions and we generally use *a lot of/lots of/loads of/plenty of* in affirmative sentences.

  *I **haven't got much** credit left on my phone. – Use mine. I've **got plenty of** credit on mine.*

1 Read facts 1–5 about the sun and choose the correct option.

1 The sun has enough hydrogen left to last for approximately another five billion years. When *all the hydrogen / all hydrogen* has been burned, the sun will continue for about 130 million more years, burning helium.
2 As the sun burns helium, it will expand to the point that it will one by one engulf *each planet / each of the planets* closest to it. This may also include the Earth.
3 *All of planets / All the planets* in the solar system receive light from the sun. *Every / Each* planet receives *a little / a few* less light the further it is from the sun. Light from the sun takes just *a little / a few* minutes to reach Mercury and over four hours to reach Neptune.
4 Although they are both close to Earth, *either / neither* Venus *or / nor* Mars has the necessary conditions to support life. While *each / every* planet has some characteristics similar to Earth, Venus is too hot and Mars isn't hot enough.
5 The sun is an almost perfect sphere. Even though the sun varies slightly in size, *neither of / neither* its polar diameter *or / nor* its equatorial diameter ever differ by more than around ten kilometres.

2 Complete the text using the words in the box. Use some of the words more than once.

all each either every many or

Light is at the same time both obvious and mysterious. We are bathed in it [1]_____ day and [2]_____ night we produce our own artificial light. There are times when we have [3]_____ the light we need and other times when we don't have enough of it. But what exactly is light? [4]_____ of us have at some time caught glimpses of its nature when [5]_____ a sunbeam shines through a dust-filled room, when a rainbow appears after a storm [6]_____ when a drinking straw in a glass of water looks disjointed. These glimpses, however, only lead to more questions about the nature of light: How does it travel? Is it a single colour or [7]_____ colours mixed together? How and when does it reflect or refract or get absorbed? You might think that after [8]_____ centuries studying light that we know [9]_____ the answers. But light continues to surprise us [10]_____ the time. Here is just one example. We have known for a long time that light travels faster than any known thing in the universe. However, in an experiment in 1999, researchers at Harvard University slowed a beam of light down to sixty-one kilometres per hour. That's almost eighteen million times slower than normal. This is the uncertain nature of light. Just when we think we understand all there is to know, it seems to change its nature.

6.1 Uses of *would*

GR6.1

1 Where **would** you go, given the choice?
2 Which **would** you prefer – Indian, Chinese or Italian?
3 **Would** you be able to help me for a few minutes?
4 Sorry I'm late. My boss **wouldn't** let me leave work early.
5 I **would** often be at work until seven o'clock in my old job.

We use *would* in a number of ways. Three core uses of *would* are to express hypothesis, to make what we say more tentative or polite and as the past form of *will*. Specific uses include:

- To express something hypothetical, often as part of a conditional structure or with *if only/wish*.

  *I'**d** love to be a games developer.*
  *I'**d** have told you if I'd known.*
  *I wish it **would** stop raining.*

- In the phrases *would sooner, would rather* and *would prefer* when talking about preference.

  *I'**d** rather go for a walk than sit in front of a computer screen for hours.*
  *We'**d** sooner get the train rather than the bus if that's OK.*

- To make a polite offer or request. *Would* adds an element of tentativeness, tact or politeness.

  *What **would** you like to drink – tea or coffee? – I'**d** just like some water actually if that's OK.*

- To express or report a refusal in the past. *Would* is used in this way as a past form of *will*.

  *No one **would** help me.*

- In the phrases *would say, would imagine* and *would have thought* with similar meaning to *'think'* or to express speculation. *Would* adds an element of tentativeness.

  *I **would** say the new game is going to be a best-seller.*
  *It's going to be a long day, I'**d** imagine.*
  *Where are Ali and Dina? I'**d** have thought they'd be here by now.*

- To talk about the future in the past. This is when you are talking about what actually happened from the perspective of an earlier time.

  *Super Mario, which first appeared in 1985, **would** go on to become one of the most popular computer games of all time.*

  *At the time, no one realized he **would** become such a well-respected politician.*

- To talk about repeated actions or habits in the past. The meaning is similar to *used to*.

  *As a child, we **would** visit my grandparents in Scotland every summer.*

In speaking, we often pronounce would as *'d*.
*I think a taxi'**d** be a better idea.*
*No one'**d** help me.*
*I wish Peter'**d** told me.*
In writing, however, we generally only use *'d* after pronouns.

1 Put the words in italics in the right order.

1 **A** What's the story, then?
B I don't know. *what / Alex / wouldn't / happened / tell / me*
I don't know. _____

2 **A** How much longer do you think we'll be?
B *'ll / be / I / say / in / we / 'd / about half an hour / there*
_____

3 **A** Jo tells me you've got a problem with your computer.
B Yes. *you / have / it / to / would / a look / at / be able / when you have a moment ?*
Yes. _____

4 **A** Did you use to play computer games as a kid?
B Well, *occasionally, / them / I / play / 'd / but / would / let / my parents / n't / me / so much / play them*
Well, _____

5 **A** At school, Roberto always did have a talent for sports, didn't he?
B Yes, but / *have / 'd / who / guessed / he / become / a superstar / 'd / such ?*
Yes, but _____

6 **A** Is picking you up at 2.30 p.m. OK?
B *a bit / I / if that's OK / 'd / rather / made it / later / we ?*
_____

7 **A** He can't seem to be able to decide what to do.
B Yes, *his / he / up / make / wish / I / it / 'd / about / mind*
Yes, _____

2 Rewrite the words in bold with a phrase with a similar meaning that includes *would*.

1 When we were students, we **often used to play** _____ computer games all night.
2 **I think** _____ space invaders is the greatest computer game of all time.
3 There was a problem with the website. It **refused to let me** _____ log in.
4 **What do you want to do** _____ this evening?
5 **I really want Marco to stop** _____ humming that annoying tune.
6 Red or white? – **My preference is for white** _____, if you're OK with that.
7 **So, you're in my situation. What do you do?** _____?
8 First released in 2001, the iPod **soon went on to become** _____ the must-have gadget of the early 2000s.

6.2 Verb patterns: perfect infinitives and perfect *-ing* forms

GR6.2

1 We hope **to have set off** by lunchtime.
2 He apologized for **having eaten** all the food.
3 We **meant to have set off** a bit earlier.

- We use the infinitive after certain verbs, adjectives and nouns. We use the **perfect infinitive** (*to have done*) to express or to emphasize that something is in the past or before a time in the future.

  *It's really nice **to have met** you.*
  *There's no need **to have said** anything to her.*

- We use the *-ing* form after certain verbs and prepositions and in clauses of time, reason and result. We use the **perfect *-ing* form** (*having done*) to express or to emphasize that something is in the past.

  *James admitted **having broken** the window.*
  ***Having waited** for over an hour, they decided to leave.*

Note that when the time of the action is clear, we can also generally use the *-ing* form or the infinitive with the same meaning as the perfect *-ing* form or perfect infinitive.
*We hope **to set off** by lunchtime.*
*It's really nice **to meet** you.*
*James admitted **breaking** the window.*
*He apologized for **eating** all the food.*

- We can use *was/were, meant, intended* and *would like/love* + perfect infinitive to show the opposite of what actually happened.

  *The president **was to have visited** New York, but in light of the attack this was cancelled.*

  *I **would like to have seen** her, but it wasn't possible.*

  Some people also use *would have liked* + perfect infinitive.

  *I **would have liked to have seen** her, but it wasn't possible.*

  However, some people consider this to be an overuse of the perfect and prefer *would have liked* + infinitive.

  *I **would have liked to see** her, but it wasn't possible.*

  We also use *was/were meant* and *was/were supposed* to talk about the correct thing to have done.

  *You **were supposed/meant to have finished** by now.*

1 Complete sentences 1–10 with the verb in the correct perfect form: *-ing* or infinitive.

1 I seem _____ (forget) my password.
2 You are supposed _____ (finish) your report by now.
3 Susanna left without _____ (say) goodbye.
4 I'd like _____ (see) her before she left. It's a shame I missed her.
5 I really don't remember _____ (meet) her before. Are you sure we have met?
6 Is Julia likely _____ (leave) work already?
7 _____ (win) the Best Actor Oscar, she now demands over $20 million a film.
8 Winning gold in London made up for _____ (not / win) anything at the previous Olympics.
9 Despite _____ (set off) before the rush hour traffic, we still arrived an hour late.
10 He claimed _____ (be) somewhere else at the time of the robbery and he denied _____ (be) involved in any way.

2 In which sentences in exercise **1** can we also use the (non-perfect) *-ing* form or infinitive?

___ ___ ___ ___ ___

3 Rewrite the sentences so the meaning is similar using the word in italics.

1 The plan was for us to meet on the Friday, but the itinerary changed. *were*
We _____
2 I had planned to leave at least an hour before I did. *meant*
I _____
3 I really wanted to go with you, but I couldn't. *like*
I _____
4 The correct amount to use was a gram, not ten grams! *supposed*
You _____
5 I should originally have been posted to Paris, but they sent me to Berlin instead. *was*
I _____
6 I'm so disappointed that I couldn't go with you. *love*
I _____

7.1 Talk about hypotheses: present, future and past

GR7.1

1 If I **were** to lose my job, I've no idea what I**'d do**.
2 **Had** I **known** about the meeting, I **would've told** you.
3 If you**'d been listening**, you**'d know** what to do, wouldn't you?
4 I**'d** definitely **have gone** to the gig if I **lived** a bit nearer.

To talk about hypotheses, we use a past tense in the main clause and we usually use *would* or a modal verb to talk about the hypothetical consequence or outcome.

- For a hypothetical situation in the present or future, we use past simple/continuous + *would/might/could/should*. This is sometimes known as a 'second conditional'.

  *We **could go** for a walk if it **wasn't raining**.*
  *If an election **was called** tomorrow, how **would** you **vote**?*

- For a hypothetical situation in the past with a past consequence/outcome, we use past perfect + *would/might/could/should have*. This is sometimes known as a 'third conditional'.

  *What if we**'d set off** earlier, **would** we **have got** there in time?*
  *If you**'d been** a bit quicker, you**'d** probably **have got** a ticket.*

- For a hypothetical situation in the past with a present consequence/outcome, we use past perfect + *would/might/could/should*. This is sometimes known as a 'mixed conditional'.

  *If we**'d surveyed** more people, the results **would be** a bit more reliable.*

- For a hypothetical situation in the present with a past consequence/outcome, we use past simple/continuous + *would/might/could/should have*. This is sometimes known as a 'mixed conditional'.

  *If I **didn't know** him, I **wouldn't have said hello**, would I?*

- We can use *imagine, suppose, supposing* and *assuming* as alternatives to *if*.

  ***Imagine** how your life would be different if you'd been born a century earlier.*

  ***Suppose** you won the lottery, what's the very first thing you'd do?*
  ***Assuming** you could do anything, what job would you most like to have?*

We can also begin conditional structures with *were* and *were ... to ...* as an alternative to *if* + past tense and *had* as an alternative to *if* + past perfect. These forms tend to sound more formal.
***Were** it not for Henri's help, we'd be in a complete mess now.*
***Were** I **to** lose my job, I've no idea what I'd do.*
***Had** you **been** a bit quicker, you'd probably have got a ticket.*

1 Complete sentences 1–8 with the correct form of the verb in brackets.

1 You _____ (not / be) so tired now if you _____ (not / go) to bed so ridiculously late last night.
2 Suppose you _____ (can / be) a virtuoso on any musical instrument, what _____ (it / be)?
3 I _____ (come) with you this evening if I _____ (not / have) so much work to do. But I'm up to my eyes, I'm afraid.
4 Of course I'm interested in psychology. I _____ (not / choose) to study it if I _____ (not / be), would I?
5 Imagine how you _____ (cope) if you _____ (live) somewhere with no electricity or running water.
6 We _____ (be) there by now if we _____ (leave) a bit earlier. I did warn you about the traffic!

2 Rewrite the sentences to hypothesize about how things could be or could have been different. Begin with *if*.

1 I overslept, so I was late for college.
_____
2 She couldn't help me because she's so busy at the moment.
_____
3 We missed the last bus, so we are having to walk home.
_____
4 I like her, so I am going to her party.
_____
5 I don't like Chinese food, so I didn't go to the meal.
_____
6 We got into this mess because we weren't listening.
_____

3 Rewrite the sentences so the meaning is the same using the word in italics.

1 If you were offered the job, would you take it? *suppose*
_____
2 If it was that simple, everyone would do it. *were*
_____
3 If I'd known, I'd've told you. *had*
_____
4 Where would you live if money was no object? *assuming*
_____
5 If you could go on a one-way trip to Mars, would you? *imagine*
_____

7.2 Past tenses and *would* for unreal situations

GR7.2

1 To be honest, **I'd rather you hadn't said** anything to her.
2 **It's time** we **had** a chat about things.
3 He's **acting as though** he **was** in charge.
4 I **wish** it **wasn't raining**.

We often use past tenses to talk about improbable or unreal situations and often when we are expressing something we desire. We use the past simple/continuous to express such situations in the present or future and we use the past perfect for situations in the past.

- We use *would rather/sooner* + subject + past tense to talk about what we prefer someone to do or what we want to happen. *Would sooner* is perhaps more informal than *would rather* and more used in speaking.

  *I**'d rather you didn't smoke** in the apartment if you don't mind.*
  *We**'d sooner they spoke** to us directly.*

  Note that when *would rather/sooner* is not followed by a subject, we use an infinitive (without *to*) rather than a past tense.

  *I**'d rather/sooner commute** than actually move and live in London.*
  ***Would** you **rather go** or stay a little longer?*

We can also sometimes use a present tense after *would rather/sooner*. This can make what we are saying seem more direct.
*I**'d rather** you **don't smoke** in the apartment if you don't mind.*

- We use *it's time* + past simple/continuous to talk about something that has to be done now or in the very near future. We can also use *it's high time* and *it's about time*.

  ***It's about time** we **were going**.*
- We can use *act/behave,* etc. + *as if/as though* + past tense to show that a present situation is untrue.

  *She's **behaving as if** she **owned** the place.*
- We use *wish/if only* + past tense to talk about wishes and regrets.

  *I **wish** I **could** speak better French.*
  ***If only** I **had** more money.*
  ***If only** you**'d told** me earlier.*
  *She **wishes** she**'d said** something at the time.*

  We use *wish* + *would* to talk about what we want to change in the future.

  *I **wish** Sara **would stop** telling everyone what happened.*

1 Complete the conversations with the correct form of the verbs in the box.

be do get go not/post not/say play remember stay stop

1 **A** Come on. It's time we _____ or we'll miss the start of the gig.
B OK, just a minute.
2 **A** Can I tell Samira about your new job?
B I'd rather you _____ anything to her just yet. Maybe in a few days when I've made a final decision.
3 **A** How's the new job?
B It's going fine. But I wish my boss would _____ my name. He keeps calling me Alex or Alice.
4 **A** Bus or taxi?
B I'd rather we _____ a taxi if that's OK. It'll be much quicker.
5 **A** Arsenal will have either Milan or Barcelona in the next round.
B I think they'd sooner _____ Milan. Don't you?
6 **A** I really wish I _____ those photos on Facebook. I'm so embarrassed. If only someone _____ me before I did it.
B Well, I did try to tell you you'd regret it.
7 **A** It's high time the government _____ something about the unfair voting system.
B I agree. But I suspect they'd rather it _____ the same. Changing it would probably be an advantage to the opposition parties.
8 **A** Monica is a bit full of herself these days.
B Yes, she's acting as if she _____ the only important person around.

2 Rewrite the sentences so the meaning is similar using the word in italics.

1 I really regret leaving my last job. *wish*
_____
2 We need to start thinking about our holiday plans. *time*
_____
3 It would be better for me if we met on Monday. *rather*
_____
4 He wants us to believe he's made of money. *acting*
_____
5 Why on earth did I say all those things! *only*
_____
6 I'd prefer you not to do anything just yet. *rather*
_____

8.1 Expressing probability and speculation

GR8.1

1 This **can't be** right. There must be a mistake.
2 The government **may make** an announcement later today.
3 The board **is likely to** agree to your request.
4 We**'re certain** the new product will be a success.
5 Flowering plants **probably** evolved from green algae.

We generally express probability, likelihood, supposition and speculation either by using modal verbs (e.g. *might, could*) or using other phrases (e.g. *likely to, doubtful that*).

Modal verbs

- We use *must* and *can't* when we are certain about something.
  *You **must be** over the moon with your exam results.*
- We use *may (not)* and *might (not)* and *could* to say that something is or isn't likely or possible. We do not use *can* or *could not* in this way.
  *We **might not make** the 5.15 train, so we **could be** a little late.*
  *Marta **might not be** home yet. She only left ten minutes ago.*
  NOT ... ~~*so we can be a little late. Marta could not be home yet.*~~
- We use *will* and *won't* to express supposition or assumption.
  *You**'ll be** pleased to hear that your idea was approved.*
  *I'll get the phone. It**'ll be** Denis.*
- To express probability, likelihood, supposition and speculation in the past, we use modal + *have* + past participle. In natural speech, we tend to use contractions.
  *I **can't've left** my phone in the office. I used it on the way home.*

Phrases

There are a number of phrases and patterns for expressing probability, likelihood and speculation. These include:

- *be likely/certain/bound/guaranteed to*
  *It**'s bound to** rain later.*
- *be sure/certain/positive/confident (that)*
  ***Are** you **sure that** the meeting's on Friday?*
- *It is (un)likely/(im)possible/(im)probable/doubtful (that)*
  ***It's doubtful that** the painting is a genuine Picasso.*
  We can also say *it is/will be/might be*, etc. *possible to.*
  ***It will soon be possible to** build entire cities under the sea.*
  We can also say *doubtful if.*
  ***It's doubtful if** the painting is a genuine Picasso.*
- *possibly, probably* and *definitely*
  *It is **possibly** the greatest invention of the last hundred years.*
- *there's a chance/possibility/likelihood (that)/of*
  ***There's a chance that** the flight will be delayed.*

Note that we can use *seem* and *appear* in some of the phrases above. This makes what we say more tentative.
***It appears doubtful** that the research was genuine.*

1 Read the texts about three new manufacturing materials and choose the correct option.

Shrilk

Scientists have developed a new exceptionally strong, biodegradable plastic material called Shrilk, which replicates the strength, durability and versatility of an insect's exoskeleton. The material [1] *is likely / could* be used to make rubbish bags and packaging that degrades quickly and there are [2] *possibly / likely to* be numerous other potential applications.

Thermoelectric material

Scientists in the USA have developed a thermoelectric material that converts waste heat to electricity. It [3] *is possible / can be* that fifteen to twenty per cent of waste heat [4] *can / could* be converted to useful electricity. Waste-heat recovery systems [5] *are possible to / could* be attached, for example, to automobile exhaust pipes and to other forms of transport. On a larger scale, the material [6] *can / could* [7] *likely / possibly* be used to process the waste heat from factories and power plants.

Fungal foam

As an alternative to conventional petroleum-based packing material such as Styrofoam, a company has developed a biodegradable packaging material made from plant stalks, rice and wheat and which is bound together by mushroom roots. As well as being used for packaging, it is [8] *possibly / possible* that the material [9] *could / is possible* also be developed for use as car components, such as bumpers, steering wheels, dashboards and seats. And there are [10] *possible / likely* to be a range of other uses, including table tops, surfboards and other similar products.

2 Rewrite the sentences so the meaning is the same using the word in italics.

1 I'm sure you were quite surprised by the results. *must*
_____
2 It's possible that I won't be able to make it to the meeting. *chance*
_____
3 Graphene might change the nature of manufacturing in a big way. *possible*
_____
4 I assume that the research took several years. *will*
_____
5 It's not possible that you saw Oscar this morning. *can't*
_____
6 The meeting isn't likely to take place as planned. *doubtful*
_____
7 Humans will definitely visit Mars one day. *bound*
_____
8 It's possible that Paula forgot to send the email. *might*
_____

8.2 Participle clauses

GR8.2

1 She did well in her exams, **getting six grade As and three Bs**.
2 **Used correctly**, it will last for several years.
3 **Having got to work**, he remembered he had the day off.
4 **Since retiring**, he's taken up a number of hobbies.

Form

There are three main participles:

- The present participle (e.g. *asking, standing, speaking*)
- The past participle (e.g. *asked, stood, spoken*)
- The perfect participle (e.g. *having asked, having spoken*)

Note that we use the past participle to express passive meaning. We can also use the other participles in the passive voice (e.g. *being asked, having been asked*).

To form the negative, we put *not* before the participle (e.g. *not speaking, not being asked*).

A participle clause is when a participle is followed by an object (e.g. *... holding **a reusable bag***), a complement (e.g. *Being **allergic to eggs**, ...*) or an adverbial (e.g. *Having lived **in London**, ...*).

Use

Participle clauses often, but not always, enable us to be more efficient with the language and use fewer words. In particular, they can be used in place of subject clauses with conjunctions. Participle clauses are generally quite formal sounding and are used more in writing than in speech. Uses of participle clauses include:

- to express reason, result and condition.

  ***Being a teacher**, I get long holidays. (Because I'm a teacher ...)*
  ***Assuming everyone agrees**, let's postpone the meeting. (If everyone agrees, ...)*
  ***Having been brought up** in Canada, he has a strong affinity for the country. (Because he was brought up ...)*

- to show the sequence of events.

  ***Arriving at the airport**, he realized he had left his passport at home. (When he arrived ...)*
  ***Driving to work**, he witnessed two separate accidents. (As he was driving to work, ...)*

- after certain prepositions and conjunctions.

  ***On hearing the news**, they looked at each other in disbelief.*
  ***When asked about the robbery**, he refused to comment.*

Note that the subject is the same in both the participle clause and the other clause.
***She** did well in her exams, getting (and **she** got) mostly As.*
*On hearing (When **they** heard) the news, **they** screamed.*

- in certain fixed attitudinal phrases. Note that this is also common in more informal and spoken language.

  ***Generally speaking**, business is fine.*
  ***Talking of Marta**, I hear she became a teacher.*
  ***All things considered**, I think we should try again.*

1 Complete the second sentence using a participle clause so the meaning is the same as the first sentence.

1 Because I'm vegetarian, I think I have a good diet.
_____, I think I have a good diet.
2 I haven't been here before, so I don't know what it's like.
_____, I don't know what it's like.
3 Before you make a final decision, can you talk to me?
Can you talk to me _____?
4 If it's stored in the fridge, it should last for a few days.
_____, it should last for a few days.
5 Rotherham United had a good end-of-season and they won two of their last three games.
Rotherham United had a good end-of-season,
_____
6 As he walked up the path, he saw the broken window.
_____, he saw the broken window.
7 We were woken by a noise, so we ran outside to see what had happened.
_____, we ran outside to see what had happened.
8 Since he took office six months ago, the prime minister has visited over ten countries.
_____, the prime minister has visited over ten countries.

2 Complete sentences 1–10 with the correct participle form of the verbs in the boxes.

not/be know publish speak talk

1 Generally _____, I think it's a great idea.
2 _____ as the Venice of the North, Amsterdam is built on a network of canals.
3 _____ of Julia, did you know she's got a new job?
4 _____ American, I really don't understand the attraction of American football.
5 A report _____ last week blames the senior management for the problem.

beat make not/want reach sell

6 On _____ the end of the road, they realized it was a dead end and they had to turn back.
7 _____ 5–1 by England, Germany made a number of changes for their next game.
8 The company had a very good year, _____ a profit of over $30 million.
9 _____ to get involved, I thought it was better to say nothing at all.
10 _____ in 1987, *Irises* by Van Gogh was the first painting to sell for over $50 million.

9.1 Uses of *will*

GR9.1

1 Education **will undergo** several major reforms over the next five years.
2 Karina **will be having** her interview by now, I imagine.
3 Kim's exam **will have finished** by now.
4 My brother **will keep** singing that awful song.
5 The government **won't back down** on the new education bill.

Form

We use

- *will* + infinitive (e.g. *will go, will see*)
- *will* + continuous infinitive (e.g. *will be going, will be seeing*)
- *will* + perfect infinitive (e.g. *will have gone, will have seen*)
- *will* + perfect continuous infinitive (e.g. *will have been going, will have been seeing*)

Use

Will has two core uses: to express assumption, supposition or prediction and to express a decision or choice to do something. Some common specific uses of *will* include:

- to express an assumption, supposition or prediction about:
  - the future
    *In five years, all school pupils **will be using** tablets instead of actual books.*
  - the present
    *I'm sure you'**ll** all **agree** that we need to address the problem.*
  - the past
    *I imagine the research **will have involved** hundreds of participants.*
    *Hurry up! They'**ll have been waiting** for ages already.*
- to talk about things we see as inevitable or a matter of course.
  *It's Alicia's birthday next week. She'**ll be** twenty-five.*
  *I imagine we'**ll be spending** New Year in Scotland as usual.*
- to talk about predictable, typical or characteristic behaviour.
  *We'**ll** generally **watch** TV for an hour or so most evenings.*
- to criticize actions or typical behaviour.
  *If companies **will insist** on tax evasion, they deserve all they get.*
- to express spontaneous decisions and to make requests, offers or promises.
  *I'**ll have** a mushroom pizza, please.*
  ***Will** you **help** me? – Sure I'**ll be** with you in a few minutes.*
- to express willingness or refusal.
  *Most people **will** happily **donate** to charity if they know the money is being put to good use.*

1 Circle *will* where it is expressing an assumption, supposition or prediction and underline *will* where it is expressing someone's decision or choice to do something.

1 I think we'll get the exam results sometime in June.
2 You need someone to help you? I'll do it.
3 You'll all be pleased to hear that our proposal was accepted.
4 My supervisor won't give me an extension for my assignment.
5 Milena will be boarding the plane about now.
6 My neighbours will insist on playing their music loud all the time!
7 It will have cost a fortune to give every student a new tablet.
8 Prof Jones says he'll be available between 10.30 a.m. and 12.30 p.m. on Friday for anyone who wants to see him.

2 Match sentences 1–8 in exercise **1** to the specific uses of *will* a–g.

a assumption, supposition or prediction about the present ___ ___
b assumption, supposition or prediction about the future ___
c assumption, supposition or prediction about the past ___
d criticism of typical behaviour ___
e willingness ___
f refusal ___
g offer ___

3 Rewrite the statements of fact as assumptions, suppositions or predictions using *will*.

1 The exam is in room 113 as usual.
_____
2 We're seeing my brother's family as usual this Christmas.
_____
3 They've been waiting for a long time.
_____
4 Magdalena's in her room. She's doing some work.
_____
5 Room 7 is free. Let's go in there.
_____
6 I'm sure they've made a decision by now.
_____
7 I'll get the door. It's Marek.
_____
8 We usually eat out once or twice a month.
_____

9.2 Talking about the future

GR9.2

1 They**'re going to** move to a new office
2 I think I**'ll go** to the library this afternoon.
3 I**'ll be having** a tutorial at 2.30.
4 We**'ll have** finished lunch by the time you get here.

There is no future tense in English. We can talk about the future using a number of different tenses and forms. We use:

- *be going to* + infinitive to talk about intentions and plans, and to make predictions based on direct evidence.

  *It looks like we**'re going to** be a bit late.*
- *will* + infinitive to express spontaneous decisions, including offers, requests and promises and to make predictions based on personal opinion.

  *I think you**'ll enjoy** living in Cambridge.*

  Note that *will* is also used as a neutral way of talking about the future and is frequently used in news and academic texts and other formal writing as a means of expressing a neutral tone.

  *The new system **will be implemented** in June.*
- the present continuous to talk about things which are arranged, agreed or finalized.

  *I**'m seeing** the head of department this afternoon.*
- the present simple to talk about future events which are part of a timetable, itinerary or schedule.

  *Term **starts** on 16th October.*
- the future continuous to describe actions in progress at a future point in time and to express something seen as a matter of course, rather than it being planned or arranged.

  *I'm sure I'**ll be seeing** Brenda sometime soon.*
- the future perfect to describe actions completed before a future point in time.

  *I'**ll have** finished the report by the end of next week.*
- *be (just) about to* + infinitive and *be on the verge/point of* + *-ing* to describe something happening very soon.

  *I'**m just about to** go home.*
- *aim to/plan to/hope to/expect to* + infinitive to express future plans, expectations and hopes.

  *We **plan to** set off at 6.30 and **hope to** be with you by about 9.30.*
- *be to/be set to/be due to* + infinitive usually to talk about formal or officially arranged events.

  *The chairman **is to** make an announcement later today.*

  This is common in news reports or other official documents.

1 Put the words in the right order to make sentences.

1 university / the / old / will / year / 200 years / be / next
_____

2 going / courses / introduce / over the next five years / to / the university / is / several new
_____

3 3.30 / 'm / on / meeting / Natalia / Friday / at / I
_____

4 resit / suppose / I / fail / 'll / I / any exams / I / that
_____

5 to / is / conference / 15 / July / from / next year's / 18
_____

6 from / will / the research team / the initial / to / conducting / be / trials / June / September ...
_____

7 ... and / will / and / December / collated / have / they / analysed / by / the data
_____

2 Complete the text with the verbs from the box.

are on the verge of letting are set to become
is going to be will be able to will have will bring
will have established will be taking will be using
will also enable

Everyone seems to agree that in the future we [1] _____ technology more and more in the classroom and in other learning environments. And even though there is a feeling by many that we [2] _____ technology take over, experts believe that in the next decade or so we [3] _____ how to make the most of using different technologies as pedagogic tools.

One such development is that classrooms of the future [4] _____ more globally interactive, where students [5] _____ virtual trips to other countries, rather than reading about them. As technology develops and becomes more immersive, history students [6] _____ visit, for example, Tudor times and see, hear and smell the 1500s. Geographers and geologists could similarly experience earthquakes and volcanoes. Technological developments [7] _____, for example, students to look at biological organs on a screen in 3D and maybe even 'build' one themselves using a 3D printer, which [8] _____ a range of uses in the classroom.

There is no doubt the learning environment of the future [9] _____ an exciting place, but despite the possibilities that technology [10] _____, experts warn that as personalized and as tailored to the individual as technology may become, education must still revolve around the relationship between student and tutor.

10.1 Noun phrases (2)

GR10.1

1 You can pay with a mixture **of euros and pounds**.
2 What was his reaction **to hearing the news**?
3 We're going to have a meeting **about what we can do**.
4 There's no need **to stay any longer**.

A noun phrase is a main noun (the head noun), the parts which come before it (pre-modification) and the parts which come after it (post-modification). We commonly use phrases that begin with prepositions (*of, in, to,* etc.) to post-modify a noun. Common patterns of post-modification include a noun followed by:

- **preposition + noun phrase/pronoun**
  There's going to be an investigation ***into the disappearance****.*
  What's the meaning ***of this word****?*
  There's been a lot of debate ***about it****.*
- **preposition + *-ing* form**
  What experience ***of dealing with financial issues*** *do you have?*
- **preposition + question word/*whether* + clause**
  We're doing research ***into how much people spend on learning English****.*
  What's your opinion ***of what he did****?*
- **preposition + question word/*whether* + infinitive**
  We're going to have a meeting ***about what to do****.*
  They're doing some research ***into how to reduce spending****.*
  I've got no idea ***about where to go****.*
  We can sometimes omit *about*.
  I've no idea ***where to go****.*
- **infinitive**
  The best way ***to get to here*** *is to get the bus from the station.*
  It's one of a number of websites ***to have been closed down****.*
  Is there anything ***to eat****?*
- ***for* + object + infinitive**
  There's no need ***for anyone to worry****.*
  It's time ***for us to be going****.*

1 Rewrite the sentences, putting the words that post-modify the noun into the correct order.

1 He's always had a strong motivation / *money / to / make*
_____

2 I've never had any interest / *and / famous / in / rich / becoming*
_____

3 There's going to be a meeting / *what / about / should / next / we / do*
_____

4 We're in danger / *money / out / of / of / running*
_____

5 What's the point *earning / of / money / of / a lot* / if you never spend any of it?
_____

6 You need to make a decision / *to / about / money / where / the / invest*
_____

2 Complete the texts about the dollar with the post-modifying phrases in the boxes.

about how the dollar sign ($) came about for the dollar
of the 'S' of the 'U' of two vertical lines of 'US'
to adopt this with two vertical lines

There is disagreement and uncertainty [1]_____. However, one theory is that today's dollar sign [2]_____ possibly began as a monogram [3]_____ which was used on money bags issued by the United States Mint. It is thought that the letters 'U' and 'S' were superimposed with the bottom [4]_____ disappearing into the bottom curve [5]_____ and therefore giving the appearance [6]_____. At some point, the authorities made the decision [7]_____ as the standard symbol [8]_____.

for producing all the paper money for the USA
of its operations of products of ten cents per note
to fund the war effort to print more money

The Bureau of Engraving and Printing has full responsibility [9]_____. The Bureau of Engraving and Printing was established during the American Civil War. The government needed to find a way [10]_____ and as a result made the decision [11]_____. From almost the very beginning [12]_____, the Bureau of Engraving and Printing designed and printed a variety [13]_____ in addition to currency. These included stamps, passports and other official documents. Today, the Bureau produces around six billion notes every year, at an average cost [14]_____.

10.2 Position of adverbials

GR10.2

1 People are **rarely** happy with what they have.
2 I have **really** enjoyed myself.
3 You'll **easily** pass the exam.
4 I saw Pedro **at the gym**.

There are often a number of possibilities for the position of adverbs. As a general rule, single-word adverbs generally go in the middle of a clause and longer adverbial phrases generally go at the beginning or at the end. Some more specific rules are:

- Adverbs of frequency (e.g. *often, usually, occasionally*) generally go before a simple verb, after the (first) auxiliary verb, or after the verb *be*.

  *We'll **often** watch TV for the whole evening. We've **sometimes** watched it all night.*

  Note that we can also put some adverbs of frequency at the beginning or at the end.

  ***Sometimes**, it'll rain for days. It'll rain for days **sometimes**.*
- Adverbs of relative time (e.g. *already, just*) generally go before the verb, after the (first) auxiliary verb, or after the verb *be*.

  *You've **just** missed Erica and Carmen. They **just** left.*
  *Get a move on! We're **already** late.*
- Adverbs of degree (e.g. *very, really, so, extremely, quite, even*) generally go directly before the word they modify. They generally go before the main verb when there is an auxiliary.

  *She's **quite** tall.*
- Adverbs of manner (e.g. *slowly, rapidly, suddenly*) generally go after the verb and its object.

  *They left **suddenly**.* *He drove very **slowly**.*

  Some adverbs of manner can however also go before the verb, especially if the object is long.

  *They **suddenly** left.*
  *He **slowly** opened the door at the end of the corridor.*
  NOT ~~*He opened slowly the door.*~~
- Adverbs and adverbials of place (e.g. *in London, on the coast*) and time (e.g. *yesterday, at the weekend*) generally go after the verb and its object.

  *We're leaving **on Monday**.*

  They can also go at the beginning of a sentence or clause.

  ***At 12.30** we have lunch and then we have classes until 2.30.*
  *They drive on the right in the USA, but **in Australia**, they drive on the left.*
- Adverbs that comment on or express attitude towards a whole clause or sentence generally go before or possibly after the clause or sentence.

  ***To put it bluntly**, it's a terrible idea.*
  *I don't agree with you for one second, **to be honest**.*
- With some adverbs (e.g. *actually, just, only, really, particularly*) the meaning of the sentence depends on the position of the adverb or the words which are stressed.

  *I **really** don't like it. I don't like it **really**.*

1 Rewrite the sentences putting the adverbs in italics into the correct place.

1 Apart from emails and messages, I'll go online. *generally / several times a day*

_____

2 Smartphones and the like make it easier to do everything. *from the comfort of your sofa / even*

_____

3 You can find and listen to anything you want. *on the internet / easily / usually / absolutely*

_____

4 I download songs. I listen to music on-demand. *occasionally / these days / only / mostly*

_____

5 If we set off, we might catch the bus. *just / in the next couple of minutes*

_____

6 Are you not ready? I've told the taxi driver to wait a bit longer. *already / yet / still*

_____

7 I'm sure he's been working . *for about two months / here / only / pretty*

_____

8 I've been working a bit. *for the past few months / quite / in London*

_____

2 Match the beginnings and endings of the sentences.

1	Just Anna and I went to the cinema.	a	We didn't go for a drink after.
2	Anna and I just went to the cinema.	b	Everyone else went home.
3	I knew you'd never met before.	a	But you wouldn't believe me.
4	I never knew you'd met before.	b	It's a small world.
5	I'm absolutely sure she's not coming with us.	a	She's got to work this evening.
6	I'm not absolutely sure she's coming with us.	b	I'll give her a call to check.
7	I think Patrick's only got his email address.	a	Not his mobile number.
8	I think only Patrick's got his email address.	b	No one else really knows him, as far as I know.
9	I particularly don't want to go.	a	But I could be persuaded.
10	I don't particularly want to go.	b	You're not going to persuade me.

11.1 Adjective position

GR11.1

1 The **neighbouring countries** have very different languages.
2 It was a **complete disaster**.
3 The **time available** was running out.
4 I'**m** really **glad** you like it.

Adjectives are most commonly used before a noun (e.g. *an ancient language*) or after a linking verb (e.g. *He's asleep*). Most adjectives can be used in both ways (e.g. *It's a complex language./The language is complex.*). However, there are some exceptions to this:

- Some adjectives generally only go before the noun and are not used after a linking verb.

  *That's the **main problem**.* NOT ~~*That problem is main.*~~

  This is generally the case with some intensifying adjectives.

  *The film was **utter rubbish**.*

- We can put adjectives after a noun in questions.

  *Is the **language difficult**?*

- Some adjectives or participles used like an adjective can go after the noun in a reduced relative clause.

  *Do you know any of the **people involved**?*
  *It was in a **report published** last week.*
  *Who's the person **talking** to Vera?*

- Some adjectives are usually used only after a linking verb such as *be, become, get, feel, seem*. Adjectives used in this way include: *afraid, alive, alone, asleep, awake, alike, alert, ashamed, aware, afloat, adrift, alight, glad, pleased, content, ready, sure, well, sorry.*

  *He **was afraid**.*
  *Anthony **seems upset** about something.*

  Note that we use some of these adjectives before a noun in certain phrases (e.g. *a sorry state, a sorry smile, a ready-meal, a sure start*).

- Some adjectives (e.g. *present, responsible, old, conscious*) have different meaning according to the position they are used in.

  *He's an **old** friend.*
  *My friend isn't **old**.*
  *We have no further news at the **present** time.*
  *Over twenty people were **present** at the meeting.*

1 Complete the second sentence using the word in italics so the meaning is the same.

1 We wasted our time completely. *complete*
  It _____
2 Is it an easy language in terms of grammar? *easy*
  Is the _____
3 It's a problem that we've had for a long time. *old*
  It's _____
4 It was an absolutely disastrous meeting. *absolute*
  The meeting _____

2 Cross out the options which are not possible.

1 It's an utter mess. / The mess is utter.
2 It's an ancient language. / The language is ancient.
3 Was it a good lecture? / Was the lecture good?
4 Is there much time left? / Is there much left time?
5 Did you know any of the present people? / Did you know any of the people present?
6 Who's the dancing person over there? / Who's the person dancing over there?

3 Choose the correct options to complete the sentences.

1 There are a number of *alike / similar* languages in the region.
2 There were lots of *sleeping / asleep* children at the end of the school trip.
3 The decision we need to make is *key / main* to the whole process.
4 They put forward a very *sure / convincing* argument.
5 We came across hundreds of *frightened / afraid* and hungry people.
6 I'd like the *completed / ready* report by Friday.

4 Replace the words in italics with the adjectives in the box. Use each adjective twice.

concerned conscious old present responsible

1 Was it a *deliberate, active* decision?
2 The story is *from a long time ago.*
3 He was *awake and aware* for the whole operation.
4 There were only about ten people *there* at the scene of the accident.
5 Theodora is *a longstanding* business acquaintance of mine.
6 At *the moment*, we aren't in a position to make a final decision.
7 Look at all this mess! Who is the person *who did it*?
8 We need a *reliable, sensible and trustworthy* adult to accompany a group of children on the school trip.

11.2 *Whoever, whatever, wherever ...*

GR11.2

1 **Whoever** gets to the restaurant first can get the table.
2 You can sit **wherever you like**.
3 I'm happy to eat Chinese, Indian, Thai, **whatever**.
4 **Why ever** would anyone want to eat pineapple with chilli?!

The suffix *-ever* can combine with question words to form *whichever, who(m)ever, whenever, wherever, whatever* and *however*. We use these words in a number of ways. These include:

- We can use *whichever, who(m)ever, whatever* to mean 'it doesn't matter which/who/what'. This can be:
  - as the subject of the clause
    Don't worry. ***Whatever*** *happens, everything will be OK.*
  - as the object of the clause.
    Who(m)ever *you speak to, they'll all say the same thing.*
    Whichever *dish you choose, it's guaranteed to be good.*

    Note that we usually use *whichever* when talking about a known set of alternatives.
- We use *whenever, wherever* and *however* at the beginning of an adverbial clause with the meaning 'it doesn't matter when/where/how'.

  Can you give me a call ***whenever you have a moment****?*

  Whenever can also have a similar meaning to 'every time'.

  Whenever I visit the UK*, I always try to have fish and chips.*

  We also use *however* before an adjective or adverb.

  You must try your best, ***however hard*** *it is.*
- We can use *whichever, who(m)ever, whenever, wherever, whatever* and *however* on their own.

  What do you fancy for dinner tonight? – ***Whatever. I don't mind****.*
  Where do you want to sit? – ***Wherever. You choose****.*

No matter which/who/what/where/when/how also means 'it doesn't matter which/who/what/where/when/how'.
I'll always love you ***no matter what*** *happens.*
No matter where *you end up, call me.*

- We can use *whichever, who(m)ever, whenever, wherever* and *whatever* to finish an open-ended list. The meaning is similar to *etc.* or *and so on.*

  Call round in the morning or the afternoon or evening, ***whenever****.*

  We can often use *whatever* in all cases.

  I don't mind ***how*** *you contact me – SMS, email,* ***whatever****.*
- We can use the phrases as an exclamation when they are used as two words. *Ever* adds emphasis to the exclamation. We can also use *why ever* in this way.

  Who ever *came up with this is a genius!*
- *Whatever* can be used as a dismissive/rather rude reply.

  Can you stop doing that, please? – ***Whatever!***
- *Whatsoever* is an emphasizer with similar meaning to 'at all'.

  There were no other people ***whatsoever*** *on the beach.*

1 Complete sentences 1–8 with an appropriate word formed with *-ever*.

1 You can use the computer _____ you like. You don't need to ask.
2 You can drop me somewhere near Green Street – _____ you like.
3 _____ wins will play either Germany or Spain in the next round.
4 _____ has the most points at the end of the game is the winner.
5 _____ you do, don't tell Marta. She mustn't know about it. It's a surprise.
6 You choose the one you prefer. I'll have _____ one you don't want.
7 My computer keeps crashing _____ I run that new photo software.
8 It's important to keep trying and not give in, _____ difficult it is.

2 Rewrite the sentences so the meaning is similar using a word formed with *-ever*.

1 Every time I go to their house, they're always cooking something exotic.
_____
2 No matter what I cook, my kids always eat it all.
_____
3 We kept hearing the same song in every bar we went in.
_____
4 No matter who comes along, we'll have a good time. It's your birthday!
_____

3 Complete sentences 1–5 with an appropriate word formed with *-ever*.

1 We can do anything you like – watch a film, play a game, just hang out, _____.
2 I can drop round any time – seven, eight, _____.
3 I don't mind how we get there – bus, taxi, walk, _____.
4 You can tell anyone you like – James, Claudio, Max, _____.
5 We can go anywhere you like – The Coliseum, the Pantheon, The Vatican, _____.

4 Add *ever* to the sentences to give emphasis.

1 Why anyone would want to live here, I don't know.
2 Who eats jam and tuna sandwiches! Yuk!
3 When did I say that? I said nothing of the sort!
4 The person who thought this was a good idea needs sacking. What were they thinking of!

12.1 Causatives and similar structures with *have* and *get*

GR12.1

1 My tutor **had us resubmit** our assignments.
2 I'm not **having you ordering** me around like that!
3 We'**re having the office renovated** at the moment.
4 They **had several people complain** about the event.

We use a number of structures with *have/get* to talk about when we cause or arrange for something to happen or when something happens to us. These include:

- We use *have* + sb. + infinitive (without *to*) when we make, oblige, ask or arrange for somebody to do something.

  *We **had someone house-sit** for us while we were away last month.*

  We can also use *get* + sb. + infinitive (with *to*) in a similar way. *Get* is usually used in more informal contexts.

  *We **got someone to house-sit** for us while we were away last month.*

  We use *have* + sb. + *-ing* in a similar way, but to show or emphasize activity or duration.

  *My boss **had us working** through our lunch break today.*

  We also use *have* + sb. + *-ing* when something causes something to happen.

  *She's so funny. She'**ll have you crying** with laughter.*

- We also use *have* + sb. + *-ing*/infinitive (without *to*) to say we will not tolerate or we object to something. We do not use *get* in this way.

  *I won't **have anyone tell** me how to bring up my children!*

- We use *have/get* + sth./sb. + past participle when we arrange for something to happen, often when we use a service. *Get* is used generally in more informal contexts.

  *The school **had our son assessed** for dyslexia the other day.*
  *Where **do** you **get your hair cut**?*

  We also use *have* + sth. + past participle when something, usually unwelcome or unpleasant, happens. We do not generally use *get* in this way.

  *I **had my bike stolen** the other day.*

- We use *have* + sth./sb. + *-ing*/infinitive (without *to*) to describe a situation when there is no element of causing or arranging for this to happen.

  *We **had thousands applying** for tickets within minutes of them going on sale.*

1 Put the verb in brackets in the correct form: infinitive, *-ing* or past participle.

1 Lucy's very persuasive – she'll have you _____ (do) everything if you're not careful.
2 We're having the apartment _____ (value) this afternoon.
3 I'm having Professor Boyd _____ (look) at my proposal before I submit it.
4 I need to get somebody _____ (look) at my computer. The screen keeps freezing.
5 I think the restaurant's going downhill. They've had loads of people _____ (complain) recently.
6 When the rain came down, it had us all _____ (run) for cover.
7 Elena had her phone _____ (steal) the other day. Someone took it out of her bag at work.
8 I will not have people _____ (tell) me what I should and shouldn't do in my own home.

2 Complete 1–6 with a phrase using the words in italics.

1 The lead singer _____ along for most of the concert. *have / the crowd / sing and clap*
2 We do our weekly shop online and _____ to the house. *have / it / deliver*
3 I _____ at my car so far, but no one has shown any interest in buying it. *have / three people / look*
4 The 'Super Sale' prices _____ for a couple of blocks before the store opened. *have / people / queue*
5 Kerry says she's going _____ really short. *get / her hair / cut*
6 I don't know how he managed it, but somehow Joe _____ to do a sponsored parachute jump next month. *get / me / agree*

3 Complete the second sentences so the meaning is the same using a form of *have* or *get*.

1 They searched my bags at the airport.
I _____
2 Someone's going to verify the test results next week.
We _____
3 The researcher asked us to talk for two minutes about our favourite memory.
The researcher _____
4 Loads of people volunteered for the research.
We _____
5 Someone's going to clean the windows next week.
We _____

12.2 Reporting verbs

GR12.2

1 Alex **thinks he's left his phone in the office**.
2 She **convinced me to stay** a little longer.
3 I **apologized for being** late.
4 He **congratulated me on my exam results**.

When we report what someone says we often use verbs that indicate the nature of what was said. We do this by using reporting verbs. Some common reporting verbs and their patterns include:

- verb + (*that*) clause

  admit, agree, assert, claim, complain, confirm, deny, emphasize, explain, insist, promise, recommend, repeat, reveal, say, suggest, think, warn

  *The president **agreed that mistakes had been made**.*

- verb + object + (*that*) clause

  assure, convince, inform, promise, reassure, remind, tell, warn
  *Marta **reassured us that everything would be OK**.*

- verb + infinitive

  agree, ask, claim, demand, offer, promise, refuse
  *The government **has offered to extend** the deadline by a month.*

- verb + object + infinitive

  acknowledge, advise, ask, beg, encourage, invite, order, persuade, remind, tell, urge, warn
  *Experts **advise us to play** more chess and do crosswords.*

- verb + *to* + perfect infinitive

  claim
  *Smith **claims to have discovered** a new species.*

- verb + *-ing*

  admit, deny, recommend, suggest
  *The report **recommends walking** at least one mile a day.*

- verb + preposition + *-ing*/object

  apologize for, complain about, insist on, object to, reflect on, remind about
  *She **insisted on paying** for the meal.*

- verb + object + preposition + *-ing*/object

  accuse ... of, compliment ... on, congratulate ... on, praise ... for, talk ... into, thank ... for, warn ... against/about
  *Greta eventually **talked me into going** with her.*

- verb + object

  acknowledge, emphasize, endorse, repeat, state
  *He clearly **stated his position** on the matter.*

Note that some verbs have more than one pattern.
She promised she wouldn't be late.
She promised me she wouldn't be late.
She promised not to be late.

We most commonly use a reporting verb in the past tense and we change the tense in the clause (e.g. *is* → *was, will* → *would*).

*He**'s** always forgetting things.*
*She complained he **was** always forgetting things.*

1 Choose the correct options to complete the extracts.

1 Doctors *urged / informed* the public to be vigilant about the killer virus.
2 Several people *praised / complimented* her on the beauty and simplicity of the design.
3 The Director General *agreed / endorsed* the appointment of Smith as Foreign Affairs Editor.
4 The majority *complained / objected* to the proposal, saying that the predicted increase in traffic was not sustainable.
5 The judge *admitted / acknowledged* the defendant's inability to recall events from such a long time before.
6 The minister *asserted / assured* that there would be a referendum on the issue within two years.
7 Harrison and her team *revealed / admitted* engineering some of the research results.
8 She *suggested / agreed* delaying the meeting until more information had been gathered.

2 Report what was said. Use the verbs in the boxes.

apologize compliment deny encourage reassure

1 'Sorry that I didn't believe you earlier.'
He _____
2 'Everything will be absolutely fine. Don't worry.'
She _____
3 'I think you really ought to go for that new job. You really should.'
Frankie _____
4 'I categorically state that I have no knowledge of the incident at all.'
He _____
5 'That was a fantastic presentation. Well done.'
The Dean _____

claim congratulate recommend suggest warn

6 'It is advisable to drink at least two litres of water a day.'
The guidelines _____
7 'How about we don't make a decision today, but meet again in a couple of days' time?'
Satoshi _____
8 'Well done for passing your exam. That's fantastic news.'
She _____
9 'We should all be aware of the dangers of being too complacent.'
The report _____
10 'We have discovered a previously unknown language in the Amazon.'
Dr Jenkins and his team _____

Audioscripts

Unit 1 Change

1.1
1 They're much better organized than they used to be.
2 The more we rush around, the more stressed we get.
3 I waited as long as I could.
4 Events are moving far more quickly than we expected.

1.2
The management of change is one of the most difficult things for organizations to do well. Many people feel threatened by change and fear of the unknown means workers often prefer things to stay as they are. Managers in turn are often anxious about communicating change. This may mean that they don't communicate appropriately or that the team picks up on their anxiety and becomes nervous in turn.

1.3
People in different cultures do not respond in the same way to approaches to change management. Factors which affect the way people react include how much respect people have for power and those in authority and the importance of the individual versus the group. Another key factor would be how people react towards uncertainty – not being sure what is going to happen. If managers fail to take these factors into account, they may find workers are highly resistant to change.

1.4
German-American psychologist Kurt Lewin, one of the pioneers of organizational psychology, devised a three-step model for the effective management of change. The first step, which he calls 'unfreezing', concerns explaining why things should be done in another way. This step is very important and a particular approach may be more effective in one culture than another.

In Anglo-Saxon countries, it's important to show how change will benefit the individual. If people can see that doing things a different way will help their career or bring a reward, they are more likely to respond positively.

In Scandinavia and the Netherlands, people like to feel a high level of autonomy in their work and believe that they, not managers, fully understand their work. In this culture, consultation and decision-making by the team is very important.

In countries such as Mexico, Russia and India, people believe that the person at the top of the company has a good overview and can make the best decisions. Communication of change should also be done formally, through written documents.

In Germany and Austria, the emphasis is on being an expert. An expert is believed to be in a position to define new directions. Therefore, anyone who wants to implement change must first ensure that their knowledge and expertise is recognized. It's not enough just being a manager.

The next step in Lewin's model is known as ...

1.5
When we think of the world's biggest cities, we might think of places like Tokyo or Mexico City. While these are certainly big, the map shows us the six fastest-growing cities in the world and the cities which are likely to continue growing rapidly from now till 2020. None of them are in Europe or the Americas. Five of them are in Asia and one is in Africa.

The world's fastest-growing city in terms of population is Beihai in the Guangxi region of China. Its location near Vietnam, Hong Kong and Macao has aided its economic development, and tourism is also on the increase. Its average population growth from 2006 to 2020 is estimated to be nearly 11% per year.

Surat and Ghaziabad are both important industrial cities in India. Bamako, the capital of Mali, is a centre for shipping and industry which has grown due to rural migration – as has Kabul in Afghanistan. The ancient city of Sana'a in the Middle Eastern country of Yemen has existed for more than 2,500 years but has grown recently due to the oil industry.

1.6
Shanghai has changed enormously in the last thirty years or so. I mean, it's really grown a lot. There are now just under twenty-four million people living here – that's double the population of the late eighties; so the past thirty years or so have seen some big changes.

I think the area that's undergone the most dramatic change is probably Pudong: it used to be a rural area, but it's been completely transformed. They've built an incredible number of skyscrapers, and the skyline has changed beyond recognition. A lot of the big financial institutions which used to be in the Bund – that's another district – well, they've moved to Pudong. You've got the Shanghai Tower – that's the tallest building in China – and Pudong is also where the airport is now. There are loads of shops, museums and restaurants – it's a really lively part of the city.

But it's not just the centre of the city that's changed – the way Shanghai's growing means they're constantly putting up new tower blocks and residential areas all over town. I know some people aren't happy about being moved out of their old houses, but I think the quality of housing has improved a lot, and most people see it as something positive.

I suppose in some ways I think it's becoming more westernized, or maybe more globalized – you see all the same stores and chains you would in London or New York. I think it's also getting a lot more expensive because of this. There's also a much bigger middle class.

I absolutely love what's happened in the waterfront area – that's all really changed. They always seem to be building a new expressway or widening an existing one. The metro's great – it's now got, what, something like twelve lines? And I think they're building or planning to build somewhere in the region of seven more – that's a big improvement.

One thing that hasn't changed too much, though, is the pollution – Shanghai's a lot better than Beijing, but the air quality's still not that great. But Shanghai is a much greener city than it used to be – they've established a green belt, and there are dozens of parks now – a lot more than there used to be. And, there doesn't seem to be any sign of it stopping – more people are moving to Shanghai all the time.

Unit 2 Feats

2.1
I Welcome to *Everyday Nature*, our weekly look at the world around us. Today we have three zoologists who are going to tell us about animals and their astonishing powers! Let's start with you, Dr Marshall. What's your area of interest?
Z1 OK, so I've been investigating sound. There are some pretty noisy animals around. For example, the lion has a seriously loud roar which can be heard 8 kilometres away.
I And isn't there a kind of shrimp which makes an awfully big click?
Z1 That's right. It's called the snapping shrimp, and it makes an astonishingly loud snap that lasts for just one millisecond. But it's so loud and powerful that it heats up the water around it to a temperature hotter than the sun's surface! But the blue whale is the most impressive of all. Its calls travel more than 1,600 kilometres through the ocean, and are roughly as loud as a very loud rock concert.
I But we humans are unable to hear it, right?
Z1 That's right.

I Professor Green, I believe your field is building. There are some notably good builders out there in the animal world, am I right?
Z2 Oh, yes. Just think of a bird's nest, for example. It's so remarkably complex and beautiful that it was used as the model for the Olympic stadium in Beijing. But, I think it's beaten by the termite's nest which is utterly astonishing. It's more like a city than a nest. It involves highly sophisticated systems. Did you know that inside the

environment is temperature-controlled with special ventilation?

I So it's air-conditioned?

Z2 It certainly is, and what's more, there are special rooms that store food, contain gardens ...

I Gardens?

Z2 ... gardens, and of course, house the queen. It's an exceedingly impressive piece of work – and just made from simple materials like soil and saliva!

I So, Dr Johns, you study animals from which point of view?

Z3 Well, I'm particularly interested in how fast animals can travel, but also how long they can travel at the fastest speeds. For example, some birds, especially hunting birds like the peregrine falcon, are extraordinarily fast over a short distance – even up to 320 kilometres an hour, if they want to catch a mouse, for example – but they can't sustain that over several minutes.

I And it's fair to say that humans are hopelessly slow when it comes to running and swimming and so on, isn't it?

Z3 That's true, but we do have a critically important advantage, which is that we can run for long distances – much further than any other animal. It's because we have a radically different body structure. And being able to run for a long time can give you advantages that pure speed doesn't have. Not least, you can win marathon races!

I Well, thank you very much, Dr Johns ...

2.2))

P Hello, and welcome to *In My Opinion*, the radio show in which three contestants have just sixty seconds to present the best answer to a topical question. And of course as usual, our audience here in the studio will vote after hearing the three speakers. Our first question tonight is: 'What was the most significant breakthrough in engineering?' And over now to our first contender, Marion. Your sixty seconds starts now.

M Good evening. In my opinion, the most significant breakthrough in engineering was ... the wheel. Until the invention of the wheel – in Mesopotamia about 6,000 years ago – early humans had made pots by hand, dressed in animal fur, and pulled heavy objects from place to place. How inefficient! But even once they'd invented the wheel, its use was limited to things like making pots. In fact, early humans had been using the wheel for 300 years before they realized they could use it to transport both themselves and heavy objects. But the wheel is not just about transport. It's had a huge impact on many later inventions – without the wheel inventions such as the watch, the car or the computer would have been impossible.

P Thank you, Marion. Now over to Trevor – your sixty seconds starts now.

T Thanks. Well, in my opinion the most important breakthrough was ... electricity. In the past 100 years, engineering is said to have produced some of its greatest achievements to date. And the key to most of these is electricity. Electricity has revolutionized virtually every aspect of modern life. Its use became widespread at the end of the nineteenth century and it has been transforming our lives ever since. Can you imagine our life today without it?

P That sounds like it from Trevor. Now on to our final contestant in this first round, Lucy. Lucy your time on the most significant breakthrough in engineering starts ... now.

L OK, well, my answer to the question is a little unusual. You see, in my opinion the most significant breakthrough has not yet happened. According to the National Academy for Engineering in the USA, some of the biggest breakthroughs are predicted to have taken place by the middle of the twenty-first century and I think the most significant is that experts say that by 2040 we will have found new types of fuel. This could have a dramatic effect on our current problems with energy supply and the environment. Some say that in just a few decades, new energy sources will have been developed through nanotechnology –the engineering of matter at the level of molecules. And that's a really ...

P Sorry to interrupt, Lucy, I'm afraid your time's up. And now having heard our three speakers, it's over to our audience to decide who ...

2.3))

1 Early humans had been using the wheel for 300 years before they realized they could use it to transport both themselves and heavy objects.
2 Electricity has revolutionized virtually every aspect of modern life.
3 Some of the biggest breakthroughs are predicted to have taken place by the middle of the twenty-first century.
4 In just a few decades, new energy sources will have been developed.

2.4))

1 Most of the patients are asleep at this time, so it's important that you don't ...
2 This music is so loud! I just can't work in ...
3 When I'm working, I have to have ...
4 He's a very shy kind of guy. When he's at a party, and he doesn't know anybody, he finds it difficult to ...

2.5))

1 Eric, could you stop fiddling with your phone, please? This is supposed to be a serious meeting. I wish you would ...
2 You mean you can see somebody standing on that bridge in the valley? I can't see anything. You must have ...
3 Haven't you noticed that my husband speaks with a Mexican accent, and I speak with a Spanish accent? Or maybe you don't ...
4 Now, Lukasz, when you said that there is no relationship between the two events, I thought that was a very ...

2.6))

1

A Do you ever have to take notes?
B Yes, I usually take notes in business meetings at work.
A And do you have a particular way of doing that?
B I usually make notes about the agenda. I use the agenda items as headings. And I highlight the action points, particularly mine, so I don't forget what to do for the next meeting.

2

A Can you tell me if you ever have to take notes?
C Oh yeah, all the time, in lectures and seminars, things like that.
A Have you ever been trained how to take notes?
C Not really. I just picked it up, through practice.
A And your top tip?
C I guess, it would be to listen for key words.
A And how do you know what the key words are?
C They're usually stressed in some way. Like, the lecturer says, 'so it was the economic situation, rather than the political ...' so you know to write 'economic' ...

3

A So tell me how you take notes.
D My technique is to write down everything.
A Really? Everything?
D Yes, because you never know what information you're going to need later.
A Do you even write down words like 'and' and 'the'?
D Um, well, ye-e-es ....

4

A Hi. We're doing some research into how people take notes.
E OK ... well, I take notes at meetings, usually.
A And do you have any particular technique or strategy?
E Not really. I just type straight onto a tablet. I can type much faster than I can write.
A And you put down everything?
E Um, I never write details – . things like statistics or ... examples.

5

A Any advice for note-taking?
F Well, when I was at school, I was taught a lot of abbreviations, like the plus sign for 'and,' and three dots for 'therefore,' and so on. And I've found that to be really useful. Also bullet points are great, because if you're writing a list, you can make it very clear which are the items on the list, and which is extra information.
A So you have a special system?
F Not really. I don't think it matters what your system is, as long as you can reconstruct the lecture from your notes afterwards.

6

A You've been studying here for a couple of years now so I guess you've been to a load of lectures.
G Sure have. And talks, and seminars ...
A And have you developed a particular way of taking notes?

G Not especially, but I find it's very useful to try and listen for the structure of the argument. The best lecturers really signal the direction their talk is going. So I would say listen out for discourse markers, linkers, and conjunctions …

A Such as?

G Things like 'because' and 'therefore' and 'in addition.' Also words and phrases which introduce examples. Then I use little symbols like three dots for 'because' or 'e.g.' for an example, or a plus sign for 'in addition.' It's easy to get confused and not be sure if something is an example or a new point.

2.7))

One of the most amazing feats of the human brain is that of hearing and listening. Of these, I think that listening is the more mysterious.

Don't get me wrong. Hearing is an incredible feat, too. The human ear is a complex and wonderful organ. But we understand, more or less, how it works. That is to say, we understand it from the medical or biological point of view. The transformation of sound into electrical signals to the brain is reasonably well understood. And of course, there are many animals, including famously bats, who have much superior hearing mechanisms to humans.

2.8))

In fact, if you think about it, we have been able to build machines that can hear for many years. Scientists are now getting interested in the skill of listening.

Because machines, and we're talking about computers now, actually find it tougher to listen than to hear. You can tell the difference if you listen to a recording of a noisy party. You can hear lots of different sounds – the chatter of people engaging in conversation, the sound of glasses clinking, maybe music, too. But they all sound the same volume or loudness – it's not possible to notice any real difference between them.

But we can. When we're at a party, we can focus or concentrate on the conversation we are having and cut out or ignore the music or other background noise. In other words, we can sort out what is important to us, and what isn't.

In the same way, computers are good at certain aspects of listening to music. Computers can distinguish rhythm – da da DA da DA da da – and they can tell if a note is high or low DAAAA – DAAAAA. Some computers can now even tell the difference between a violin and a piano.

2.9))

A scientist called Mounya Elhilali and a group of university researchers are working on this. They're trying to find out how the human brain perceives all these different sounds in a noisy environment. Whether you're at work, in the street or in the home, you're surrounded by a cacophony of sounds, and all these sounds compete for your attention. How does the brain deal with this?

The researchers claim there are two types of activity going on in the brain when you're listening in these environments. The first hears all the sounds. But the second can zero in, can focus, on a particular sound (like the conversation you are engaged in) and that is controlled by your state of mind. The scientists hope to understand the relationship between these two activities.

The immediate aim of the research is to build a computer model which can listen in the same way as a human. But the eventual aim is to design better products that will improve and enhance communication.

2.10))

This leads us on to a consideration of the conventional thinking about what a challenge actually is. For most of us, the meaning usually centres around an individual task which is in some way demanding or difficult to complete. Physical or mental tasks commonly spring to mind and the outcome is often clearly a success or a failure without much scope for any grey areas in the middle. So we can probably all recognise that feats such as running a marathon, climbing a mountain, or crossing the Grand Canyon on a tightrope present enormous challenges to the individual. They require physical and mental resilience that most of us cannot identify with, and potentially offer a sense of achievement that is likely to contribute exponentially to the well-being of the individual. However, some definitions suggest a wider meaning, and that a challenge may additionally involve the testing of abilities and character. There may not be an obvious end point, any recognizable achievement or an attempt which ends in disappointment. We can therefore include the everyday chores we face day after day within our concept of a challenge, and these daily challenges should be seen in a different way to the one-off tasks that arise from time to time in our lives.

2.11))

How many of you have children? Quite a few, I see. And how many of you have lost a loved one? Not so many, but still a significant minority. What about a new job? How many of you have started a new job in last two or three years? Yes, quite a few too.

And how many of you received emotional or psychological support while these life events were happening? Hmm, not so many. Of course, that's not surprising. Very few people seek help during times of change such as these. It's generally only when things become catastrophic for the individual that they make the effort to seek out help or coping strategies. For example, the new mother who can no longer cope due to post-natal depression. For most of us, these are events that people live through all the time. They are part and parcel of human existence. Perhaps people shouldn't need extra attention or support – they might appear weak. But is this a sensible attitude? Should we expect people to soldier on through regardless? In my view, no. Through my research I have gathered concrete evidence that people who find themselves in a life-changing scenario are much less prone to stress or depression when given support and coping strategies from the outset. I've looked at medical data from the last fifty years and at the beginning of this period, concerns with mental health and associated terms such as counselling and coaching were significantly less common than they are today. But this relative absence of help in the past has allowed me to see the differences in how effectively those both with and without support during significant changes in life go on to deal with their issues.

2.12))

achievements
challenges
tests
successful

2.13))

OK, so I guess my biggest achievement so far is probably getting into university. I was a good student in my early teens, but I kind of slacked off a bit at about sixteen and then I suddenly realized that exams were just around the corner so I really had a lot of catching up to do, which presented a challenge! However, I was determined to get into university, so I suppose that gave me the incentive. For years my parents had been telling me to study, but in the end making the decision for myself was what made all the difference and so I organized myself and tackled the problem and got the grades I needed. When I heard I'd got in, I was utterly amazed. I've done other things since, but at the time, it really was an incredible achievement.

2.14))

My brother and I had always wanted to have our own taxi company. But it wasn't easy. Things kept going wrong.

Financing the business was hard and so was finding the right staff.

At first we couldn't think what to do, but eventually we decided the best way to sort things out was to open a co-operative with other drivers.

Of course getting everything organized wasn't easy – there was a lot of hard work.

However, we managed to launch our business last March. It was a source of tremendous satisfaction when we finally achieved our goal.

2.15))

I guess	ridiculous
I reckon	all the time
utterly	I suppose
sort of	anyway
dreadful	extremely
unbelievable	kind of
you know what I mean	

Unit 3 Team

3.1))

1

A What's the matter, Jack?

B I've just been talking to Meriel, and apparently the company that supplies those handbags which are so popular has gone bankrupt. So, somebody has to ring about fifty customers to tell them they can't have the handbags they ordered. They're not going to be happy!

A Oh, I can do that. Maybe I can persuade them to buy something else.
B Oh, thanks, Natasha – you're an angel. You never mind doing work that other people don't want to do. I don't know what I'd do without you!

2
A So we have to make this group presentation next week ...
B That's right.
A And we all want to make sure it's really good, yeah?
B Of course, yeah.
A So, no making jokes when we're supposed to be working. I want it to be top class.
B So do we, Jade. We're right with you on that.

3
A How's your new colleague?
B Marcel? He's OK. He works really hard, and he's very pleasant to everybody and all that. Trouble is, he's a bit of a 'me-me-me' person.
A How do you mean?
B Well, you know, when we have a meeting, and someone's speaking, he's always tapping his pen on the table, or making little jokes, or something like that. You get the feeling that he can't stand it when the spotlight's on somebody else. And he wears the most extraordinary clothes! Sometimes I think he'd rather be a model than a sales rep ...

4
A How are you getting on with the new administrator?
B I really don't like him. He seems very friendly at first, but then he keeps making nasty little remarks about other people in the department. Little bits of gossip. But he doesn't say anything to your face. It's like he's trying to set people off against each other. Not nice.

3.2
So, now we're going to move on to have a quick look at the work of Glenn M Parker, who is a business expert who has spent thirty years studying and writing about how teams work – or don't work! And Parker says that the perfect team has a balance between different personality types. Ideally, and I do stress that we are talking about the ideal team, not what happens in real-life situations, we would have four different roles.

The first of these we call the contributor, and this role is that of the person who is interested in technical detail, they provide data and information to the team, and they really get the team to concentrate on short-term tasks. This person is usually very dependable and punctual; they often carry a notepad with them to write down key ideas. Have you encountered this kind of person? I can see people nodding, so I guess you have! And finally, they have high expectations of the team – they expect quality work. They are task-oriented.

The second role is called the collaborator, and this person is very much the visionary. They have a clear idea of the long-term mission of the team; they focus on the long-term outcomes. This individual is a 'big-picture' person. They're often high-spirited and help to boost the morale of the team. You might think they would act very inflexibly, but they don't – they're actually very flexible and open to new ideas. They're also willing to 'get their hands dirty', and they do so to achieve the team's goals.

The third role is that of the communicator. This kind of individual really cares about how people get along with each other, how well they communicate with each other, and they want to build a positive, relaxed atmosphere. They're the kind of person who, if you ask them to organize a party or a social activity for the team, then they will do, and happily! They possess excellent communication skills, they're very open, and they have a sense of humour.

The fourth and final role is that of challenger. Do note that another word for the challenger is 'trouble-maker' so are you convinced this is a good person to have on the team? Well, neither was I, but I've come to realize that rather than being just a pain in the neck, in fact they do play a crucial part, because they question the goals and processes of the team. They are willing to disagree, even with the leader, and they ask tough questions. They are never satisfied with the outcomes; they push the team to take risks and be more creative.

3.3
1 I was waiting for you.
2 Where do you want to go tonight?
3 I had got the time of our appointment wrong.
4 We've heard there's a strike on public transport.
5 But did you make trouble for him?
6 She has been to the doctor.

3.4
1
A Why didn't you wait for me at the station?
B I was waiting for you – didn't you see me?

2
A Where do you want to go tonight?
B Let's phone George and see if he fancies going bowling.

3
A So did you manage to meet up with Hattie?
B No, it was a disaster. I had got the time of our appointment wrong, just as I thought, so we never saw each other.

4
A Why are we going by taxi?
B We've heard there's a strike on public transport.

5
A David accused me of making trouble for him at work.
B That's a not very nice thing to say. But did you make trouble for him?

6
A Why didn't Lucy go to the doctor?
B She has been to the doctor. She went yesterday morning.

3.5
N OK, so Tracy has asked us to go through these questionnaires and come up with the best ideas for better communication between the departments.
A So ... am I right in thinking that we have to list as many ideas as possible?
N No, I think we should restrict it in some way.
R I agree. Let's brainstorm first, then choose the best ideas from that list.
A Sorry, I don't follow you. What do you mean?
R What I'm saying is, we put all the ideas together, then choose ... four?
A That sounds good. I wrote down a few ideas already.
N OK, let's hear them.
A So first up, a lot of people said: how about meetings between the departments?
R OK, but some of the departments have twenty staff. How would that work?
A Well, they'd have to choose somebody to attend. In other words, each department would send one person. Are you with me?
N And this group of people, one from each department, would meet regularly – is that what you mean?
A Yes, maybe once a week.
R Sounds good. It's pretty simple to organize. Next idea?
A The next one which loads of people mentioned was for more socializing between departments, like more social events, like cinema trips or meeting up after work. And there was a suggestion for team-building weekends ...
N Oh yeah, brilliant, that's great. Let's put that down.
R Hold on. What did you mean when you said there was a suggestion for 'team-building weekends'?
A You know, where we all go away to a hotel for the weekend and play silly games.
R Oh no. I can't think of anything worse! It all sounds way too wishy-washy to me.
N I beg your pardon?
R Let me rephrase that. What I meant was that not everybody would enjoy that sort of thing. But going out after work is fine.
N OK, let's not put in team-building weekends. So that's two ideas so far. I thought the idea of job rotation between departments was a really good one.
A Oh cool, yeah. Then I could spend a week in the sales department trying to work out what they do all day ...
R Sorry, what was that again?
A I'm joking! But I think job rotation's a great idea.
R Me too. You would really find out what other people are thinking. OK, we need one more. I've got a couple of ideas from the questionnaires I read. One would be for an in-house social media feed. Like a Facebook page where anybody from any department could contribute ideas and suggestions.
A Hmm ... maybe ... and the other?
R The last one was some kind of system where each department has to email all the other departments each week with information about what they're doing.
A I think that just repeats the weekly meeting. I prefer the social media idea.

N Me too. Everybody knows how to use Facebook these days. Great! That's four ideas ... now we just need to write the proposal!

Unit 4 Responsibility

4.1

1

A You should have heard Kevin from Accounts this morning.
B Why? What was it this time?
A Well, he came down here to use the photocopier and somebody had left it jammed again.
B Uh oh. What did he say?
A Well, you can imagine. 'Who did this? Is anyone going to own up?' As if anyone was going to confess with him going on like that.
B I bet I know who's to blame for it. That Michael – he's useless with machines.
A I really don't feel any of us can be held responsible – we all know the machine's at least ten years old – they need to get a new one. Simple as that.

2

OK, hi everyone. Welcome to English Now. I'm the welfare officer here and my name's Maria. I'm responsible for everything to do with your accommodation and also things like health, banking and so on. If you have any problems with your host family or need to know anything about local transport or where to get a SIM card for your mobile phone, I'm the person to see. I'm also in charge of reservations for the social programme, so if you want to sign up for any of the trips or activities on offer, come and let me know.

3

A Well, Scott, the reason I've called you in today is that we'd like you to take care of the Miller account from now on.
B Miller? But that's one of our biggest customers.
A Indeed, which is why we feel you're the man for the job. You'll answer to Melanie and you need to keep her informed about what's going on, but you're trustworthy and reliable, and we know we can count on you to get the job done.
B Wow, I, er, don't know what to say. I mean, thanks. It's a real vote of confidence. Um, yes, I'd be delighted to take it on. I hope I don't let you down.
A I'm sure you won't.

4.2

1

A I think there's something wrong with the remote control.
B You mean you've dropped it again! Do you have to be so ...?

2

A I'm not happy about you driving tonight – the roads are really icy.
B Don't worry, I'll be fine.
A Well, ...

3

A Just look at you: green hair, long black clothes and all that jewellery. Whatever will the neighbours think?
B People should judge you on the person you are not what you look like. As for the neighbours, ...

4

A Right, so apart from the salary, what benefits are there?
B OK, so as part of the package you get four weeks' holiday, free parking, and private ...

4.3

1

I Could you tell us a bit about your job?
A Well, I'm a warden at a sheltered housing complex – that's a kind of supported residential option for older people. The people who live here are all retired, they all have their own flat, and they don't tend to have any major health care issues, but they're also reaching a point in their lives when it's kind of comforting to have someone available, just in case they have any difficulties.
I'm on duty three nights a week – I have a colleague who covers other nights – and I'm around during the day. I don't go round unless I'm asked, but the residents know that I'm on hand should they need anything. This can be small things like helping them change a light bulb, or taking care of minor maintenance jobs that need to be done, say if something gets broken, through to helping in the event of some kind of medical emergency.
I OK, so you're in what could be termed a 'caring profession' – what does caring mean to you?
A Well, in this job, I think it's about allowing people to have their independence, but knowing that there is somebody who does care and is there if they need it.
I And the qualities needed for your job?
A Well, you need to be patient, you need to be a good listener. Some people in this situation can be a little lonely, but I think you also need to have respect, um, respect for people's independence and privacy. Yes, I think that's the most important thing, really.

2

I What do you do?
B I'm a Human Resources Manager. I have a background in psychology and I was hired because of this, so although HR – Human Resources – could be seen as just part of a business, for me it's very much a caring profession.
I And what does your job entail?
B Well, we work in various different areas like recruitment – taking on new staff, contracts, staff development and so on, but I think one of the most important things for me is staff welfare, making sure that people feel good and are looked after, because I think happy people will do their job better. We encourage our staff to come in and talk about any problems or concerns they may have and these tend to be work-related – contracts, pay and so on – but sometimes staff members come and talk to me about more personal matters, other things that might be having an impact on their work.
I So what does 'caring' mean to you?
B I think being a good carer is about being a good listener – I think it's important to listen well and to be present – that is, not distracted by your own stuff when someone's talking to you.
I OK, so apart from that, are there any other qualities you need in this job?
B The other thing is total discretion. People often talk about very personal or private issues – my relationship with them is a professional one, so it's important to keep that conversation private and to be careful that anything they say is treated in complete confidence.

4.5

According to a nurse who works with elderly people, there is a pattern of things they commonly regret when they look back on their life.

Every male patient she met shared the same wish: I wish I hadn't worked so hard. They felt they always put work before wives and children and regretted missing out on their children's youth.

Another commonly shared feeling was: I wish I'd stayed in touch with friends. People felt they'd been so focused on their own lives and responsibilities that they'd let good friendships slip by over the years.

The most frequently expressed wish was: I wish I'd had the courage to live a life true to myself, not the life others expected of me. Many people had ignored their own feelings in order to satisfy the wishes of others. As a result, they had a strong sense of frustration that so many of their dreams had gone unfulfilled.

4.8

B Now you just keep your hands off my to-do list ...
A OK, OK! Now there are some things that I know you're not going to like ...
B Like what?
A Like, 'invent an illness and call in sick.'
B Yup, you're right – that's just irresponsible.
A Or 'climb a tree and sit there all day.'
B Right.
A Yeah, but there are also some good ones ...
B Such as?
A Let's see, 'Throw out your TV' – now you've been saying for ages how much time we waste watching nonsense.
B Well, that's true enough.
A OK, here's another: 'Drop at least one obligation ' – I mean, we all go round worrying about all our responsibilities and half the time we don't even stop to question the things we do.
B Yeah, you've got a point.
A Now what about this one: number seventy-seven, 'Jump on a train to somewhere. Anywhere.' I like the spontaneity of that – just go to the station and see where fate takes you.
B Yeah, but don't you think this is all a bit, I don't know ...
A Carefree? Adventurous?

B No, I was thinking more on the lines of reckless or frivolous.
A Oh, lighten up a bit, you only live once.

4.10
1
A .... and the only solution is to reduce costs, and relocating the whole company to our northern office is the best way to do that.
B But that's nearly 500 kilometres away! Some of the staff in this office have been with the company since the 1980s. Their lives and the lives of their families are in this city. You can't just suddenly expect them to move to the other end of the country. There must be an alternative.
A I'm afraid I think you're missing the point here. If we don't do something, the whole company will go under.
C Perhaps if I could just say something here? It's nearly 4.00 now – that means we have another hour and I'm keen to make a decision today, so perhaps if we just take a short break and then we can come back ...
2
A Well, first of all, I'd like to thank you for your offer. I'm certainly interested in the opportunity. I just have a small problem with the conditions.
B Could you expand on that a little, Graham?
A Sure, well in my current post I actually get twenty-four days' leave a year, whereas you're offering twenty.
B I'm afraid twenty-four days is out of the question.
A OK, well, um, do we have any room for negotiation here?
B We could maybe take it up to twenty-two. I could put that to Human Resources and see what they think.
A I'd be very grateful if you could. Now in terms of my salary, I was thinking that ...

4.11
I'm not sure we can accept that.
If I could add something at this point ...
We'd like to make a decision at this meeting.
What exactly do you mean by that?
Would you be open to a reduction in ...?
No, I don't see that at all.
That could work for us.

4.12
1 He's really dependable and trustworthy. If he says he'll do something, he will.
2 OK, I admit it. It was me who left the printer on all weekend. I'm sorry.
3 OK, so the emergency team are the people who have to coordinate in the event of a fire, for example. It's up to them to call the police and fire brigade, evacuate the building and check everyone is out.
4 If you don't look enthusiastic, how can you expect your team to feel excited about their work? I'm sorry, but I think the problem with motivation in the department is really down to you.
5 So if you need a room for a meeting or anything, the person you have to speak to is Jo.
6 Don't let me down here. I told the others you'll definitely have the report finished by Monday and I'm depending on you to do so.

4.14
dull, peaceful
adventurous, reckless
slim, underweight
high-risk, challenging
curious, nosey
frivolous, carefree

Unit 5 Power

5.1
The sun: it wakes us up in the morning, provides us with light and heat, and if it were a person, it would be about forty years old.

The sun is in fact around 4.5 billion years old and it's about halfway through its life. At some point in the future, probably in about five billion years, the sun will start to die.

In practical terms the sun is a star located about 150 million kilometres from Earth. It's made up of hydrogen and helium. At its equator the sun completes a rotation every twenty-six days. But the sun means much more to us than this.

Look at any of the ancient cultures and you'll find the sun has an important role. There are over 3,000 structures in dozens of countries from Stonehenge in England to the Mayan pyramids, from the Dancing Stones of Kenya to solar temples in India. Each of the constructions shows our fascination with the sun. The sun was worshipped by Aztecs, Incas, Egyptians, Greeks and Romans. We can only guess at some of the details, but all we know is that the sun was worshipped across the whole planet. Both the sun and the moon influence humanity's view of time, and calendars have been based on each of them.

Many people today still associate a suntan with health and well-being, but in the past this was certainly not always the case. Back in the sixteenth century in Europe, very pale skin was considered beautiful and some people would either stay out of the sun completely or use lead oxide and arsenic – two highly toxic chemicals – to achieve the desired pale effect. As you can imagine, neither of the two was very good for you and poisoning was not uncommon. Today however, some people have more than enough exposure to the sun and visits to tanning salons are not uncommon: in the USA alone some twenty-two million customers visit them.

The sun is vital to life on Earth. All plants depend on sunlight for photosynthesis and in turn, plants are vital for feeding humans. Neither plants nor humans could exist without the sun. Without enough exposure to the sun, the body fails to generate vitamin D which helps to regulate both the immune system and the correct functioning of proteins and minerals. Aside from this, a number of other bodily functions such as our internal body clock, nervous system, and state of mind all depend on exposure to the sun.

5.2
1 Look at any of the ancient cultures and you'll find the sun has an important role.
2 The sun completes a rotation every twenty-six days.
3 Each of the constructions shows our fascination with the sun.
4 All we know is that the sun was worshipped across the whole planet.

5.3
1 There's loads of light in the house.
2 Some people might think there's a lack of privacy – anyone can see inside.
3 One problem is where to put cupboards and shelves – with all those windows, there's a real shortage of wallspace.

5.4
1
A What's that you're taking?
B It's a new vitamin complex pill. I came across it in the health food store.
A What's it supposed to do?
B Well, it says on the box ... it builds up your immune system ... it helps prevent colds and other minor ailments .... it supplies all of your daily recommended dose of vitamins A, D and E. Sounds like just what I need.
A It sounds too good to be true to me!
B Ah no, that's where you're wrong. Vitamins are good for you.
A Vitamins may be but I'm not so sure that vitamin supplements are!
B Well, I don't know about that, but I think it's a good idea.
2
A I've just discovered I've put on two kilos. I've got to do something about it – fast.
B OK – if you're really serious about getting fit you could take up running – you know – do five kilometres a day. You could start running one a day and build up ...
A Aw no, you're kidding, aren't you? That sounds too much like hard work.
B I guess so, you've got a point there. Perhaps you should try cutting down on fatty food – you do eat fries with everything.
A You're absolutely right. Now ... where's that article I was reading last week on superfoods. ... Here it is – Yeah, look it says here you should cut out potato chips, fries and that sort of thing and eat more superfoods.
B Superfoods – what are they?
A You know things like blueberries, grapefruit, pistachios ...
B Really? I'd no idea there were such things as superfoods – but you can't live on those alone – you need to be sensible or you'll never keep it up.

5.5
a scarcity of
a complete lack of
an excess of
a shade of
a significant amount of

Unit 6 Play

6.1

1

I Would you be interested in playing games like this?

G1 Well, I'm not so sure. I'd have thought that the games would turn out to be pretty dull. When I was at school, the teachers would make us do those educational games, and I ended up having a deep hatred of them! I think most gamers would say that they play games because they enjoy them, and get a buzz out of them, so the games would have to be much better than the ones they play already.

2

I would've loved to know about these sites before. You know, so much money and resources and creativity go into these games, and I've often asked myself: wouldn't it be good to use those resources in a constructive way? I've always felt rather guilty about playing games, especially when it's two in the morning and I'm still online and I have to get up for work the next day! So to be able to feel that I was helping out in some way would be great. Maybe knowing these games are helping the world in some way would make me feel less guilty!

3

I I think you've actually played one of these games?

G3 That's right.

I That's interesting. Would you tell us what happened?

G3 The thing is, when I started playing, I didn't realize it would get so addictive, and that's important, because, let's face it, most people would sooner spend their time gaining points than saving the planet! I don't think anyone would play these games if they weren't high quality in themselves.

4

Funnily enough my all-time favourite game is Tetris, which is the simplest, silliest game anybody has ever invented, and these games sound a bit similar. So I wouldn't mind having a go. Mind you, I'm not completely convinced by it. I asked some friends to try them out, but they wouldn't. They'd sooner play shooting games, and I think that would be true of lots of gamers – I don't think they'd be interested in saving a tree!

6.2

1 I'd rather not.
2 Would you give me a hand?
3 She wouldn't say.
4 I always knew I'd be a star!
5 Where would you live if money was no object?
6 I wouldn't have thought so.

6.3

I Mike, the whole idea of 'having a holiday' is quite a modern one, isn't it?

M That's right. Until quite recently, people only took one holiday in their lives – their honeymoon! The idea of 'leisure' is a modern one. In fact, most of the words we use for free time activities are quite new – even the word 'weekend' is said to have been used in its modern sense for the first time as late as the 1930s. Most people then worked sixty hours a week over six days.

I It's strange, isn't it, when holidays and leisure are so important to us now – the idea of lying on a beach, unwinding ... and feeling relieved about having got away from it all ...
But in fact, it seems as though the old, bad days of not much free time might be coming back?

M That's right. The amount of time devoted to leisure is dropping, not increasing. In the Netherlands, for example, it is reported to have gone down from forty-eight to forty-four hours per week in just twenty-five years. People are tending to work longer and longer hours.

I Yeah, I've noticed here at work the number of colleagues who get to December and then complain about not having taken all their holidays for the year ...

M Yes, apparently, British workers only take 77% of the annual holiday to which they are entitled. That means they work six days a year for free! At the end of the year, people always say they would have liked to have taken all their holiday but just couldn't get away from their desks. It does seem ...

6.4

1

I work in a large school in Perth, Australia. My students are aged between fifteen and eighteen, and most of the time they're really lovely but you know, they sometimes just get on my nerves. So I guess my job is quite stressful, and it's really essential for me to get away from it all occasionally. And the way I do that is jet-skiing.

2

I reckon most people wouldn't think plumbing is a very demanding job, and I'm a pretty laid-back kind of guy. There are a few things that drive me up the wall, mainly customers who keep changing their minds! The job's fairly repetitive – 90% of my work is changing taps that have started leaking – so I need to do something that's completely different. My hobby is to go on trips to art galleries. They're very tranquil places, and that's what I need.

3

I get pretty stressed out in my job. I work most evenings and quite a lot of weekends. I get back from the office at 8 p.m. at the earliest. If I've got a big presentation to make, I'm a bundle of nerves the night before. My girlfriend's always telling me to reduce my workload, she says I'm always on edge but I just want to slump in front of the TV and watch the latest detective series.

4

Of course, different people have different ways of chilling out. I think it's important to strike a balance between work and down-time. Being a streetcleaner involves a lot of dirt, so I try to get right away from that. My hobby is to find the best or the most interesting restaurants around, and every two weeks or so, I eat out with a group of friends.

5

I really can't bear just lazing around. I have to be on the go all the time. Studies have shown that a change of activity is more important than just doing nothing. For example, if you work in an office like I do, you want to get outside and do something active but for me, the best way to unwind is karaoke!

6.5

1 A small boy swallowed some coins and was taken to hospital. The next day, his grandmother phoned the hospital to see how he was getting on. 'No change yet,' said the nurse.
2 Why did the teacher wear sunglasses? Because her students were so bright.

6.6

Good morning, everybody. Today's talk continues our series of talks about different aspects of language. I'd like to start with a joke. It's very short! A small boy swallowed some coins and was taken to hospital. The next day, his grandmother phoned the hospital to see how he was getting on. 'No change yet,' said the nurse.

Now, as you will have realized, the joke depends on the fact that the word 'change' has two meanings. Such words are called 'homonyms' and they're very common in English. This kind of wordplay is widespread in English, and in many other languages, too. It seems to cut across national and cultural boundaries. I'm sure there are similar jokes in most languages. But despite this, wordplay (as in this joke) is often regarded as trivial and childish. But if you enjoy this kind of word-play, and many people certainly do, (including me!) then you start to think that it must be an important use of language, and certainly one that's worth studying. Indeed, one of the joys of languages like English, which contain lots of homonyms, is that they allow for this kind of joke.

6.7

Of course, plenty of people hate the use of these double meanings. The famous writer and scholar Samuel Johnson called it 'the lowest form of humour.' However, they are frequent in the works of many great authors, including Shakespeare, Lewis Carrol and, Vladimir Nabokov, and also in the Greek tragedies. Double meanings are found in the literature of ancient Egypt, China and Iraq, and many other places.

Language has often been described as fulfilling two functions: the first is called T-communication, with 'T' standing for 'transactional.' This means it helps us to get things done, like ordering a meal in a restaurant (though if you do not know the local language, it's enough to do this by simply pointing at the menu). The second type is called I-communication, which means 'interactional.' That is to say, language is an aid to building and maintaining relationships.

But I think there's a third function, one that we might call P-communication – with 'P' standing for 'play.' Just think how much we play with

language, have fun with words, inventing new ones or using old ones in new ways.

Unlike other aspects of play, until recently, this fun aspect of language was rarely studied seriously. Why should this be so? Children are happy to sing meaningless rhymes in the playground, and so are adults at football matches. Many millions do crosswords and other word puzzles that depend on wordplay. Italians have *rebuses*, the Argentinians have *jeringozo*, and the Japanese have *shiritori*, so we can't conclude that it's a feature of one particular language. Maybe we have simply taken wordplay for granted. Of course, plenty of ...

6.8

A What did you think of the film, Marco?
M Well, I thought it was a bit of a mess. I liked the basic idea, but there were quite a few bits that I just couldn't get my head round.
A Like what?
M For a start, when was it supposed to be set?
A I guess it was the 1800s or something like that.
M And the plot was kind of strange. At the start, the main female character seems to be a normal woman, then you realize she's actually some sort of alien! Come on, Amy, that's just daft.
A Oh, I thought the bit when we found that out was great – you can't expect a story like that to be realistic – it's called *Cowboys and Aliens*, right?
M Yeah, I suppose so. But something else I didn't get: how did the hero know about the alien ship? I found it a bit confusing. And pretty silly – there were loads of times when I thought, 'this is for teenagers'!
A Well, that's the whole point, it *is* for teenagers! How about you, Ross?
R No, I wasn't confused, I was just bored. I thought it was pretty awful! There was something about the story that was really ... mechanical, formulaic. I felt the characters were all, you know, just like robots – there was nothing new or original about anything they did. What a waste of time!
A Isn't that funny? It's as if we've seen two completely different films! I thought it was great. I agree there were one or two twists in the plot, but I liked the characters. And what about the stuff at the end where the heroine sacrifices herself? Wasn't that really heart-wrenching?
R That just made me laugh. I finally realized it was a comedy! It was a comedy, right?

6.10

1 it was a bit of a disaster really
2 a duke, or a lord, or someone like that
3 interviews with the actors, some scenes they didn't use, and that sort of thing
4 One or two people got up
5 something wrong with her leg

6.11

A Why's the flight so delayed? It's difficult to understand.
B It looks like there's a problem with the plane. I heard an announcement saying there was a technical fault.
A You always get announcements when something goes wrong, but they never give you useful information. It's frustrating.
B There was some information on the screens a few minutes ago, but it's gone now.

Unit 7 Emotion and reason

7.1

I The idea that we can be fooled by our feelings – is that an area that has been proved by research?
P Yes. There is considerable evidence that indicates we can be tricked by our emotional responses. I heard recently of a piece of research by Cornell University about eating.
I Eating?
P Mmm. Let me explain. I want you to imagine this scenario – supposing you were asked to judge a meal in a restaurant. What do you think the answer would depend on? The taste of the food? The look of the food? No. In this experiment, 139 customers were asked to rate the tastiness of their meal at an Italian buffet, but half of them had been told it cost $4, and the other half $8. The ones who had the more 'expensive' – so-called – meal rated it 11% higher. And this was because the ones who ate the cheaper meal reported loading up their plates and then feeling guilty about it, leading to the negative results.
I So had they thought they were eating a more expensive meal, they would have answered differently.
P That's right. And of course companies and brands spend a huge amount of time and energy finding ways to exploit these emotional responses. For example: How do you get someone to like you?
I Er ... maybe I do something nice for them?
P No – the opposite! You get them to do you a favour. Because it turns out that if you do someone a favour, you'll like them more. Why is this? The answer is the brain is thinking like this: 'I am doing this person a favour, therefore I must like them.' And a lot of very successful companies actually play on this kind of psychological trick.
I How do you mean?
P OK, the most famous example is the furniture company IKEA, which sells you the different parts of the table or cupboard or whatever, and asks you to build it. You feel you are doing the company a favour and so you start to like them more. It's actually got a name – the 'IKEA effect'. If the company had built the furniture as well, you might not feel so good about them! Strange, isn't it? Once again, you're fooled by your feelings.

7.2

1 Am I apathetic about politics? Older people often say the young are apathetic about politics nowadays, but I don't think that's true at all. We're just not interested in the same things they are.
2 When do I feel apprehensive? Let me think ... I'm always a bit apprehensive when I have to disagree with my boss about something. Sometimes he's happy to listen to suggestions and other times he's not.
3 The last time I was astonished? That would have been when I won the award for employee of the month. I was absolutely astonished ... because I never win anything!
4 I can't think of a time I felt devastated, but I know that my friend Alexander's family were devastated when he gave up a great job in a bank and became a clown. They thought he was throwing away a really well-paid career.
5 When did I last feel envious? Well, when my sister bought a brand new car I was a bit envious. Mine's ten years old now!
6 Well, yes – I can definitely think of one time I felt frustrated recently. It was when my brand new laptop kept crashing while I was trying to write an important assignment – very frustrating. I took it back to the shop and demanded my money back.
7 I'm rarely indifferent about things. I find it's hard not to be affected by other people's problems when I hear about them in the news.
8 What do I find irritating? I got very irritated with the road repairs outside my house last month. They started at 7 o' clock every morning, including Saturdays. Awful!
9 Relieved? Definitely! I was very relieved when my ten-year-old son arrived home yesterday evening – he was over an hour late and I was getting very worried. He'd been playing football with a friend and hadn't noticed the time – typical!
10 I tend not to get self-conscious these days, but I have a young colleague who was very self-conscious when he had to give his first presentation last week. You could tell he wasn't relaxed in front of all those people.
11 I suppose the most sympathetic person I know is my sister. She'll always listen to people when they have a problem and try to help them. I don't think I'm very sympathetic though, I rarely have people telling me their problems.
12 What makes me uncomfortable? Well, I'll tell you – it's when my wife's family get together, they love to sing round the piano and that makes me really uncomfortable. I can't sing very well, you see.

7.3

Today's episode of 'Fooled by our Feelings' concentrates on embarrassment.

Most people don't like being embarrassed. But we certainly remember it when it happens! I think we can all recall those excruciating moments when we wished we hadn't said or done something. But since embarrassment is a powerful force that nearly everybody experiences, I think it's worth trying to understand. Why are we so quick to feel an emotion that makes us so uncomfortable?

On the plus side, one reason is that embarrassment fulfils an important social function. After all, we humans live in groups, and it helps our social living if we have a way of saying 'Ooops! I shouldn't have done that' when

we go against what people think is normal behaviour. If you break or depart from a social norm, then it helps to maintain good social relations if you show you're embarrassed.

But also people like us more when we show embarrassment. I know it's surprising, but there is plenty of research which shows that, for example, if you praise somebody, and that person goes very red, you're more likely to find that person trustworthy.

Of course, embarrassment does have its dark side, so to speak. As we know, the desire to avoid embarrassment is very strong, and it can lead to real-world consequences. One common situation is that maybe you have some embarrassing health problems, and you think 'Well, I'd rather other people didn't know about this. Maybe it will just go away.' So perhaps you don't even go to the doctor, and that could lead to more serious health problems.

Furthermore, at a very extreme level, severe embarrassment can make people avoid social situations, and even not go out at all.

However, the good news is that we judge ourselves much more harshly than other people do. When volunteers were put in embarrassing situations, researchers found that observers were much kinder on them than they expected.

So maybe it's time we stopped worrying about being embarrassed, and accepted it as part of everyday life. After all, in most cases, it's not as if what we've done really matters.

7.4))

One area that is particularly likely to produce embarrassment is that of language. And this is especially true when you are talking in a second language, where maybe you don't quite understand the power of a phrase, or the exact meaning of a word. We asked some foreign language speakers about their experiences.

Yeah, I was invited to dinner at somebody's house, and I used to smoke, and I asked the host, 'Do you mind if I smoke?' and she replied 'I'd rather you didn't,' and my English wasn't very good then, and I thought that 'I'd rather you didn't' meant she didn't mind, like, it was the same for her, so I lit a cigarette, and she didn't say anything but later another guest explained to me that that expression is really quite strong, it means basically 'No, you can't.' So, at the end of the evening, I went to her and said I was really sorry – my English was very bad, and I could only apologise.

Yes, we had a very important man staying in our hotel, and he was like a VIP, a 'very important person,' and he had this unfortunate habit of sleep-walking, and he would go out of his hotel room, and walk down the corridor, fast asleep. And this woman, another guest in the hotel, she came to Reception one day and actually complained about the guy who was sleep-walking. And I said to her, well, really there is nothing we can do, because hes a lunatic. Because lunatic is the Russian word for sleep-walker, do you understand? And the woman said 'Well, I think it's time you stopped letting lunatics stay here!' And then I remembered that lunatic means something completely different in English. So, I had just told a guest that this VIP guy was a madman.

7.5))

1

A What would you do if your boss criticized your work in front of your team?

B That would really embarrass me. I'd probably go bright red and feel awful. It would be a bit humiliating.

2

A How would you feel about your neighbours having big noisy parties all hours of the night?

C Well, I know I wouldn't be able to sleep so then I'd get annoyed. If they ignored my protests, I'd get really mad and we'd probably end up shouting at each other.

3

A Just imagine you arrived at the check-in desk at the airport and you were told that your flight was overbooked and you couldn't board.

D Oh, that would be awful. I'd be SO angry. But I'd try to stay calm, not get angry, and think about what to do. Maybe I'd demand an upgrade on the next flight.

4

A What if your neighbour had a dog that barked all day and night, how would you react?

E Oh, I wouldn't be able to stand that. I work at home and it would drive me mad after a while.

5

A What if your boss was in a terrible mood and shouted at you for no real reason?

F I'd try to keep out of his way. I'd know it wasn't directed at me; it was simply that he'd lost his temper about something. He'd probably apologize afterwards.

6

A How would you react if your manager praised you in front of your colleagues?

G To be honest, I'd be amazed as he never praises any of us, even when we win a big order.

7.6))

1

A OK, so here are the house rules. We all have to agree to them, otherwise, it'll be chaos.

B OK, fair enough. Let's have a look. Hmm, I'm not sure about number 4. 'All house members must clean the kitchen at least twice a week.'

A Is there a problem with that?

B Well, that's not really fair on someone like me, who probably won't be using the kitchen very much. Maybe if I could be excused the kitchen duty, then I might do more of something else. How does that sound?

A Yeah, maybe, provided we don't have to change everything. I'd rather we didn't start making too many special rules for individual people.

B Hmm, that sounds fair enough. I'll tell you what. Supposing you let me off the kitchen cleaning, I could do more of the cleaning of the rest of the house.

A OK, we might be able to make an exception in this case. But I'll have to ask the others if that's OK with them.

2

C OK, so we had a look at your car, Mr Jones ...

D Right. Is it bad news?

C Yes and no. There's nothing seriously wrong with it, but there's quite a lot of small things that need doing.

D OK, that doesn't sound too awful. Can you give me an idea of how much you think it's going to cost?

C We reckon about £500.

D 500? Oh, right. That's a lot more than I expected. You did say just small things. Frankly, I'm not really happy with that.

C Well, like I say, there's quite a lot to do.

D Actually, the other places I've taken it to have given me a much better price.

C Oh right. Well, maybe we could ... What if we were to bring it down at bit?

D Well, it depends what you mean when you say 'bring it down a bit.' What did you have in mind?

C How about 400? If we did the more important things, and left the smaller things for another time? How do you feel about that?

D OK, that sounds reasonable. I could go along with that.

7.8))

1 This kind of boss I call 'The Volcano.' Most of the time, they're dormant, and they go about their business quietly and peacefully. And then occasionally, something gets on their nerves and they erupt! Problem is: this reduces everybody's productivity, because they're walking on eggshells all the time.

2 It's very frustrating for employees when they don't get feedback on their performance. You're thinking 'the new sales rep is doing well' but if you don't let them know, they'll just start floating along. By the same token, if you do have to criticize, make sure that your criticism is informational – I mean, the employee needs to know what and why they're doing wrong, and how they can improve. Keep it objective. This kind of boss is 'The Motivator.'

3 This kind of boss is sometimes called a 'Social Director.' This means they always try to reach a consensus in their team. They want to create a community. The positive side of having this kind of boss is that they consult with everybody before they make up their mind about something. On the other hand, it takes them a long time to do it!

Unit 8 Plastic

8.1))

They're made of plastic. This is good because it means they're lightweight. The lenses are rigid and obviously they're transparent so I can see where I'm going, but because they're plastic as opposed to glass they're a lot tougher and far less fragile and there's less danger of them breaking. The strap is made of some type of flexible plastic or rubber and they're elastic which means they fit well and don't let water in.

8.3
When the Royal Swedish Academy awarded the 2010 Nobel Prize for Physics to two scientists from Manchester University, they described their discovery as having 'a vast variety of practical applications including the creation of new materials.' Some people say that their work could represent as much of a change to humanity as plastic did in the past. But what is it?

Its name is graphene.

Graphene has a unique set of physical properties. It's really quite simple, because Graphene is carbon, a one-atom thick layer of carbon. That makes it the thinnest material ever discovered. But what else is special about graphene? Well, it's an excellent conductor of heat and electricity. It's tougher than a diamond and stronger than steel. It's also very elastic and can stretch up to 20% its original length. Because of all this, it's guaranteed to revolutionize the production of hundreds of household objects.

With graphene, scientists say we'll be able to produce a new generation of flexible phones and tablets. In just a few years they're likely to be putting digital devices like phones inside your clothes, windows and walls. And you may well be able to read a display inside a transparent material like glass.

But graphene could also help in the fight against diseases such as Alzheimer's and cancer because scientists believe it could help both in diagnosis and in new types of photo-therapy.

And if all this is true, graphene is sure to be as important for the twenty-first century as plastic was for the twentieth.

8.4
I OK, Silvia, so first of all can you tell us why you decided to give up plastic?
S First, I think I should point out that what I've been trying to do is cut down on my use of plastic – it's pretty difficult to cut it out completely these days, but I was interested to find out if I could significantly reduce the amount I used.
I And what made you decide to do this?
S Well, I was already aware that a huge proportion of my rubbish at home was made up of plastic but I guess the main thing was that I saw something in a magazine about this massive island of waste plastic in the middle of the ocean – it was really horrifying. When I saw the photo, I decided I couldn't just sit there so I found out about some people who were trying to, you know, do something about it.
I By reducing the amount of plastic in their lives?
S Exactly. And that's why I decided to see how much I could reduce my plastic consumption in a month.

8.5
I So having made the decision, what was the first thing to go?
S Well, I thought I was doing OK, you know I'd been using reusable bags for my shopping for ages, but I started taking a closer look at all the packaging food comes in before you even put it in your bag.
I What, you mean like plastic on pre-packed meat and plastic egg boxes and things like that?
S Yeah, though being allergic to eggs that wasn't a problem for me, but yes, for example cheese is wrapped in plastic, fruit comes in plastic bags – I worked out that I was producing three bags of rubbish a week just from packaging – it's completely crazy.
I Yes, I see what you mean.
S Then there's all those plastic water bottles we seem to get through now. So many people just seem to drink up, throw it out and buy another one, without even thinking about it. Now I just use a glass or a metal bottle.
I OK, so you've been trying this out for four weeks now. Since giving up, or rather cutting down on plastic, do you think you've ended up spending more?
S Well, I've gone over to shopping more in local shops rather than supermarkets but I think it's probably more a question of time than money – I mean doing the shopping takes up more time, but the quality of the experience also goes up – you know, you get to actually have conversations with people when you use smaller shops. And given the choice, I think many people would prefer to buy their fruit and veg direct from the producer or from a local shop where you know it hasn't travelled thousands of miles.
I So you're at the end of the initial experiment – what next? Do you think you're going to keep it up?
S Definitely, no doubt about it. Looking back, it's hard to think why I hadn't tried it before. It's really just a question of changing a few habits, becoming a little more aware. Taking everything into consideration, it's been a great experience.

8.7
Something I've had to put off? ... Well, actually, last year I had to change all my holiday plans because of work. What happened was, my wife and I had been planning a trip to the USA for ages and we were really looking forward to it. We'd always wanted to do a road trip – you know – just book the flights, get there and then set off down the highway, stopping whenever and wherever we felt like it. I've had friends who've gone on similar trips and had a fantastic time.

But then something that we weren't expecting came up – one of the companies we do a lot of business with asked for a big order that needed to be sent out as soon as possible. There was nothing for it – I had to put my trip off and get on with fulfilling the order. We worked really hard and got the order out on time – the company was so pleased they placed a second big order, and then another. By doing this one rush job, we've been able to build on the relationship and they now give us at least one big order per month.

And in the end, we were able to have our trip – just a few weeks later than we'd planned. We got to New York and set off heading west. It was a fantastic trip – I'll never forget it ...

8.8
Much of what we do in business, as well as outside work, is concerned with human interaction. It's therefore very important to understand some basic principles.

Whenever we speak, whether we know it or not, all kinds of unspoken, or non-verbal, signals are being exchanged. Of course a lot of this is down to instinct, it's quite unconscious, and we often both deliver and receive these signals without being aware we are doing so.

The study of non-verbal communication, or kinesics, /kɪ'ni:sɪks/ is vital to management and leadership, and to all aspects of work and business where communication can be seen. By becoming aware of our body language – the way we move, our facial expressions and the effect it has on other people – we have in our hands a very powerful communicative tool. One very ...

8.11
By becoming aware of our body language, the way we move – our facial expressions and the effect it has on other people – we have in our hands a very powerful communicative tool.

8.12
One very interesting aspect, of which most of us are unaware, is mirroring. Mirroring is when one person copies the body language of another – if one person sits forward, the other person sits forward and so on. Mirroring is a non-verbal way to say 'I am like you. I feel the same.' Making this kind of connection, or bond, will help us develop a good relationship with the other person, who will, as a consequence, perceive us as being friendly.

8.13
But mirroring, or the Chameleon Effect, as it is sometimes known, is not restricted to body language. People also mirror voices. In an effort to make a positive impression on another person, to show they're on the same side, the brain can cause people to adopt characteristics of their speech style – including intonation and speed of speech – and even alter their accent to fit that of the person they are talking to.

So, if we want to build understanding and trust – as of course we do when we're trying to get a new customer or sell a product – we need to use all the tools at our disposal. Become aware of kinesics – body language and facial expressions – and think about mirroring. There's no better way, according to research, to win a customer over.

8.14
Right, the first card I'm going to choose is, well, I think it's probably – it's a library card, I think it might be for a university library or something like that and the second one is one of those ID cards that business people wear round their neck. So both cards are used for the purpose of identification. With the first one you'd be likely to use it to identify yourself, but I guess it would also have the additional function of recording, perhaps, the books that you've borrowed and

the books that you have yet to return. But I think the other one is one of those cards that you have when you're a visitor. So this person could be some kind of visitor to the building, to the office, and has to wear this card to identify themselves as someone who is permitted to be there. I suppose with the first one, the card would enable you to borrow books and obviously to use the facilities of the library and to study there while the second one would simply enable you to access the building.

In terms of how I'd feel about using a card in each situation, well, I wouldn't have any issues I guess - particularly in the example of the library. It seems to me to be something very practical – it's nice to see the digitalization of that kind of resource now. I think it's a lot more efficient, so I wouldn't have any problem with that. When it comes to the ID card for the office, I have to say whenever I've had to wear one of these I've found them pretty uncomfortable, you know sometimes they have one of those clips and they're difficult to get on your clothes. But I suppose, you know, it's practical – it's important that people can identify who should and shouldn't be in the building – so I think in both cases the use of the card is practical and justified.

8.15))

bound to	likely to
unlikely to	might
guaranteed to	sure to

8.16))

absorbent	magnetic
durable	rigid
elastic	bio-degradable
flexible	tough
strong	transparent
fragile	versatile
lightweight	water-resistant

Unit 9 Learning

9.1))

A I've just finished reading a book by Ken Robinson about how schools are killing off children's creativity. It really made me think. All the stress about exams and grades could be stifling children's creativity. In some ways it's really sad – according to him right now, in a classroom somehere in the world, a child will be losing their excitement about new things and enthusiasm for learning. I think it's true that children won't learn what they aren't interested in.

B You're right there.

A Yes, but it wasn't just that, he was saying that this is actually causing a major problem for companies right now – one that experts are quite concerned about.

B What do you mean?

A Well, he said that in tomorrow's fast-moving world, a company's success will depend on its ability to come up with innovative solutions, but it seems there's a real problem with the way graduates have been taught to think. They are steered towards more practical and technical degrees, but they aren't encouraged to experiment with ideas and make mistakes.

B I suppose that's true enough. If schools and universities will focus so much on facts and technology, it's no surprise that many companies can't find graduates who can produce imaginative solutions. But I think we have to remember that students do have to learn some facts. I mean, they can't always just be creative all the time. That might get a bit tedious too.
Anyway, he's not the only one with some interesting ideas on education. I was going to tell you about that talk I saw by Sugata Mitra.

A I've heard of him, but aren't his ideas a bit controversial?

B Well, yes, a lot of people don't agree with him but he has done some amazing things.

A Yes, I read about the Hole in the Wall experiment. It sounded intriguing, but I wasn't really convinced it would work.

B Well, Mitra says if you give a child a computer, it won't be long before he or she starts to use it. That's exactly what he tried out in the Hole in the Wall experiment.

A And those kids didn't know how to use a computer before, right?

B Not only that, they didn't know English either, but Mitra says that left alone, children will come up with a solution to any problem, you know, find out how to do it or learn other things they need on the way.

A Really? I find that a bit hard to believe. Did it work?

B Well, it seemed to – for a while anyway. More recently he's started leaving children problems to solve, you know, just asking a question and letting them research it on their own, without a teacher around at all. And it's amazing what they come up with – to answer a question, the children will have had to work out what they need to do and then visit lots of different websites to find the answers.

A And they just do it on their own, right – no teacher? So how do they judge which sites are worth reading and which are just rubbish? Wouldn't they need some help from someone with that?

B Um, I can see that is a problem. Something else he told us about was a thing called the Granny Cloud.

A I read about that too – the idea behind that was to encourage the kids, wasn't it?

B Yes. He claims that just by someone saying something like 'Your project sounds amazing. Will you tell me about it?' that's enough to keep the kids enthusiastic. I mean, we all know it's a good idea to involve as many people in the community as possible – then the children feel what they are doing is valued.

A You can't disagree with that. I'm just not convinced I could leave my class alone with a load of computers and expect them to come up with any answers.

9.6))

Next slide ... The map shows the proportion of the population between 15 and 24 years of age who are enrolled in tertiary education in different countries. Over 170 million students are in tertiary education. The country with the highest percentage is Finland where around 43% in this age group are studying. The two countries with the biggest increase in students in recent years are India and China.

9.7))

1 Before you can enrol, you need to send us proof of your level of English. This needs to come from an officially recognized examining body – if you look on the webpage, you'll see a list of those we accept.

2 We've got three kids and in the next five years they're all going to be going to university. In the past, you had to worry about paying for the accommodation, books and so on, but at least the classes themselves were free. But now we've got to pay this on top of everything else. I really don't know how we're going to afford it.

3 I think in some countries everyone wants to go to university, but here in Australia there are a lot of programmes which are more practical and combine work and study. That's how I learnt to be an engineer. I think employers in many areas value this type of practical experience more.

4 When I finished school I wasn't interested in studying any more; I wanted to start work and start earning some money. However, last year, I decided I did want to do a degree and I have to say I'm thoroughly enjoying it. My years of work experience are a real benefit and I definitely appreciate the opportunity to study a lot more than I would have done when I was eighteen.

5 So this is where you log in ... and then on the left you can see the courses I'm enrolled on. In the centre, are the messages I've got from other people on my course and also from my tutors – look, my psychology tutor's uploaded a video for us. And there are also assignments we do online.

9.8))

If current trends continue, the number of students worldwide is set to increase by nearly 50% in the next fifteen years, with developing economies leading the way according to a recent report commissioned by UNESCO.

Information technology is sure to play an increasing role in higher education: more students will be following blended learning programmes and it seems clear that the use of virtual learning environments is on the point of changing the nature of both local and distance learning dramatically in the very near future. This is also going to lead to the development of more mega-universities, like the Indira Gandhi National Open University in India which is due to reach two million students in the next decade or the African Virtual University which works in over twenty-five different countries.

The study predicts that different countries will dominate research in the twenty-first century and says China will probably have overtaken the USA as the world's main producer of research by as early as 2020 and India will be in the top five.

The current trend towards internationalism is also here to stay: the development of offshore campuses is expected to continue and the number of international students is likely to reach seven million by 2020.

But measures may be needed if countries are to hold on to local talent; in Brazil the government is to fund tuition fees abroad for 100,000 students – on condition that they return home after graduating.

9.10

I Could you tell me about your job and what it entails?

D Well I'm a managing editor in the English Language Teaching dictionaries department. That means that I produce new dictionaries for learners of English, for example this year we produced our first ever dictionary of academic English for students studying at university or college – but mostly what we do is we revise and update existing dictionaries, such as the Oxford Advanced Learner's Dictionary.

I How has the dictionary business changed recently?

D Well, there are two ways in which it's changed: one is that there's a lot more technology involved and we now have more sophisticated tools for analysing words. The other thing is the people who are using our dictionaries. There are many, many more people learning English around the world and they have a really diverse range of needs; the result is that we're putting more and more words into the dictionary. There are also more informal words and more different varieties of English – it used to be just British and American English but now we have Australian English, South African English, Indian English, West African English – we have words from all sorts of different places where English is the first language.

I What further changes do you foresee?

D Um, well technology is going to go on changing things because first we had print dictionaries and then it was print dictionary and CD-ROM – but CD-ROMs are on their way out now I think, so now it's all about apps and online and that's going to get even more important – and it'll also change how we produce the dictionaries because instead of doing a new print edition every five years, we can just keep constantly updating when we're online.

9.11

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9.12

I So how do you go about selecting new words for a dictionary?

D Well, two ways really – we have a group of readers and they send in new words that they notice, so we use that, but also the people in our team, well we keep our eyes and ears open for new things that we read or that we hear in the media, things that our kids say ...

And of course we have a Word of the Year competition where people vote for new words, like 'selfie' which won a couple of years ago.

I Oh yes, I remember that one. Now, recently there seem to be a lot of new prefixes around – could you tell us something about those?

D Well, I think it's worth saying that a lot of them aren't quite as new as you might think. If you take a very prominent one like 'e-', that was first used in 'e-mail' and that term was around as far back as 1979 though it didn't really become popular until the early nineties.

I And did 'e-' start being used for other words apart from e-mail right from the start or is that much more of a recent thing?

D That's more recent, we introduced 'e-' as a prefix in the dictionary in the year 2000 and now we have words like e-reader, e-learning, and actually a very recent one is e-cigarette, which is interesting because it's not about electronic communication, it's broadening the meaning of 'e-'. In fact there seems to be a bit of a trend for single-letter prefixes.

I Such as?

D Well, 'i' – for interactive – that's obviously a popular one, particularly as a brand name. 'M' – for mobile as in m-learning. My favourite new one is p-book.

I P-book –what's a p-book?

D It's a print book.

I Really! So that's now known as a print book as opposed to an e-book!

D That's an example of what we call a retronym – a new or modified word for an old thing that now needs clarifying like snail mail or landline.

I What about suffixes?

D Let's see ... '-gate' from the Watergate crisis in the USA in the seventies is still being used in the press for any kind of scandal, not only in the USA and the UK but in lots of other countries too – so you have 'Pizzagate' in the UK, 'Moggigate' in Italy, 'Valijagate' in Argentina. Then you have '-ista' which started off as a political thing – 'Zapatista' and 'Blairista' – meaning a follower of – and then became things like 'fashionista' and 'barista', but that's different because here '-ista' means more like an expert rather than a follower. And one of the latest is '-tastic' – from fantastic which expresses a rather indiscriminate enthusiasm I think, so you have things like 'poptastic' or 'choc-tastic' recipes. It's not a very sophisticated word!

9.13

I What's a p-book?

D It's a print book.

I Really! So that's now known as a print book as opposed to an e-book!

D That's an example of what we call a retronym – a new or modified word for an old thing that now needs clarifying like snail mail or landline.

9.14

A report has shown that the trend to start school younger in many countries is far from ideal. A study in New Zealand showed that by secondary school, children who started literacy classes aged five had no significant advantage over those who started aged seven and if anything, had less positive attitudes to reading.

Experts point to European countries such as Sweden and Estonia where formal schooling is delayed till the age of seven and where children nevertheless display higher levels of academic achievement and well-being.

At the Dandelion Forest School, children learn through outside play all year round in sun, rain and snow. Founder Emma Harwood was worried that even pre-school was too centred on formal education and testing and it seems many parents would also prefer to see their children learning through experimentation and play in a natural environment. Aside from being happy and physically stronger, children develop greater autonomy and a wide range of problem-solving and interpersonal skills.

According to scientists, the change in circadian rhythms during adolescence means teens with an 8 or 9 o'clock start at school are expected to concentrate at a time which is incompatible with their body clock. In a trial at the Hugh Christie Technology College in Kent, starting school at 11.30 has meant an improvement in attendance, attention, and even exam results for students.

Many Taiwanese parents fear that their children lack confidence and courage

compared to youngsters from other countries. A kindergarten in Taichung has responded to this by including one to two hours of military exercise and gymnastics designed to improve mental and physical strength. The change has been welcomed by parents and the classes have proved to be a sell-out.

9.15
The purpose of this presentation is to look at the Bilingual Education Programme which has been operational in schools in Madrid since the year 2004.

I'd like to start by providing some background to the programme and why it was introduced in the first place. Despite being the first foreign language taught in schools for the past thirty years, a lot of Spanish people continue to have quite a poor level of English and for this reason, the regional government decided to launch a project to tackle the issue of language proficiency in Madrid. The project started in the year 2004 with twenty-six primary schools and was rolled out across the region so that currently 335 primary schools –that's about 44% of the total – are bilingual.

Moving on to how it works in practice in bilingual primary schools, children have two class teachers. Generally speaking one teaches subjects in Spanish, such as Spanish language and maths, and the other teaches subjects through the medium of English – these include science, arts and crafts, and P.E.

In terms of the success of the project, on the whole the results have been positive –where it works it can be very good: children speak with increased confidence and in most cases take official exams and get external accreditation much earlier than previously.

However, not everyone sees it in such a positive light. Critics say it's largely been motivated by politics rather than education. And certainly the effectiveness of the programme does depend to a large degree on the capacity of parents to support their children's studies and also on the language proficiency of the teachers in the first place, because obviously a programme of this, of this nature would require huge amounts of funding and there really is, you know, a relatively limited amount of language training available to teachers.

The long-term implications of the programme remain to be seen. However, there can be no denying that a whole generation of children are going to leave school with a far greater level of proficiency in English than had ever been the case previously.

9.16
1 The type of education connected with the practical skills you need for a particular job.
2 A system of education in which a person works for an employer for a fixed period of time in order to learn the particular skills needed in their job, while studying part-time.
3 Money lent to a student to pay for the cost of education.
4 An adult student who goes to college some years after leaving school.
5 Official approval given by an organization saying that someone or something has reached a required standard.
6 The money you pay to be taught, especially in a college or university.

Unit 10 New

10.1
Good afternoon. I'm going to talk to you today about an exciting revolution which is sweeping our world.

I notice many of you have smartphones, and some of you are even filming me on them – don't worry, I'm not going to take them away. See how nervous you got when I just suggested it? But I'm proposing that all these gadgets – laptops, tablets, smartphones – are already out of date. The internet is so ... last year. Because we're living in the post-digital age ...

Let me give you some examples. In a recent art show in London called '512 hours', the public were required to give up all cameras, recorders, smart phones and even digital watches at the door. The reason for this so-called 'technology hijack' was so the public could better experience 'silence and mindfulness.' The rationale was that because of all our technology, our ability to concentrate is a disaster. Life is short, art should be longer.

Second example: this is an elementary school in Seattle, USA, the home of technology. It's also one of the most exclusive schools in Seattle – where the bosses of the most important technology companies send their kids. So you might expect it to be full of technology. But what do you notice? There are no screens – the kids spend most of their day playing with mud.

Third example: this is the biggest rock band in the world – the Rolling Stones. But when I say biggest, I mean highest earning. And here's an interesting fact. In the last two years, the Rolling Stones have earned sixteen times more money from their live concerts than from their sales of CDs and downloads. Sixteen times!

OK, so what am I saying here? Conventional wisdom is that the internet and smartphones are changing our world. We only access the world through our screens. We are losing human contact.

But in fact the opposite is true. Everything 'live' is booming. Big rock festivals sell out in minutes, even at £300 a ticket. Live conferences, seminars, cookery courses, musicals – these activities should be obsolete, but they're actually more popular than ever. Here's a good quote: 'In the digital age, there is a real necessity for a live experience, for physical interaction.'

And you can see this happening in what we spend our money on. Purchasing patterns are shifting rapidly from 'having' to 'being', in other words, from owning new products to buying an experience.

Digital is an astonishing means of communication. But it has not satisfied the human appetite for meeting, for touching and for experiencing. I find this hugely reassuring. We still need the live experience.

10.4
1 From Newco ... the masters of innovation ... a product that will change your experience of gaming ... a games console that breaks new ground in terms of performance and price.
2 It's the latest thing in eating out. Come to Blackout, the restaurant where you eat ... in total darkness. Share a table with strangers who you can't see! You will enter a new world where your other senses – especially taste! – will take over. Brilliant food, fine wines, an unbelievable trip ... a radical departure in the appreciation of food.
3 This is the story of a man who changed music forever. Buddy Holly was a pioneer in the world of rock and roll, and this biography explains why his music has lived on, unlike other stars from that period whose music now seems dated.
4 Some people are always searching for the last word in design. Sofas, tables, bathrooms ... but here at Marshall and company, we look back to the 1950s, 60s, and 70s for the best in retro and vintage. Want a reconditioned radio from 1953? Retro telephones in gorgeous red plastic? Beautiful Italian lamps and lights from the 1970s? Visit our website at retro and vintage objects dot com and just click on the photos.

10.5
The 'sharing economy' is really a very simple idea. You have something that you can share with other people: let's say you live close to the commercial zone of a big city, where it is difficult to find somewhere to park, and you have a space in front of your house which somebody could park in. Now out there are thousands of people who work near your house, and would be very happy to park in that space – and pay for it too! So the sharing economy is a way of bringing together you and all these people.

So there's a website called Parking Panda which does just that. And in fact it's the internet which has allowed all these different sites to spring up now.

It could be a spare room in your house, and in fact one of the most successful sites is Airbnb which allows you to stay in a stranger's house; or maybe you drive to work, and have a space in your car, and somebody would pay you to get a lift to work. So there's a site for that as well.

10.6
A So Jack has asked us to come up with some ideas for the new room. What do you reckon?
B It's quite a big space, isn't it? Personally ... I'd go for something that really exploits the space.
C I think you could be right. It's twenty square metres. Maybe we're looking at something like a table tennis room. We all need to relax!
A Well ... I understand what you're saying, but don't forget that we've got the garden for sporty things like that. It seems like a bit of a waste of a fantastic facility just to give it over

to table tennis. I get the idea from Jack that it should be something serious and work-related.

B Well, one way of keeping Jack happy would be to have some kind of decent meeting room. At present we have to hold our meetings in that tiny room at the top of the building.

A I'm not so sure I agree with you. That room at the top of the building is hardly used anyway. After all, we never really have big formal meetings. We meet up more informally, in small groups. That's the company style if you like.

C In that case, we could always go Californian and have a chill room, you know with pods and stuff like that!

B That would be SO cool. Because, if you think about it, we haven't really got a communal space where workmates can meet up and just hang out.

A True. And most people I've talked to have said they'd really like something like that.

C Why don't we suggest a chill room with a café attached? That might be a good option. It's a pretty decent space.

A That's a great idea. And we can sell it to Jack by saying we won't need to keep popping out to the café every ten minutes. Right, so that's decided then. Let's just recap what we've decided. One end of the room will be a chill room and the other end will be some kind of café or ...

10.7))

1 This object was the key to a fundamental shift in the economics of the world, because it provided Europeans especially with a reliable method of traversing the world's oceans, and this gave Europe the wealth and power that later fuelled the Industrial Revolution. Ironic, really, because it was a Chinese invention.

2 I hate to say this, but I think the wristwatch is on the way out. I wanted to buy one for my son's twenty-first birthday, but he just said to me 'Mom, I really don't need a watch, that's a bit last year or even last century! I just use my smartphone now.' It's such a pity, because they can be works of art as well as wonders of science.

3 The first ones appeared in the early 1990s, though they didn't start to get really popular until about 2010. I think the key to their success was in the fact that you operated them with your finger so there was no need for a mouse or for all that clicking. In that sense, I think they were something genuinely innovative and took computers in a fresh direction.

4 You know when you're in a foreign city and you really, really need to use the internet? So you're constantly looking for a hotspot? Well, this will let you know where all the perfect internet hotspots are. It displays the strength of Wi-fi signals in your vicinity no matter where you happen to be in the world. Just look down at your chest! (Or ask a passer-by how strong your signal is ... a great way to make friends ....)

5 The printing press is a fairly obvious example of a crucial innovation, but I don't think people realize how many different fields of study and behaviour it affected. From religion to science to the arts, it literally changed everything. Of course, as with most inventions, many different people were involved in its development, but it was mainly due to people like Gutenberg in Germany that it became so widespread around Europe.

Unit 11 Origins

11.1))

1 Africa is home to more languages than any other continent. At the present time there are about 1,300 languages spoken by over 400 million speakers. There are four main language groups and various lingua francas – languages used for communication between people from different language groups across a wide area.

2 The Bow-Wow theory states that language is based on imitation, that when language began, our ancestors imitated natural sounds around them, such as animal noises. However, critics say this is unlikely as – while in English children describe a dog's call as 'Bow Wow' – in China for example, they call it 'Wang wang'. The Yo-He-Ho theory says that language evolved from the noises people make while using extreme physical effort. However as linguists point out, this doesn't account for all the other words in our vocabulary. As yet, no linguists have described the Bang-Bang theory!

3 The answer's logical. It's generally agreed that despite the fact that the brain was increasing in size, early humans didn't start using tools extensively until they started communicating using speech. The reason for this is that until this time, they couldn't use tools because their hands were being used for communicating in gestures.

4 Chimpanzees certainly don't have the intellect that humans do, but experiments have shown that they can be trained to work out logical connections and – in the right environment – acquire a vocabulary of up to 200 items. However, efforts to get chimps to speak have been a total failure. The reason they cannot speak is simple: their bodies are not designed for speech.

5 By the age of eighteen, the average person has a vocabulary of some 60,000 words. This means he or she must have learnt an average of ten new words every day, about one word every ninety minutes.

6 The Finno-Ugric languages are a group of languages which are alike in some respects and share common roots. They're spoken in the north of Europe in Finland, Estonia and parts of northern Sweden, and in one country in central Europe: Hungary.

11.2))

1 Can you think of a food which reminds you of your childhood?

2 Is there any ingredient you really don't like?

3 What foreign restaurants are popular where you live?

4 Which is the best region in your country in terms of food?

5 What's the best type of street food in your country?

11.3))

Who ever thought of taking day-old tortillas, frying them, and serving them with melted cheese, chillies, and tomato sauce? The answer is Nacho, or to give him his full name Ignacio Anaya. The story goes that a group of women – the wives of US servicemen – walked into a restaurant in northern Mexico. It was the end of the day and Nacho threw together a meal with the ingredients he had to hand. The customers were delighted and Nachos, as they became known, were quickly exported over the border into the USA. It just goes to show that no matter what ingredients you have, a tasty snack can be made.

Who invented the kebab? It seems whoever you ask, they'll tell you a different story. From Greece to Iran, Turkey to India, everyone is claiming responsibility. However, it does seem likely that the kebab started out as a food for soldiers: while on duty they would put meat on their swords and grill it over an open fire. Many kebabs today are still cooked horizontally on a metal skewer. However, the modern döner kebab, in which the meat is cooked vertically, is generally agreed to have been invented by Iskender Efendi of Bursa, Turkey. Whichever direction you have your meat cooked, it's sure to be delicious!

Pad Thai is arguably the most famous dish to come out of Thailand. A simple dish of rice noodles and meat and vegetables, it's the dish that Thai restaurants around the world are judged on. In Thailand itself, you can find it in every café and street stall. Surprisingly, though, the origins of this national dish don't go back that far. Before the 1940s Pad Thai didn't really exist. It was the Prime Minister of the time who popularized the dish in an effort to promote national unity and advance the country's economy and health. The recipe was rolled out across the country and street vendors were encouraged to make and sell it. It's not known who invented the recipe, although it has strong Chinese influences. Whoever invented it, though, it has undeniably become the national dish of Thailand in a relatively short period of time.

Paella was originally an easy lunch dish for farmworkers to cook in the fields near Valencia, Spain. Whenever I think of paella I think of seafood, but this was not one of the original ingredients. It was made with rice, plus anything else found in the surrounding countryside: tomatoes, onions and beans with some snails, rabbit or whatever. Traditionally it was shared and eaten straight from the pan. Later the recipes were refined and seafood was added and there are now some 200 paella recipes in the Valencia area alone with many more varieties in other parts of Spain and abroad.

11.4

P Let me introduce my next guest who is making us a classic Greek dish here in the studio. Eleni Papadakis, you run a small but enormously popular Greek restaurant in East London, and you've also written two Greek recipe books.

E That's right.

P And you're making us one of your signature dishes, moussaka.

E Mmhmm.

P Welcome to the show. (E: Thank you). So tell me, are you following a traditional recipe?

E It's my version of it, but it's based on the traditional recipe.

P OK, so tell us what you're doing.

E Well, I've already prepared the aubergine layer – I thinly sliced two aubergines, seasoned them with salt and pepper and brushed them generously with olive oil. They're baking in the oven. What I'm making now is the meat layer: I've roughly chopped up some onions and softened them in oil, then I added garlic, cinnamon and oregano, and after that I stirred in the lamb. Then I added peeled tomatoes (you have to peel them, as the skin goes bitter if you leave it in the sauce), tomato puree and red wine. So, this now needs to cook gently for at least half an hour to reduce the liquid.

P Mmm, it smells delicious already!

E I know, it's good isn't it! Anyway, now I need to make the white sauce for the top layer. So I'm melting the butter with some flour, and now I need to add some warm milk and beat it in.

P How do you avoid getting lumps?

E I just beat it vigorously so they don't have the chance to form! ... OK, that's done. Now I've grated some pecorino cheese here and I'm going to melt that into the white sauce. There you go. Now, this is what makes the white sauce special – I'm going to beat two eggs into it. The eggs make the sauce rise when it's cooked.

P It's almost like a custard.

E Yes, it goes nice and fluffy. And once the eggs are beaten in I'll season it and add some grated nutmeg.

....

P So, Eleni, all three elements are now ready. What are you doing now?

E I'm putting layers of the aubergines and meat in an oven dish. There that's done. And the final touch – the white sauce covers the whole thing. Then back into the oven for 45 minutes. Some people like to sprinkle cheese on top and grill it at the end.

P Do you do that?

E No, I add the cheese to the sauce. I don't think it needs any more.

P Well, I can't wait to try it. What would you serve with your moussaka ...

11.5

OK, so the *best* street festival in Asia is without any doubt: Songkran. No way should you miss this amazing party.

Songkran is a major festival in Thailand, it's the celebration of the Thai New Year, and apart from anything else, it's the biggest water fight in the world.

It takes place each year in April, which is the hottest time of the year. Originally, the date was determined by the lunar calendar but now it takes place officially from the thirteenth to the sixteenth of April although the celebrations can go on for a whole week.

Again going back to its origins, it was a religious festival and it was all to do with cleaning and making fresh starts; people would clean out their houses, they would clean religious statues and very respectfully they would pour water on their family and on their neighbours – just a little water, to symbolize the start of the new year.

Now it's all become an absolutely massive street party and it's totally fine and normal to soak complete strangers. The whole thing is designed to bring you good luck in the New Year and it's a huge party with dancing, drinking, and lots and lots of water.

Thai people often go home to their villages, but for visitors the place where you can have the best Songkran experience is Bangkok. It gets really busy though, so you do need to book accommodation well in advance. The city gets incredibly busy and in terms of advice, well, be super-careful with your cameras, your phones and any other valuables because everything will get wet. While your actual room is probably safe, the staff may 'attack' you elsewhere in the hotel, that's how serious it gets. Don't try and use public transport to get into the centre of town because it's just crazy. You must show respect for the religious elements of the ceremony which are still there and what you absolutely have to remember is this: don't come to Songkran without a bucket or a water pistol because you've got to fight back!

11.8

1 I'll never forget that holiday.
2 The architecture really impressed me.
3 I never thought about the danger we were in.
4 When I got back to the village I stopped running.
5 The food was the best thing.

Unit 12 Memory

12.1

I Today's visiting 'expert' is Dan Harrison. Dan, you've been studying the different types of memory. Can you give us just a simple run-down of the different types?

D Well, I'll try! But it's a very complex area. There's a lot of debate over how memory works, and a complete understanding of how memory works is a long way off. Work is being done all the time around the world on the brain and how it processes information. I think most people know that memory is basically divided into 'short-term' memory and 'long-term' memory, though there are plenty of experts who disagree even with those two terms! But let's stick with them for now.

I Can you define those terms?

D So short-term memory lasts for just a few seconds. And we know that with short-term memory, most people are able to remember a telephone number of, say, six digits but not of twenty-six. And that is down to the fact that short-term memory has restricted capacity.

I Whereas ...

D Whereas long-term memory lasts for ever, and has no upper limit as far as we know. But as always the situation is much more complicated than that. For a start, long-term memory is separated into two types. These are sometimes called 'implicit' memories and 'explicit' memories ...

I Implicit and explicit ...

D That's right. So implicit memories are things that you don't have to think about – like riding a bike or playing a musical instrument.

I Don't some people call this 'muscle memory'?

D Yes, especially in sports. You do an action so many thousands of times that it becomes unconscious and automatic. But it's not just actions, it can be things you have no control over. An example would be the memory that comes back when we smell fresh bread or taste a chocolate cake. Another crucial point about implicit memories is that they often are non-verbal – you find it hard to describe them to somebody. By the same token, with explicit memories, you can get people to describe them – and what's more you could give details about the situation, such as who was there, what the weather was like, and so on.

12.2

I But I think you're going to say that it's even more complex?

D Absolutely! Because explicit memories are further sub-divided into episodic and semantic memories. Obviously, episodic relates to episodes that happen to you. So in our experiments, we had the subjects describe their first kiss, or when they met someone famous, or when they had their car stolen. And that was obviously very easy for them.

I So what's semantic memory?

D That's the kind of memory for pieces of information, like what's the capital of China ...

I Beijing!

D Er, right, or the name of a good plumber to call when you have water coming through your kitchen ceiling, or the name of your hairdresser when you need to get your hair cut.

I Well, thanks for that Dan – it's been unforgettable!

12.3

1 He complimented Andrea on the presentation she'd made at the conference!
2 She urged us never to believe the advertisements that say that chocolate is good for your memory.
3 He suggested the management should change the plan.

4 He emphasized the need for older people to retain their independence.
5 She insisted on having Japanese green tea for breakfast.
6 He claimed he had been accepted by a top German university when he was fifteen.

12.5
1 What makes learning English words so difficult is the pronunciation.
2 Memorizing lists of words, I find very unproductive.
3 Can't be bothered with learning words, myself. I just listen and then try to use them.
4 I've been learning French for I don't know how long, but I still love learning new words.

12.6
1 People's names, that's what I can never remember. It can be very embarrassing when you meet them again.
2 Always forget my own mobile number, I do. I never phone myself, you see.
3 What I can never remember is the words to songs. But as I can't sing that's probably a good thing.
4 My PINs, you know, the numbers you use for your credit card, phone and so on, I'm always forgetting those – we have so many nowadays.
5 I've forgotten my parents' birthdays I don't know how often! I forgot my mother's last year and she didn't speak to me for a month.

12.7
A What did you think of Professor Glazunov's talk?
B For the most part I thought it was very interesting – especially the bit about using rooms. I actually used that technique last year for my final exam.
A So how does it work exactly? In that section, I got a bit lost, he went so fast.
B Well, the idea is that if you want to remember a lot of different things in order, you imagine yourself in a big house, and each room represents something you want to remember. Or it could be each item in a room represents something. So let's take the bones of the hand, you have to remember them for a test or something, you associate, say, a vase with the first bone, then a mirror with the second bone, and so on.
A So how does that really help?
B Well, when you want to recall the names, you imagine yourself in the house, and when you see the vase, it triggers your memory of the name of the bone. That's the theory, anyway.
A And does it work?
B Up to a point, I think it does. What they don't tell you is how to remember the objects in the room! You have to keep the picture of the room in your head and if you've got a lot of things to learn – well, it can get a bit complicated. What really interested me was the research about learning words – the stuff that seems to prove that there's not much difference between learning something by heart and repetition and using other methods!
A Yes, but there was only one source he cited. What about the research on learning in chunks?
B That was quite good – especially the bit about learning words in phrases. It appears that's how we remember names – if you can remember their first name, the surname is like part of a chunk, so you remember the name as a whole.
A What did you think about the idea of mind maps?
B It was good stuff, that. I use mind maps all the time.
A Yeah, we had a lesson about them right at the start of the course, but it's good to be reminded about these things every now and again. Just in case we forget about them!

12.8
A Did you read that intriguing story about the man who went swimming in the sea and then lost his memory?
B No, what was that? I must have missed it. Sounds rather unlikely.
A It does, doesn't it? But it was on the Guardian website. Apparently what happened was, he was on holiday in Scotland with his wife and grandson. They found this beautiful beach on the Isle of Mull, I think it was, and he and his grandson decided to go swimming.
B OK ... this was in the summer, was it?
A Yes, I reckon it must have been... but the thing is ... Mull is actually quite a long way north. I mean it looks beautiful and sunny in all the photos, but it's still pretty cold even in the summer. I guess he thought the water would be warmer than it was.
B Yes, I've been caught out like that in Scotland – the sea always seems to be absolutely freezing whatever the time of year.
A ... so anyway the grandson was wearing a wetsuit ...
B ... sounds like a sensible lad ...
A Yeah, but the grandfather was only wearing swimming trunks.
B Because he thought the water would be warm ...
A That's right. In fact it wasn't anything like as warm as he was expecting. After about ten minutes, the grandfather comes out of the water and he can't remember where he is, or what he's doing there. What made it really weird was that he could recognize his wife, and his grandson, and he could do things like dry himself but all his recent memories were gone!
B That must have been seriously upsetting
A And ... oh yes, something I forgot to mention, it was his short term memory that seemed to be really badly affected – he could only remember new things for thirty seconds, so he kept repeating the same things over and over, he kept asking the same questions ... wouldn't that be utterly appalling?
B I can't think of many worse things to happen out of the blue like that. So what happened next?
A Well his family were really worried so they decided ...

12.9
1 a An awful thing happened to me yesterday.
  b I had an awful thing happen to me yesterday.
2 a He had his house painted.
  b He had painted his house.
3 a I refuse to let you bring your boyfriend home!
  b I won't have you bringing your boyfriend home!
4 a This product is endorsed by several celebrities.
  b This product is recommended by several celebrities.
5 a Please have the next applicant come in.
  b Please ask the next applicant to come in.
6 a We got the neighbours to cut down the tree.
  b We paid the neighbours to cut down the tree.

Irregular verbs

Infinitive	Past simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	go
give	gave	given
go	went	gone/been
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/learned	learnt/learned

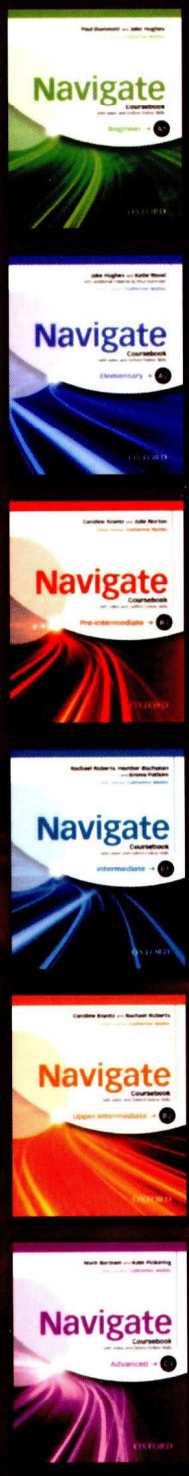
Infinitive	Past simple	Past participle
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
must	had to	had to
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spoil	spoiled/spoilt	spoiled/spoilt
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Phonemic symbols

Single vowel sounds			
/iː/	tree /triː/	/ə/	computer /kəm'pjuːtə(r)/
/ɪ/	his /hɪz/	/ɜː/	learn /lɜːn/
/i/	happy /'hæpi/	/ɔː/	four /fɔː(r)/
/ʊ/	good /gʊd/	/æ/	hat /hæt/
/u/	usual /'juːʒuəl/	/ʌ/	sunny /'sʌni/
/uː/	school /skuːl/	/ɑː/	car /kɑː(r)/
/e/	ten /ten/	/ɒ/	clock /klɒk/

Diphthongs (double vowel sounds)			
/ɪə/	near /nɪə(r)/	/ɔɪ/	boy /bɔɪ/
/ʊə/	tour /tʊə(r)/	/aɪ/	try /traɪ/
/eə/	wear /weə(r)/	/əʊ/	so /səʊ/
/eɪ/	train /treɪn/	/aʊ/	out /aʊt/

Consonant sounds			
/p/	pen /pen/	/s/	see /siː/
/b/	big /bɪg/	/z/	lazy /'leɪzi/
/t/	tea /tiː/	/ʃ/	shower /'ʃaʊə(r)/
/d/	do /duː/	/ʒ/	television /'telɪvɪʒn/
/ʧ/	children /'ʧɪldrən/	/m/	man /mæn/
/ʤ/	journey /'ʤɜːni/	/n/	never /'nevə(r)/
/k/	cat /kæt/	/ŋ/	sing /sɪŋ/
/g/	go /gəʊ/	/h/	hot /hɒt/
/f/	fly /flaɪ/	/l/	like /laɪk/
/v/	very /'veri/	/r/	river /'rɪvə(r)/
/θ/	thing /θɪŋ/	/w/	water /'wɔːtə(r)/
/ð/	this /ðɪs/	/j/	yes /jes/



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